

## THE USE OF GOOGLE JAMBOARD TO IMPROVE STUDENTS' READING COMPREHENSION

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### Abstract

**Keywords:**  
*Google Jamboard,  
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Traditional learning was synonymous with the use of whiteboards, chalk, and markers to facilitate the delivery of material. The presence of technology makes learning more interesting for students. Google Jamboard is one of the technologies known as digital whiteboards that can be used to teach English skills. This study aims to determine the use of Google Jamboard as a tool to improve reading comprehension in EFL students. This research is qualitative research using the results of interviews with English teachers who use Google Jamboard as a teaching tool and EFL students. The results of the study show that Google Jamboard can assist teachers in teaching reading comprehension activities to students and is able to provide interactive learning for students. Thus, Google Jamboard is able to effectively assist teachers in improving students' reading comprehension and making reading activities more interactive for students.

**Kata Kunci:**  
*Google Jamboard,  
Pemahaman  
Membaca,  
Pengajaran  
Bahasa Inggris*

### Abstrak

Pembelajaran tradisional identik dengan penggunaan papan tulis, kapur tulis, dan spidol guru untuk memudahkan penyampaian materi. Kehadiran teknologi membuat pembelajaran menjadi lebih menarik bagi siswa. Google Jamboard adalah salah satu teknologi yang dikenal sebagai papan tulis digital yang dapat digunakan untuk mengajarkan keterampilan bahasa Inggris. Penelitian ini bertujuan untuk mengetahui penggunaan Google Jamboard sebagai alat untuk meningkatkan pemahaman membaca pada siswa EFL. Penelitian ini merupakan penelitian kualitatif dengan menggunakan hasil wawancara dengan guru bahasa Inggris yang menggunakan Google Jamboard sebagai alat pengajaran dan siswa EFL. Hasil penelitian menunjukkan bahwa Google Jamboard dapat membantu guru dalam mengajarkan kegiatan pemahaman membaca kepada siswa serta mampu memberikan pembelajaran yang interaktif untuk siswa. Dengan demikian, Google Jamboard mampu membantu guru secara efektif dalam meningkatkan pemahaman membaca siswa dan menjadikan kegiatan membaca lebih interaktif bagi siswa.

## **INTRODUCTION**

The development of technology in the digital era makes everyone need to adapt, especially with the use of technology. Technology has an important role in conveying information in the form of writing, sound, and images (Rahayu & Pujiyono, 2017). Information technology (IT) is used in various fields, one of which is in education in the teaching and learning process. Technology is used as a means for students, one of which is in learning the language used by English as a Foreign Language (EFL) students. Learning the four English skills is important because English has become a global language and has been used in many fields such as business, tourism, science, medicine, film industry to education (Rao, 2019). He also added that there was a development in the country's education system that emphasized the teaching of language skills for EFL.

One of the important skills among the four language skills that need to be mastered is reading skills. Reading skills provide opportunities for students to obtain as much information as possible and expand their vocabulary. According to Khoiriyah et al. (2022), reading is an active language activity that requires other skills such as concentration. In reading comprehension, students need sufficient concentration to understand the content of the reading. In reading comprehension, there is knowledge that must be mastered by students such as vocabulary and background knowledge (Nurjanah, 2018). To understand a reading or text, students need to understand the meaning of words either through their daily experiences or by reading more. In addition, students also need to have prior knowledge of what they will read. In other words, students need to relate what they read and what they know. This is also in line with the factors that cause students' reading problems, namely difficulty in understanding long sentences, lack of sufficient background information, and inappropriate strategies used by teachers (Fajar, 2009 as cited in Ramadhani, 2022). This shows that not only from students, the role of the teacher is also very important to support and provide the right strategies in teaching reading to make reading easy and interesting.

Teachers can use technology in teaching to take advantage of increasingly advanced technological developments. In this digital era, education reforms by applying technology to learning. Digital whiteboards are one of the technologies that can create interactive reading comprehension activities. Google Jamboard is a digital whiteboard technology that can be used for both online and face-to-face learning accessed via a laptop or mobile device. Google Jamboards provides many useful features so that students can create mind maps and include pictures that can help students understand a reading on a particular topic. In addition, teachers can also create various activities using Google Jamboard such as teaching students to deepen their vocabulary for a reading, analyzing text, sorting random sentences, and so on. Thus, teachers can utilize Google Jamboard as a technology to create effective reading activities for students.

There are several previous studies that show the use of Google Jamboard in teaching and learning process. Buanawaty & Hermana (2021) found in his research that Google Jamboard was able to increase student literacy through the problem-based learning method. Students show their level of depth in thinking using Google Jamboard which is accompanied by text, pictures, and situations where they can use their hands directly in carrying out activities in Google Jamboard. In mathematics, Sulistyaningrum et al. (2021) found that Google Jamboard provides convenience in learning such as being able to teach collaborative learning and student work can be stored directly in the cloud. In addition, Khuong (2022) conducted research using Google Jamboard for writing activities, namely English essay writing. In this study, students showed a positive response, namely Google Jamboard was able to increase interaction in class and had a positive effect on their essay writing. There is still little research discussing how Google Jamboard plays a role in the learning process, especially facilitating EFL students in learning language skills. In addition, the role of Google Jamboard in improving students' reading comprehension by exploring the activities provided by the teacher in the classroom has also not been found. This research was conducted to fill the gap left by the previous research regarding the use of Google Jamboard in learning.

This study aims to find out how Google Jamboard technology is used by teachers in the classroom so that it can improve students' reading comprehension. Moreover, this research also further explores activities that are usually given by teachers in the classroom so as to make learning more interactive and innovative, especially in terms of improving students' reading comprehension.

## **METHOD**

This study uses a qualitative method. The participants in this study are four English teachers at private schools in Denpasar, namely SMA Dwijendra Denpasar and ten EFL students. The interview was informal, namely the participants state their opinion about their experience in using Google Jamboard to improve students' reading comprehension. For the data collection, interviews were conducted to obtain in-depth data about the use of Google Jamboard in teaching English to improve students' reading comprehension. The research instrument was in the form of an interview guide. In addition, the researcher also used the Voice Recorder as a tool to record participant statements during the interview process. It aimed to minimize the loss of data collection from the participants and it helped in transcribing the data collection. In analysing the data, the researcher carried out three stages, namely transcribing the data, reducing the data, and describing the data.

## **FINDING AND DISCUSSION**

### **Google Jamboard**

Google Jamboard is one of Google's apps released in 2017 that provides an interactive digital whiteboard. Unlike conventional whiteboards, Google Jamboard provides an opportunity for teachers to make the material more interesting because teachers can add frames, change the background, write with digital markers in different colours, add shapes, pictures, and sticky notes (Gulati & Bhatt, 2020). There are several benefits of Google Jamboard which can facilitate students' reading activities:

1. Free Apps

Google Jamboard is a free application that is accessed using a Google account. Both teachers and students must have a Google account to be able to access this application easily. In addition, Google Jamboard can also be accessed either through a laptop or mobile phone which makes this application flexible. You can type <https://jamboard.google.com/> to access Google Jamboard and start using it for reading activities for your students.

2. There are text box features, digital pens, photos, and sticky notes

In Google Jamboard there are interesting features such as text boxes, digital pens with different colours, can add images, and use sticky notes. In reading activities, the teacher can make a summary of the story accompanied by pictures so that it looks more interesting and students easily understand the contents of the reading. In addition, with the digital pen, the teacher can emphasize a certain sentence or part of the story directly on the digital whiteboards so that students can see it. Moreover, with features such as text boxes and sticky notes, teachers can direct students to create mind maps about a story so that students can learn to analyze stories in an effective way.

3. Application for individual and collaborative reading comprehension

Google Jamboard can be used to facilitate teaching activities both online and during face-to-face learning. In addition to the teacher displaying digital whiteboards on the projector screen during face-to-face classes, students can also be invited to edit directly on the digital whiteboards. Teachers can share their work links with students so that in one digital whiteboards, several students can join to edit.

### **The Use of Google Jamboard to Improve Students' Reading Comprehension**

Based on the results of interviews with four English teachers, Google Jamboard as a learning medium is able to assist teachers in designing activities that can improve students' reading comprehension. The teacher really like using Google Jamborad when there are reading activities because the teacher can use mind mapping activities. This is also in line with a review from Stafford (2022) on Google Jamboard that this technology is able to present the concept of maps

making it easier for students to learn. Mind Mapping is an activity that can be done after students read a text or information. In the learning process, the teacher usually gives the text to the students first for example recount text, then the students individually log in to the Google Jamboard and make a mind map of the information they read such as the theme, the characters, the setting, the plot, etc. This will make it easier for students to understand what they read by including important points made using features in Google Jamboard such as circles, boxes, lines, and so on according to students' creativity. Moreover, students think that learning mind mapping using Google Jamboard makes learning not boring. They added that using Google Jamboard provides an effective learning environment because it doesn't require a lot of tools. They can join Google Jamboard to do mind mapping. In addition, they also find it easy to understand text by doing mind mapping and increasing their creativity with the features on Google Jamboard.

Apart from doing mind mapping, teachers also usually do sorting activity using Google Jamboard in reading comprehension activities for students. In the sorting activity, the teacher gives a story that students must read first. Furthermore, to find out students' understanding of the story, the teacher makes an activity using Google Jamboard in the form of a sequencing activity, where the teacher provides the same storyline at random and assigns students to reorder it. Teachers can use the sticky notes feature and add pictures to make the activity more interesting. Then, the teacher will share the activity link so that students can access it and sort it through their devices. In addition, this activity can be done collaboratively where students in groups access Google Jamboard and sort the stories given by the teacher randomly. This is also proven by Khoiriyah et al. (2022) that Google Jamboard is able to provide collaborative reading activities. Moreover, students think that they are very happy when they finish reading, the teacher uses Google Jamboard to make it easier for them to understand the story. Doing sorting activities on Google Jamboard also makes learning more interesting because students can see pictures of the stories given, making it easier for them to understand the plot of the story.

Moreover, teachers also often use Google Jamboard to provide matching activities to students to deepen their understanding in reading, especially in understanding vocabulary in a text or story. Teachers can use this activity to give students insight into vocabulary they do not understand in a text. The difficulty of students in understanding and remembering the meaning of vocabulary is a problem in reading (Nurjanah, 2018). Teachers can use text boxes, sticky notes, and digital pens in giving this activity in Google Jamboard. Students will be provided with some vocabulary that is considered difficult to understand in a text. In addition, the meaning of each vocabulary is provided separately and randomly. Then, they were asked to correctly relate the vocabulary to their respective meanings. For example, the teacher can use vocabularies found in the text which are difficult for students to understand. After that, the teacher can add the meaning or description of each vocabulary that put randomly. The students have to match the vocabulary to their respective meaning. Vocabulary is the basis of English which according to students is very difficult to master. They argue that their weakness in understanding texts or stories is because they do not master a lot of English vocabulary. This is because in stories they usually find new vocabulary that is difficult for them to understand. With Google Jamboard, it becomes easy for them to learn vocabulary because the teacher has provided an interactive matching activity where students can immediately log in to the application and directly match the vocabulary found in the story with their respective meanings. Thus, when re-reading the story they understand because they know the vocabulary that they did not know before.

## **CONCLUSION**

Reading is not only about obtaining information, but the reader must also understand the information. Reading comprehension is difficult for some students to master because they have difficulty understanding long sentences, lack of understanding of vocabulary, and lack of prior knowledge of the information read. As a teacher, it is necessary to have the right strategy to teach all of that so that

students have a good understanding of a reading. This is because the teacher's task is not only to give students a text, read it, and then understand it. The use of technology in teaching strategies can help students improve reading comprehension. The development of information technology is increasingly advanced, especially in the field of education which is able to facilitate the learning process. Google Jamboard as a technology in the form of a digital whiteboard can be used to help students practice their reading comprehension. With the availability of various features in it, several reading activities can be done on Google Jamboard such as doing mind mapping after reading, sequencing activity, and matching activity. All of these activities are carried out to help train students' understanding after they obtain information from reading texts, articles, and so on. Thus, technology in the form of Google Jamboard can be used effectively by teachers in conducting reading activities to improve students' reading comprehension. In addition, Google Jamboard is also able to provide interactive learning for students so that students are actively involved in the learning process. In this case, the researcher suggests that teachers can use Google Jamboard technology in EFL classrooms, especially to help students understand reading and make learning more interactive.

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