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# Enhancing Students' Reading Comprehension of Descriptive Texts through Nearpod: Teachers' and Students' Perceptions in an Indonesian EFL Classroom

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**Abstract**

Reading comprehension is one of the essential skills in English language learning, yet many Indonesian students face persistent challenges in understanding texts, particularly descriptive texts. To address these difficulties, technology-based platforms such as Nearpod have been introduced to provide more interactive learning environments. This study aimed to investigate the use of Nearpod in teaching reading comprehension and to explore teachers' and students' perceptions of its implementation at SMPN 2 Mantup. Employing a qualitative descriptive design, the research involved one English teacher and a group of seventh-grade students. Data were collected through classroom observations, questionnaires, and interviews, and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings revealed that Nearpod was systematically integrated into pre-teaching, while-teaching, and post-teaching stages, facilitating vocabulary activation, interactive practice, and immediate assessment. The teacher perceived Nearpod as an innovative and engaging tool that increased participation, supported comprehension with multimedia, and enabled real-time assessment, though internet instability and limited device access were identified as obstacles. Students expressed overwhelmingly positive perceptions, highlighting enjoyment, motivation, and improved comprehension as the main benefits, while technical difficulties were considered minor. The study concludes that Nearpod holds strong potential to transform reading instruction into a more interactive, student-centered process, contributing both cognitively and affectively to English learning.

**Keywords:** Nearpod; reading comprehension; descriptive text; students' perceptions; teachers' perceptions

## Introduction

English is regarded as a crucial skill in the modern era, as it is used as an international language for communication, education, and professional development. In Indonesia, English is taught from the primary level up to higher education, yet the achievement of learning outcomes, particularly in reading comprehension, remains challenging. Many students are still unable to meet the expected standards of the curriculum despite continuous efforts to improve English teaching (Malik et al., 2021).

Reading comprehension is central to English learning because it allows students to acquire vocabulary, understand sentence patterns, and develop critical thinking skills. Nevertheless, students in Indonesia frequently encounter difficulties in identifying main ideas, comprehending specific information, and retaining vocabulary when reading English texts (Irmayani et al., 2022). They often struggle to distinguish between important and less important details, especially in

descriptive texts where multiple adjectives and phrases are used (Pratiwi & Meidipa, 2024). A lack of vocabulary knowledge further hinders comprehension, as unfamiliar words prevent learners from fully understanding the meaning of the text (Isna, 2025).

The importance of reading has been emphasized by many scholars, as it contributes to linguistic ability and provides opportunities for learners to expand their knowledge and explore different perspectives (Priyanti et al., 2019). However, the reading culture in Indonesia is still very low. According to UNESCO data cited by Pitoyo (2020), only one out of every 1,000 Indonesians can be considered an active reader. This indicates that students' enthusiasm for reading remains weak, which negatively affects their comprehension ability.

Among various text genres, descriptive text is one of the main materials taught in junior high schools. It enables students to understand detailed descriptions of people, places, objects, or animals, often using adjectives that create vivid mental images. Through descriptive texts, learners can enrich their vocabulary and practice identifying organizational structures in writing (Maharani et al., 2025; Pratiwi & Meidipa, 2024). By linking textual information with sensory experiences, descriptive texts also help students connect reading with their own lives, making the process more meaningful (Sariakin & Mahmud, 2022).

Despite its importance, teaching reading in many Indonesian schools still relies on traditional teacher-centered approaches. These methods often focus heavily on textbooks and lectures, providing limited opportunities for interaction and collaboration. Such approaches may fail to meet diverse learning needs and can reduce student motivation (Sulasri et al., 2020). As a result, reading lessons are often perceived as monotonous, leading to a lack of engagement.

To overcome these limitations, technology-based learning platforms have been introduced as innovative alternatives. One of these platforms is Nearpod, an interactive tool that allows teachers to deliver multimedia lessons, integrate quizzes, and provide real-time feedback. With features such as polls, collaborative boards, and gamified learning activities, Nearpod enables students to engage with reading materials in more dynamic ways (Emma, 2024). Previous studies have shown that students respond positively to the use of Nearpod, as it enhances engagement, simplifies material delivery, and improves comprehension (Adnyana et al., 2023; Paramita, 2023; Astrini et al., 2024).

Nearpod is also consistent with the principles of student-centered learning. Its multimodal features cater to different learning styles, while interactive activities and instant feedback support comprehension and participation. Teachers perceive Nearpod as a useful tool for increasing engagement and improving the effectiveness of reading instruction (Grigorenko, 2021; Sajja et al., 2023). Nevertheless, in the Indonesian context, research on Nearpod remains limited, particularly in junior high schools and in relation to descriptive texts. Most studies have examined its use

in general reading or vocabulary tasks, or focused on other platforms such as Kahoot or Quizizz (Astuti et al., 2020; Basuki & Hidayat, 2020; Octaviana & Rahmah, 2019).

Furthermore, studies on perceptions of technology-enhanced learning often examine either students or teachers separately. Yet, both perspectives are essential for successful integration of digital tools in the classroom. Previous research indicates that positive student perceptions toward interactive platforms increase motivation (Bicen & Kocakoyun, 2019; Ciaramella, 2019), while teachers' acceptance influences classroom implementation. Thus, exploring both teachers' and students' perceptions provides a more comprehensive understanding of the potential of Nearpod in reading instruction.

Based on these considerations, this study seeks to investigate the perceptions of teachers and students regarding the use of Nearpod to enhance reading comprehension in the seventh grade at SMPN 2 Mantup. By focusing on descriptive texts, the study aims to fill the gap in the literature and provide insights into how Nearpod can contribute to more engaging and effective reading lessons in Indonesian EFL classrooms.

## Literature Review

Reading comprehension is a fundamental component of English learning because it allows learners to acquire new vocabulary, understand text structures, and apply knowledge in various contexts. Despite its importance, many Indonesian students face challenges in reading comprehension, particularly in identifying main ideas, extracting details, and dealing with vocabulary limitations (Irmayani et al., 2022; Pratiwi & Meidipa, 2024; Isna, 2025). These difficulties make it harder for learners to fully grasp the meaning of texts and reduce their motivation to read.

Descriptive text is one of the key genres taught in junior high schools. It provides detailed descriptions of people, places, objects, or animals and relies on adjectives and sensory language to create vivid imagery (Irmayani et al., 2022). This type of text helps students expand their vocabulary, practice recognizing organizational structures, and connect textual descriptions with real-life experiences (Maharani et al., 2025; Sariakin & Mahmud, 2022). By reading descriptive texts, learners can strengthen imagination and comprehension, which also supports understanding of other text types such as narratives or reports (Pratiwi & Meidipa, 2024).

Traditional approaches to reading instruction in Indonesian schools, however, are often teacher-centered. Lessons typically depend on textbooks and one-way explanations, with few opportunities for interactive learning. These approaches may not meet diverse learning needs and often result in boredom and

low motivation (Sulasri et al., 2020). Given these challenges, there is a growing demand for more engaging and student-centered teaching methods.

Digital learning platforms have emerged as effective tools to address these issues. One such platform is Nearpod, which allows teachers to integrate multimedia, quizzes, polls, and collaborative activities into their lessons. Nearpod makes reading activities more dynamic by providing instant feedback and gamified features that sustain student interest (Emma, 2024). Previous studies support its positive role in improving engagement and comprehension. Adnyana et al. (2023) found that students viewed Nearpod as helpful in increasing participation and making materials easier to understand. Similarly, Paramita (2023) reported that interactive technology improved motivation and comprehension, while Astrini et al. (2024) emphasized the role of Nearpod's interactive features in stimulating learning and providing real-time feedback.

Nearpod also supports student-centered learning principles. Its multimodal features address different learning preferences and allow learners to work at their own pace. The platform's interactive tools help teachers monitor progress and provide timely clarification, which is particularly important for EFL learners who often struggle with text comprehension (Grigorenko, 2021; Sajja et al., 2023). However, despite its potential, studies on Nearpod's application in Indonesian junior high schools remain scarce. Much of the existing research has focused on other platforms, such as Kahoot or Quizizz, and on skills like vocabulary learning rather than reading comprehension (Astuti et al., 2020; Basuki & Hidayat, 2020; Octaviana & Rahmah, 2019).

In addition, most previous studies have focused on either students' or teachers' perceptions separately, while both perspectives are essential for understanding how digital tools function in real classrooms. Students' perceptions influence their motivation and willingness to participate, while teachers' perceptions determine how technology is implemented in teaching (Bicen & Kocakoyun, 2019; Ciaramella, 2019). Combining both viewpoints provides a more complete picture of how Nearpod can be integrated effectively into English reading lessons.

Based on these gaps, the present study investigates both teachers' and students' perceptions of using Nearpod in teaching reading comprehension in the seventh grade at SMPN 2 Mantup. By focusing on descriptive texts, the study seeks to provide insights into how Nearpod contributes to overcoming challenges in reading instruction and fostering a more interactive and meaningful learning process.

## Research Methods

This study employed a qualitative descriptive design, which was considered suitable for exploring perceptions of teachers and students regarding the use of Nearpod in reading comprehension. The research was conducted at SMPN 2 Mantup, Lamongan, during the academic year 2024/2025.

### *Research Design*

The qualitative descriptive approach was chosen to describe and interpret participants' perceptions in detail without statistical generalization. This design allowed the researcher to capture both teachers' and students' views of how Nearpod supported reading comprehension.

### *Participants*

The participants included one English teacher and a group of seventh-grade students at SMPN 2 Mantup. The teacher was responsible for teaching English using Nearpod, while the students were the recipients of the learning process.

### *Data and Sources of Data*

The primary data were obtained from classroom observation, student questionnaires, and interviews with both the teacher and students. Classroom activities provided data on how Nearpod was applied, while questionnaires and interviews captured the perceptions and experiences of the participants.

### *Research Instruments*

Three main instruments were used to collect data. First, classroom observations were carried out to examine the teacher's use of Nearpod in pre-teaching, while-teaching, and post-teaching stages. Second, open-ended questionnaires were distributed to students to gather their perceptions of Nearpod in reading activities. Third, semi-structured interviews were conducted with both the teacher and selected students to gain deeper insights into their experiences and challenges.

### *Data Collection Procedures*

Data collection was conducted in several steps. The researcher first observed classroom practices to document the integration of Nearpod. Afterward, questionnaires were distributed to the students, and interviews were scheduled with both the teacher and a sample of students to triangulate the findings.

### *Data Analysis*

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which includes three stages: data reduction, data display, and conclusion drawing or verification. In the data reduction stage, irrelevant information was discarded and meaningful data were categorized. The data display stage involved organizing information into thematic patterns. Finally, conclusions were drawn and verified by checking the consistency of findings across different sources.

### *Triangulation*

To ensure the credibility and validity of the findings, triangulation was applied by combining multiple instruments: observations, questionnaires, and interviews. This approach allowed the researcher to cross-check data and confirm emerging patterns from different perspectives.

## Findings and Discussion

### *Findings*

This section reports the findings of the study based on classroom observation, questionnaires, and interviews. The results are categorized into three parts: (1) the use of Nearpod in teaching reading comprehension, (2) teachers' perceptions, and (3) students' perceptions.

### *The Use of Nearpod in Teaching Reading Comprehension*

Classroom observations revealed that the teacher consistently structured the reading lessons into three main stages pre-teaching, while-teaching, and post-teaching by integrating Nearpod as the primary platform.

In the pre-teaching stage, the teacher used Nearpod slides to introduce the topic and generate students' curiosity. Vocabulary was displayed through multimedia images and simple polls that asked students about their prior knowledge of the lesson topic. For example, when discussing descriptive texts about animals, the teacher used polls such as "Which animal do you like most?" or "Which adjectives can you use to describe a cat?" These activities not only activated background knowledge but also made students more eager to participate. Nearpod's interactive format helped shift the lesson opening from a passive listening activity into an engaging warm-up.

In the while-teaching stage, Nearpod was employed to present descriptive texts in slide form. Students were asked to read passages and answer comprehension questions embedded within the slides. Several interactive features supported this stage. The Time to Climb game turned comprehension checks into competitive tasks, where students raced to answer questions correctly. This created

excitement and sustained attention throughout the lesson. The *Draw It* feature enabled students to illustrate objects described in the text, such as drawing "a tall tree with green leaves" after reading a passage. These activities required students to process textual information and transform it into visual or conceptual representations, thereby reinforcing comprehension. Additionally, open-ended questions allowed students to provide more detailed responses, encouraging critical thinking rather than simple recall.

In the post-teaching stage, the teacher used multiple-choice quizzes and polls to review what had been learned. Students reflected on the lesson through short-answer activities, which provided opportunities for self-assessment. The teacher also received immediate feedback from Nearpod, identifying which items were well understood and which needed clarification. This stage ensured that comprehension was measured and reinforced before the lesson ended.

Overall, these observations demonstrated that Nearpod supported a balanced integration of input, practice, and evaluation in reading comprehension. Instead of merely reading from a textbook, students were continuously engaged through interactive tasks that combined text with multimedia and gamification.

### *Teachers' Perceptions of Using Nearpod*

The interview data revealed that the teacher held largely positive perceptions of Nearpod as a teaching tool. Several points emerged:

First, the teacher emphasized that Nearpod increased student engagement. Students who were usually quiet and passive became more involved when lessons were gamified. The teacher noted that features like Time to Climb motivated even reluctant learners to participate, as the competitive element made them more attentive.

Second, the teacher stated that Nearpod enriched instruction through multimedia. Unlike traditional textbooks, Nearpod allowed the integration of images, videos, and interactive slides that made abstract concepts more concrete. This was especially useful when teaching descriptive texts, which rely heavily on imagery and detailed descriptions. The teacher felt that visuals and interactivity helped students understand vocabulary and contextual meaning more effectively.

Third, the teacher valued Nearpod's real-time assessment capabilities. Quizzes and polls provided immediate insight into students' comprehension, allowing the teacher to adjust explanations on the spot. This formative assessment supported ongoing monitoring, which is often difficult to achieve with paper-based methods.

Finally, the teacher identified several challenges. The most common issue was unstable internet connectivity, which occasionally caused delays. In addition, not all students had equal access to devices, leading to some sharing during activities. Despite these challenges, the teacher stated that the benefits of Nearpod

particularly in motivating students and making lessons more interactive far outweighed the drawbacks. Overall, Nearpod was perceived as an innovative and effective platform for teaching descriptive texts in English.

### *Students' Perceptions of Using Nearpod*

The students' responses from questionnaires and interviews also highlighted predominantly positive perceptions of Nearpod.

Most students described the learning experience as enjoyable and interactive. They explained that activities such as quizzes, polls, and *Time to Climb* made reading lessons feel like games rather than traditional classroom exercises. This shift in atmosphere encouraged more active participation and reduced feelings of boredom often associated with textbook-based reading.

Students also reported that Nearpod helped improve their comprehension. Many stated that the combination of texts with visuals and interactive questions made it easier to understand the main ideas and details of descriptive texts. For example, seeing images alongside vocabulary helped them remember meanings more effectively. Some students mentioned that Nearpod gave them opportunities to practice repeatedly until they understood the material, which was not always possible in traditional lessons.

Another recurring theme was increased motivation. Students felt more motivated because Nearpod allowed them to answer questions individually using their own devices. They appreciated the instant feedback after quizzes, which helped them recognize mistakes and learn from them immediately. The competitive elements of Nearpod also motivated them to focus more on the tasks.

Nevertheless, a small number of students mentioned technical difficulties, particularly slow internet connections and trouble logging in. Some reported that the screen occasionally froze during activities. However, they emphasized that these issues were minor compared to the overall positive impact of using Nearpod.

In conclusion, students' perceptions confirmed that Nearpod was not only an engaging platform but also an effective tool that supported their reading comprehension. The combination of interactivity, multimedia, and gamification made lessons more meaningful and accessible, encouraging both cognitive and affective engagement.

*Table 1. Summary of Findings*

| Theme | Key Findings |
|---|---|
| Use of Nearpod in Class | Structured into pre-, while-, post-teaching; vocabulary introduction; interactive tasks (quizzes, |

| Theme | Key Findings |
|---|---|
| | polls, Draw It, Time to Climb); immediate feedback in post-lesson activities |
| Teacher's Perception | Increased engagement; innovative multimedia support; real-time assessment; technical challenges with internet/device access |
| Students' Perception | Learning became enjoyable and interactive; improved comprehension of descriptive texts; higher motivation; minor technical issues reported |

Table 1 highlights three major themes of this study. First, the use of Nearpod in class was systematic, as the teacher consistently applied it during the pre-teaching, while-teaching, and post-teaching phases. This shows that Nearpod was not only used as a supplementary tool but also integrated into the entire lesson flow. The teacher began by activating students' prior knowledge, continued with interactive comprehension tasks, and concluded with assessment and reflection.

Second, teachers' perceptions confirmed that Nearpod brought significant pedagogical benefits. The platform enhanced student engagement, provided multimedia support that textbooks could not, and offered real-time assessment opportunities. Despite the challenges related to internet connectivity and device access, the teacher believed that Nearpod improved the overall quality of reading lessons.

Third, students' perceptions aligned with the teacher's views. They emphasized enjoyment and interactivity as the most valuable aspects of Nearpod. In addition, they acknowledged improvements in their comprehension of descriptive texts and reported higher motivation to participate. Although technical issues were present, they were seen as minor compared to the benefits. Overall, the table illustrates a strong convergence between teacher and student perspectives: both groups perceived Nearpod as an effective tool for enhancing reading comprehension.

*Figure 1. Students' Perceptions of Nearpod Use*

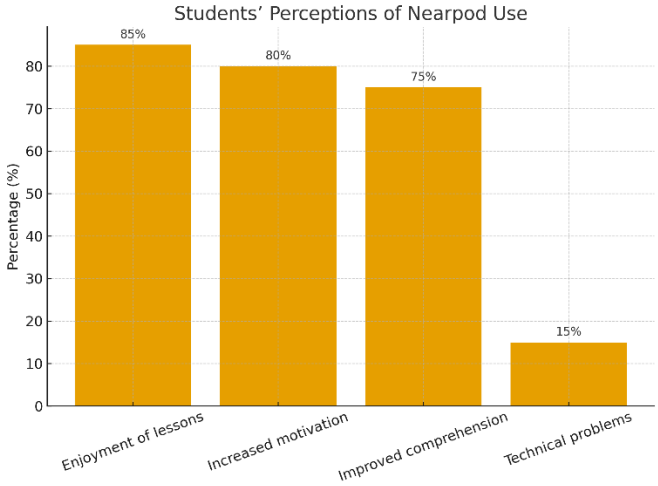


Figure 1 presents the distribution of students' responses regarding their experiences with Nearpod in reading lessons. The data demonstrate that the vast majority of students responded positively to the integration of Nearpod. Enjoyment of lessons was the most frequently reported perception (85%), indicating that Nearpod succeeded in making reading activities more engaging compared to traditional, textbook-based approaches. Motivation was also significantly affected, with 80% of students reporting that Nearpod encouraged them to participate more actively during class.

Furthermore, 75% of students expressed that their comprehension of descriptive texts improved as a result of using Nearpod. This suggests that the platform's interactive features such as quizzes, polls, and visual aids helped students better understand main ideas and details, as well as vocabulary in context. On the other hand, only 15% of students reported experiencing technical problems, primarily due to internet instability or difficulties accessing the platform.

These results clearly show that positive perceptions (enjoyment, motivation, and improved comprehension) substantially outweighed the negative (technical issues). The figure reinforces the conclusion that Nearpod is not only well received by students but also effective in supporting their reading comprehension skills in EFL classrooms.

## `*Discussion*

The findings of this study demonstrated that the integration of Nearpod into English reading lessons at SMPN 2 Mantup contributed positively to both the teaching process and the learning experiences of students. By analyzing the results from observations, questionnaires, and interviews, three major themes emerged: the use of Nearpod in teaching reading comprehension, teachers' perceptions of the platform, and students' perceptions. These findings are discussed below in relation to previous research and theoretical perspectives.

### *The Use of Nearpod in Teaching Reading Comprehension*

The observations revealed that the teacher consistently applied Nearpod in three instructional stages: pre-teaching, while-teaching, and post-teaching. This reflects a systematic use of digital tools to scaffold students' comprehension. In the pre-teaching stage, polls and slides were employed to activate background knowledge and introduce key vocabulary. The teacher explained: *"When I start with a poll or a picture, students immediately pay attention. They are curious about what their friends choose, and it makes them ready for the text."* This practice corresponds with Priyanti et al. (2019), who emphasized the importance of activating schema to prepare learners for comprehension.

In the while-teaching stage, the integration of interactive features such as *Time to Climb* and *Draw It* changed the nature of reading activities. Instead of passively reading from textbooks, students actively engaged with texts. For instance, students competed in quizzes while simultaneously reinforcing their understanding of main ideas and details. One student remarked: *"I usually get bored when reading long texts, but when there is Time to Climb, I feel excited because I want to win."* This finding aligns with Astrini et al. (2024), who reported that gamification in Nearpod increases student motivation and concentration during reading activities. The *Draw It* feature also gave students opportunities to represent their understanding visually, which is particularly useful for descriptive texts that rely on sensory language (Maharani et al., 2025).

In the post-teaching stage, Nearpod quizzes and polls allowed the teacher to check comprehension and provide immediate feedback. Students appreciated this process, as one of them stated: *"When I answer in Nearpod, I can see if it's correct or not right away. If it is wrong, I try again and remember better."* This finding supports Sajja et al. (2023), who argued that Nearpod promotes autonomous learning by enabling students to self-monitor their progress.

These results suggest that Nearpod not only provided a structure for lesson delivery but also offered continuous opportunities for scaffolding, feedback, and engagement. This contrasts with traditional teacher-centered approaches, which often lack interactive elements and can reduce motivation (Sulasri et al., 2020).

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### *Teachers' Perceptions of Using Nearpod*

The teacher's perceptions of Nearpod were generally positive, focusing on three major aspects: engagement, multimedia support, and real-time assessment. The teacher noted: *"Usually when I ask questions directly, only a few students answer. But with Nearpod, almost everyone joins because they can type their answers on their own device."* This supports Adnyana et al. (2023) and Paramita (2023), who found that Nearpod improves participation by allowing every student to contribute.

Nearpod was also perceived as effective in supporting comprehension through multimedia. As the teacher explained: *"Pictures and videos help students*

*imagine what is being described. When teaching descriptive texts, this is very helpful because they can connect words with images."* This resonates with Sariakin and Mahmud (2022), who noted that descriptive texts are better understood when learners can visualize information. In line with Maharani et al. (2025), Nearpod's multimedia elements allowed students to strengthen the connection between textual and sensory information.

Another strong perception was related to Nearpod's real-time assessment. The teacher stated: *"I can see immediately how many students answered correctly. It helps me know which parts are difficult and I can explain again."* This corresponds with Grigorenko (2021), who emphasized the importance of formative assessment in guiding instruction.

However, technical challenges were also reported, particularly unstable internet connections and limited device availability. The teacher explained: *"Sometimes the internet connection is slow, and some students cannot enter the Nearpod session quickly."* These challenges are consistent with Astuti et al. (2020), who identified infrastructure as a major barrier in Indonesian schools when adopting digital platforms. Nevertheless, the teacher emphasized that the benefits outweighed the drawbacks: *"Even with some problems, I feel Nearpod is worth it because the students are much more active than usual."*

### `*Students' Perceptions of Using Nearpod*

Students expressed predominantly positive perceptions of Nearpod, with three main themes: enjoyment, improved comprehension, and motivation.

First, students highlighted enjoyment as a key factor. One student mentioned: *"Reading is usually boring, but Nearpod is fun because we can play games and answer quizzes."* This echoes Ciaramella (2019), who argued that technology-based learning increases student enjoyment and reduces negative attitudes toward reading. The finding that 85% of students enjoyed lessons with Nearpod (Figure 1) reflects this trend.

Second, students perceived that their comprehension improved. They emphasized the role of visuals and instant feedback in supporting understanding. As one student explained: *"If there is a picture, I can understand the meaning faster. Without it, I sometimes don't know what the text is saying."* This aligns with Irmayani et al. (2022) and Pratiwi & Meidipa (2024), who found that limited vocabulary often obstructs comprehension, and visual aids can compensate for this limitation. The interactive format of Nearpod supported deeper processing of descriptive texts, confirming Sariakin and Mahmud (2022) that comprehension is stronger when students can connect text with sensory experiences.

Third, motivation was reported as a strong benefit. Students described the quizzes and competitions as motivating, with one saying: *"I want to be fast in answering so that I can get the highest score. It makes me pay attention more than*

*usual."* This perception supports Basuki and Hidayat (2020), who noted that gamification motivates learners to focus and participate actively.

Although 15% of students mentioned technical difficulties, these were relatively minor. One student explained: *"Sometimes I cannot log in because of the internet, but I still prefer Nearpod because it is more interesting than reading only from the book."* This suggests that despite infrastructural challenges, students valued Nearpod highly as a learning tool.

### *Contribution and Practical Implications*

This study contributes to the literature by highlighting how Nearpod can be implemented effectively in Indonesian junior high schools. While earlier studies often focused on university students or on platforms like Kahoot and Quizizz (Octaviana & Rahmah, 2019), this study shows that Nearpod is equally applicable in secondary-level classrooms and can directly address difficulties in reading descriptive texts.

The dual focus on teachers' and students' perceptions also strengthens the contribution of this study. Teachers' acceptance is critical for classroom implementation (Bicen & Kocakoyun, 2019), while students' positive perceptions determine engagement and learning outcomes. This research demonstrated that both groups valued Nearpod, confirming its relevance and potential as a sustainable learning platform.

Practically, the study suggests that teachers in EFL classrooms can integrate Nearpod to transform reading lessons into interactive experiences. By aligning Nearpod activities with curriculum objectives, teachers can scaffold comprehension, sustain motivation, and create a supportive environment for vocabulary development. However, the findings also underline the importance of addressing infrastructural challenges, particularly internet connectivity and device access, to ensure equitable learning opportunities for all students.

## Conclusion

This study investigated the use of Nearpod in teaching reading comprehension of descriptive texts and explored both teachers' and students' perceptions at SMPN 2 Mantup. The findings showed that Nearpod was systematically integrated into pre-teaching, while-teaching, and post-teaching stages. Both the teacher and students perceived Nearpod positively, highlighting its role in increasing engagement, supporting comprehension with multimedia, and providing immediate feedback. Although technical challenges such as unstable internet and limited device access were reported, these issues were considered minor compared to the overall benefits.

The study concludes that Nearpod has strong potential to transform traditional reading instruction into more interactive and student-centered learning. It supports both cognitive aspects, such as comprehension of descriptive texts, and affective aspects, such as motivation and enjoyment. Nevertheless, the findings are limited to one school context, and future research with larger samples or comparisons with other platforms is recommended. Ensuring technological readiness will be essential to maximize the effectiveness of Nearpod in broader educational settings.

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