The Use Of Canva as Media In Teaching Reading Comprehensions at Seventh Grade Students Of SMP Negeri Tiakur

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ABSTRACT

The use of the Canva application as Media in teaching reading comprehension proves to be a beneficial tool for seventh-grade students at SMP Negeri Tiakur. The research aimed to investigate how effectively the Canva application could be implemented in the teaching and learning process of reading comprehension among these students. The study used classroom action research, which involved 25 seventh-grade students at SMP Negeri Tiakur and utilized both qualitative and quantitative (reading tests) data analysis methods. The research consisted of two cycles, each with two sessions. Initially, students achieved an average score of 70 % in their reading tests during cycle I, which significantly improved to 90 % above by cycle II, demonstrating substantial enhancement in their reading skills. The effectiveness of the Canva application in teaching reading comprehension is evident and recommended for use during class activities.

Keywords: *Canva Application, Reading Comprehension, Technological Learning*

INTRODUCTION

English is the primary international language spoken all over the world. It is vital for communication in globalization, including sophisticated modern technology. In English language learning, one of the four basic skills is reading. Students must be successful in academics. Reading is one of the essential skills in English that students should master because it helps them succeed in their academics, which refers to getting information and knowledge from the book or text they read (Ahmer: 2023). This means that students are expected to acquire knowledge and information from the reading text given by the teachers, and they must comprehend and emphasize identifying main ideas, looking for specific information, and scanning and skimming.

Lately, most students have lost interest in reading because learning media bores them. Teachers, as their primary role in the teaching and learning process, require proper learning media to enhance and facilitate students' learning. Teachers are expected not only to diversify their learning media but also to tailor them to each student's needs and circumstances. With the rapid advancement of technology, proficiency in technological literacy is indispensable for everyone, including teachers. Thus, teachers and students alike can leverage technology-based learning media, as we know that media refers to tools that teachers use to teach students. According to Sudiran (2011:183), Media is described as graphic, photographic, electronic, or

mechanical means for arresting, processing and reconstructing visual or verbal information. By looking at Sudirman's explanation, it may be said that it refers to the application, which is also representative of the media. One of the applications that are relevant to teaching reading is the Canva application, which offers a plethora of attractive templates and features online. As explained by Martin (2016) in Fitria (2022:59), Canva provides teachers and students with a simple and innovative approach to design. Its drag-and-drop functionality facilitates Creating presentations, posters, one-page publications, and social media posts.

By incorporating Canva into teaching practices, teachers can impart knowledge, foster creativity, and cultivate skills among students, thereby enriching various aspects of their lives. In today's educational landscape, mastering technology is paramount for teachers. Their role extends beyond mere proficiency in imparting knowledge; they must also possess adeptness in utilizing technology. In the digital age, teaching resources abound from diverse sources, including internet-based technologies. According to Gopal (2021) in Tiara Nur Fitria (2022:58), teachers ought to employ technology to stimulate students' advanced cognitive abilities, including problem-solving, critical thinking, and creativity, while also assisting in the cultivation of other essential skills. Mastering reading is a very vital language skill for students. Reading is one of the most critical learning activities given to elementary school pupils since reading skill is an early indicator of success and form the framework for success in school. (Tompkin, 2012). Tanjung & Faiza (2019)), in tiara Nur Fitria (2022:59), affirm that Canva learning materials are practical for integration into the educational journey. Additionally, Pelangi (2020) explained that Canva is applicable to creating Indonesian language materials, such as advertising text production and poetry writing, for high school/MA-level students. Previous research indicates that they all investigate the utilization of Canva in teaching particular subjects and assist in fostering student engagement in the learning process, transforming what was initially abnormal into normal.

During the English teacher training in SMP Negeri 1 Tiakur, the researcher did the preliminary study through observation and interviews with students regarding the teaching and learning process of reading. The problem researcher found that students' reading comprehension was still the lowest because they needed more motivation to learn English. The teaching and learning process of reading is monotonous, and there is no attractive medium used to teach them, As a consequence, they only learn English as an obligation without trying to comprehend the material. Based on the problems found, the researcher attempted to do research in this area by using Canva as an attractive medium to teach English reading comprehension with two research questions as follow:

1. How is the implementation of Canva App in the teaching and learning process of reading of seventh-grade students at SMP Negeri 1 MBD?

2. Is Canva App efficient effective in the teaching and learning process of reading of seventh grade students at SMP Negeri 1 MBD?

REVIEW OF LITERATURE

2.1. The definition of reading comprehension.

As proposed by Baker et al. (2022), reading involves multiple processes happening at the same time, such as understanding that words are composed of sounds, that these sounds are represented by letters, and that these sounds need to be combined following grapheme-phoneme rules to form words. In addition, according to Nadirah et al. (2020:131), reading can be said to intelligently handle, check, and inquire about what the content is. So it can be said that reading is the natural input process that people do to be intelligent.

Furthermore, reading comprehension is crucial for students as it impacts their interpretation of written material. The ability to comprehend what is being read has always been at the heart of what constitutes successful reading. In one sense, text comprehension is a simple notion to grasp; nonetheless, it is also one of the most difficult and little-known cognitive processes in literacy education. Mahayanti et al. (2017:143).

Understanding reading is one of the most difficult activities for humans. To grasp this statement, for example, one must visually process the words, identify their phonological, orthographic, and semantic representations, and connect the words using syntax rules to comprehend the sentence's underlying meaning (Perfetti & Stafura, 2014). There needs to be more than just understanding the underlying meaning of each sentence. One must integrate that meaning across phrases, use relevant background knowledge, develop inferences, identify the text structure, and analyze the authors' intentions and motivations (Graesser, 2015). The outcome is a mental picture of the text's overall meaning, known as the scenario model (Kintsch & van Dijk, 1978). To ensure the success of all of these processes, interaction aspects include reader traits, text features, and task demands (Kintsch, 1998; Snow, 2002). This basic level of comprehension is required (but more is needed) for deep learning and the development of other 21st-century skills (Goldman & Pellegrino, 2015; Graesser, 2015).

2.2. The nature of Canva App.

Canva is an application that Melanie Perkins founded, and it launched the company on January 1, 2012, in Sydney, Australia. Canva is a simple graphic design tool that lets you generate digital and print pictures for social media, blog articles, and marketing materials. Canva allows users to design layouts from scratch or start with preset templates that include fonts, objects, colour palettes, text boxes, and platform-specific measurements. Users can exchange designs and work with team members to develop visually appealing marketing materials for their target audience.

Canva may be recommended as a good medium to teach reading because it has features that are easy and simple for teachers and students to use when integrating teaching and learning material. After all, it has free templates, items, and graphics that may be utilized to design interesting material (Haake, 2021; Bradley, 2015; Fitria, 2022). In addition, based on the Canva procedure, there are some steps to follow to log in and use the application. The explanation is as follows:

1. Canva is available to use by Laptop and Android.
2. The users can get access on www.Canva.com and also users can download it on Google play Store.
3. The users must login and connect their e-mail account, or FB account to get access in the application.
4. The users directly can choose and start their designing.

2.3. Advantage of Canva

Canva has become a significant tool in education due to its versatile features and user-friendly design. Here is a summary of the advantages Canva offers to both teachers and students in the context of creating learning media:
1. Variety of Design Options: Canva provides a wide range of attractive graphic designs, animations, templates, and page numbers, which allows educators to create engaging and visually appealing learning materials.
2. Enhanced Creativity: The platform's diverse features enable teachers to explore their creativity and design custom learning media that better meet their instructional goals.
3. Time Efficiency: Canvas ready-to-use templates and easy-to-navigate tools help educators save time when designing practical learning materials, allowing them to focus more on teaching.
4. Student Review: Students can revisit and review the material created with Canva, providing a useful resource for reinforcement and self-paced learning.
5. Accessibility: Canva can be used on both laptops and smartphones, making it convenient for teachers and students to create and access learning materials from various devices.
6. Collaboration Opportunities: Canva enables teachers to collaborate with colleagues in designing learning media. This feature allows multiple educators to collaborate on creating and refining materials, fostering teamwork, and sharing best practices.
7. High-Resolution Images and Print Options: Canva provides high-resolution images, and media slides can be easily printed by setting the appropriate print size. This ensures that physical copies of learning materials retain their quality and visual appeal

METHOD

3.1. Research design.

In conducting this research, the researcher will apply Classroom Action Research. According to Fahmi et al. (2021: 2), Action research is research conducted with several actions to improve a method, pattern, strategy, rule or concept in a program or activity so as to get the best results from previous activities.

3.2. Setting and subject of research

This research conducted in SMP Negeri 1 Tiakur. The subjects were twenty five students at the seventh-grade.

3.3. Research procedure

This research followed procedure of classroom action research which consist of four cycles as follows; Planning, Action, Observation, and Reflection.

3.4. Explanations of cycles

1. Planning

Planning was the first cycle that had to be carried out in this research. Things must be set and prepared, such as the lesson plan, teaching material, media, and facilities. The lesson plan was based on the curriculum implemented in the school, and it referred to preparing topics to give in the classroom. The researcher and the teacher decided to choose the reading topic for the Canva app. Next, in this research, the teaching material will be taken from the seventh-grade junior high school handbook. The researcher also gave a pre-test to know the students' basic skills before the assessment. The last was Media and facilities. It became essential to help in the learning process and support this research, such as the Canva App, smartphone, computer, project to Internet Network, and whiteboard.

2. Action.

The action became the second cycle, which referred to the systematic implementation of the planning in the first cycle.

3. Observation

In activities, the researcher observed by giving questionnaires and an observation checklist to get data during the researcher's implementation.

4. Reflection

After completing the research, the researcher reflected on each cycle.

3.5. Technique of data collecting

1. Test

The researcher gave the task or questions to measure the students' (initial) reading ability. The researcher used an essay test that consisted of seven questions. Each item was given a score based on its difficulty.

2. Questionnaires

Questionnaires were used to collect information from students about their responses and attitudes toward learning via the Canva App and to determine whether students wished to use these strategies in the teaching and learning process.

3. Observations checklist

The observation checklist was designed to help the researcher evaluate the role's application during the teaching and learning process. It supported the researcher in

determining the ideal methods for increasing reading abilities, what is missing in the initiated activity, and how to improve it for the subsequent cycle.

3.6. Technique of data analysis

The technique of data analysis is explained as follows;
1) Qualitative data
The qualitative data will be taken through an observation checklist, which will be written and explained descriptively.

2) Quantitative data
The quantitative data would be taken through tests and questionnaires.
1. Test
Researchers utilized the formula from Anas Sudi Jono's (2014) Introduction to Educational Statistics. It would calculate a range from 0 to 100 based on the correct response. The correct answer yields four, whereas the incorrect answer yields zero. Apply this formula:

$$S = R \text{X} 100$$

Where:
S: Score
R: The number of correct answers

The number of questions To understand level of students score the following classification used:

The scores 90 – 100 classified as Excellent
The scores 80 – 89 classified as very good
The scores 70 – 79 classified as good
The scores 60 – 69 classified as average
The scores 50 – 59 classified as Fair
The scores 40 – 49 classified as Poor
The scores 0 – 39 classified very Poor

1. Questionnaire
The researcher use formula by Arikunto (2008) as follow

$$f/n \text{ x } 100$$

Where:
F = Answer frequently
N = Amount of respondents
100% = constant number

3.7. Indicators of success

The indicator of success refers to measuring whether the research succeeds or fails. It will be measured in each cycle. The cycle will stop when the target of the research reaches 75% of students to get a score of 74-100.

FINDINGS AND DISCUSSION

4.1.   FINDINGS

In the preliminary test, the result showed that the students lacked Reading materials. It could be seen on their test scores from 7 questions given consisting of 2 specific pieces of information, 1 for vocabulary and 1 for a specific purpose, could correct master for them.
To assess the student's achievement, the researcher would use the KKM criterion, which states that a student could be successful if he/she achieves an average of 70% of the highest score.

In the first cycle, it was seen that the students were not mastering Reading. Most of the students had failed the test and could not achieve the indicator of success. Out of 25 students, only 15 students (60%) could achieve the indicator of success, while 10 students (40%) failed.

In the second cycle, after giving the treatment, it was clear that the student's mastery of Reading had increased. It was seen from the test result. Most students could achieve 70% above the indicator of success. The activity and the test result of every cycle were explained briefly in the following sections.

4.1.1 FIRST CYCLE

A. The Implementation of Canva Application and the Students' Test Result of the First Cycle

The first cycle was done on May 18th, 22nd, and 25th, 2022. In the first and second meetings, the researcher asked the students to sit in the computer laboratory during the teaching activity. Then, the researcher explained the material for reading the descriptive text. After finishing the pre-activity, the researcher asked the students to open the Canvas application program. Then, the students could find many kinds of Canva that could be used for creative reading.

To begin with the Canvas application, the researcher asked the students to download the application through the Google Play Store or Google Chrome. Then, students clicked sign up to get access to the application by email or Facebook account. After that, the students could join with all the provided application designs for Canva.

To start with the reading material, the researcher would deliver the link to the students and ask them to follow some steps to join Canva. Application: The students had to click on the icon with three semicolons at the top of the right corner. Then, they chose menu share. Next,

When the students clicked on the type menu, difficult words were written in the box of the element in Canva. Then, the students could type the words in the available box in the

Canva application. In the last activity, the researcher gave the students an exercise related to what had been taught in the essay test on the Canvas app program to practice the students' critical thinking in reading.

In the third meeting, the researcher gave the students a reading test to assess their reading progress in the first cycle. The test consists of seven essay questions in a paper-based test. Having scored the result, the researcher, together with the English teacher, makes a reflection of the first cycle.

In the first cycle, it could be shown that most of the students failed to achieve the indicator of success (KKM). This shows that out of 25 students, 9 (36%) had passed the indicator of success; 6 students (24%) were classified as "Good" as they scored 70. The students in this category had good enough answers to identify specific information from reading passages. On the other hand, seven students (28%) "Failed" on the test. They got a score of KKM between 40 and 60. This was because they could not acquire an understanding of reading and vocabulary. It can be seen in the graphic below:
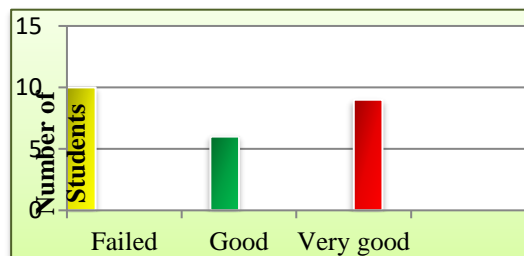

Figure 1. Graphic of students' test result in the first cycle

B. Reflection of the First Cycle

In the first cycle, the mean of the student's scores was 25%, while the set indicator of success should be 70% of the average. This showed that some students could not achieve the indicator of success (KKM) or failed the test. They failed the test because they were unable to identify and analyse the meaning of some words in the reading test, had the lowest vocabulary, and needed clarification about answering the questions.

Another factor caused the students to need to pay more attention and concentrate when receiving the materials provided in the Canva program. As a result, only a few students reached the indicator of success, and others still made mistakes.

In doing the evaluation, the English teacher and the researcher, as the observer, discussed the first cycle. The researcher would explain in the acting step that he presented reading materials by using the Canva program to determine students' understanding of reading activities. In this phase, the researcher found that most of the students were considered poor in mastering reading, while only some students were enthusiastic about receiving it. When the researcher and teacher checked the students' understanding by giving some questions related to the words, the observers noted how many words the students could remember and then gave them points.

It was to encourage them to participate in the teaching and learning process in class. The researcher and the teacher evaluated why so many students could not answer well, citing a lack of analysis and identification to find the answer to a paragraph in the reading test.

Based on the problems above, the researcher and the teacher decided to continue with the second cycle. In this phase, the researcher made new plans and formed a new lesson plan. The researcher and the teacher discussed the problems and then found a solution to solve them.

The researcher made the class more interesting for the students and more enthusiastic about receiving reading that was used in descriptive text using Canva since, in the first cycle, some students still lacked motivation, attention, and understanding of the words during the class.

4.1.2 SECOND CYCLE

A. The Implementation of Canva Application and the Students' Test Result of the Second Cycle

The second cycle was conducted on June 5th, eighth, and 10th, 2024. In this cycle, the researcher prepared some new Reading materials for the students. The Reading Materials could be taken from the Internet and applied in the Canva Application.

In the first meeting, the researcher would review all of the difficult words from reading passages that were presented in the previous meeting by asking some questions and emphasizing how to get answers using specific information in the reading text. After doing that, the researcher read the text in the Canva application. Then, the researcher explained the difficult words in reading the text. Then, the students could read and write some difficult words in the element on Canva Application. Afterwards, the researcher also gave the students time to discuss and find the best answer from reading the text.

In the second meeting, the researcher checked whether students comprehended the reading text. This was done by giving some reading materials and questions in the Canva application. In this phase, the researcher gave many opportunities for the students to get answers themselves. In the last meeting, the researcher gave the test, and there were seven essay questions in order to determine their understanding of the reading text. The test questions were similar to the first cycle test questions, but the researcher made it randomly in a paper-based test.

During the test, the researcher and the students discussed the answer together. The researcher and the English teacher carried out the evaluation by observing the teaching-learning process and monitoring the students' activities in this cycle. This observation was collected to get data on students' progress during the teaching-learning process.

In this cycle, after explaining and providing examples of the Canva application for reading materials, by applying for the Canva program, most of the students understood reading, and the memorization of the vocabulary increased. It could be proven that they obtained better scores. Most of the students had achieved the indicator of success of 25 students, 14 students (56%) scored "Excellent" because they had achieved a higher score, about 90 or even 100. Besides, eight students (32%) were categorized as "Very Good" with a better score achievement, around 80, while three students (12%) were classified as "Good" because they had achieved the target score of 70. It was clear that students' reading mastery had increased with the use of the Canva application. It can be seen in the graphic below:
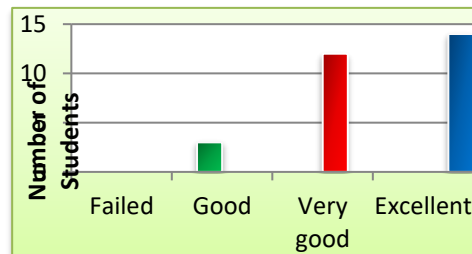
Figure 2. Graphic of students' test result in the second cycle

B. Reflection of the Second Cycle

In this cycle, the average student's score was 70%. This means that after receiving the treatment, the students reached the indicator of success. This can be seen in the students' test results. Most students answered the questions correctly and understood the meaning of the questions. These showed that some students achieved the "Excellent" level; others were "Good," and most of them were "Very good."

In the first cycle, the researcher and teacher found that the students still needed to improve in understanding reading passages. It could show that some of them needed help understanding how to answer the question with the help of the Canva application. However, it was found that the students were more enthusiastic when clear explanations were given and some examples of understanding reading to reinforce the students' learning. It was seen that the picture on the Canva App was able to attract them to imagine reading passages as reinforcement to make students understand reading easily.

They had difficulty identifying and understanding the reading passage, but they could also learn to apply difficult words when creating on the Canva App. On the other hand, in the second cycle, the time was more efficient than before since it was well spent when preparing the Canva Application. The researcher could maximize the time spent on the teaching and learning process by discussing some topics on material using the Canva App. So, the researcher decided to stop the cycle and report the result.

From the result above, the researcher concluded that after applying the Canva App as a teaching and learning media, the students' Reading has improved. So, the researcher decided to stop the action and reported the result.

DISCUSSION

4.2.1. Implementation of Canva Application Before and After teaching and learning process of Reading activity.

Utilizing technology in education enables teachers and students to discover fresh insights into everyday challenges. It encourages children to cultivate creativity and innovation,

which is essential for achieving success both academically and professionally. The integration of classroom technology supports a structured approach to delivering and receiving education, especially by applying teaching reading activities in the class.

Harmer (2007: 99) asserts that reading plays a crucial role in language acquisition, suggesting that as students comprehend reading material to varying extents, their proficiency improves with increased practice. Numerous experts have provided definitions of reading, underscoring its significance as a fundamental skill essential for students to master, integral to the teaching and learning process. Furthermore, Ikulecky (2011: 5) describes reading as a sophisticated cognitive process, both conscious and unconscious, wherein readers employ diverse strategies to interpret the intended meaning of the author. This interpretation is based on information derived from the text itself and the reader's existing knowledge. It can be said that during the reading activity, the teacher used many ways and methods to support their students in reading class, but there were not maximal in the class. In doing the research, before implementing the treatment in the class, the researcher found that many students could not answer the questions well because they needed more vocabulary. For example, on the question based on descriptive Text: How old is Made? What are Made's physical and personality traits? These questions asked the students to think critically and find the answer in the text. However, many students did not answer well because they got incorrect answers. So, the researcher and the teacher decided to create materials with the Canva application to handle the students in the class. Utilizing the Canva application in the current digital era as a learning media is seen as helping to support the learning process.

The Canva application as a learning media is considered to be able to create a creative and fun learning process that helps increase motivation and the active role of students with teaching materials explained by the teacher. This is supported by the results of research conducted by Triningsih (2021), namely that the use of the Canva application in a project-based learning process can improve students' abilities and creativity in presenting critical response texts. It can also be seen from the research that the use of the Canva application as a teaching medium helps create an atmosphere of online learning that is more enjoyable so that students become more creative as well as active and not bored in the online learning process.

In cycle 1, the implementation of the Canva App was given in a reading activity in the class. The researcher began to teach about descriptive text and then introduced the Canva Application to the students so that they could know and create the elements of the Canva Application. There were a few of the highest concentrations that made them like in this class. The researcher asked them to read the text and write difficult words about the elements in the Canva. The researcher also explained that the students could read and find the answer with related visual pictures in the Canva App based on the context of the reading text. During the interaction in the class, the researcher and the teacher observed success or not in the first treatment regarding the applicable Canva Application in reading. The result of cycle 1 was from 25 students in the class. Only 12 students (48%) had passed the indicator of success, six students (24%) were classified as "Good in KKM, and seven students (28%) were "Failed" in the test. In this case, seven students were failed who could try to better their understanding in reading class.

On the other hand, they were enthusiastic about learning reading for the students because visuals appeal to the material as a teaching aid that reinforces them. Besides, Canva

can capture students' attention and make reading materials more engaging for them. Without spending a lot of time, the researcher discussed with the teacher to keep on the next Cycle 2.

In Cycle 2, the researcher taught the students how to use the Canva application. At the beginning of teaching in class, the researcher asked them to review the material. Then, he gave a link for students to join with the new materials in Canva Application. The researcher challenged and gave many opportunities for them to discuss with their friends in the group. During the process of teaching in the class, the researcher observed what happened in this phase. The result of cycle 2 was from 25 students; 14 students (56%) scored as "Excellent", eight students (32%) were categorized as "Very Good, and three students (12%) were classified as "Good". It could be said that the most significant applicable Canva application was to enhance reading comprehension for the students in the seventh grade of SMP Negeri Tiakur.

4.2.2. The effectiveness of teaching Reading Comprehension Through Canva Application

In teaching reading, the teacher has the main role of teaching aids as a supplement for encouraging students' reading comprehension, from the implementation of the Canva Application. Sophisticated Canva application was designed as a tool that could be highly effective in teaching reading activities for several reasons: first, Visual Appeal: Canva allows teachers to create visually appealing materials such as worksheets, flashcards, posters, and infographics. Visual content aids in capturing students' attention and engagement, making reading activities more interesting and motivating. Second, reading materials created on Canva can easily be shared digitally, making them accessible to students across various devices and locations. This accessibility supports remote learning and allows for seamless distribution of resources. Third, Collaboration: Canva offers collaborative features that enable educators to work together in real time and share resources with colleagues. This collaborative aspect fosters teamwork among educators and promotes the sharing of best practices in creating effective reading activities. Fourth, by using Canva to create visually appealing and interactive reading materials, educators can enhance student engagement and motivation. Engaged students are more likely to participate actively in reading activities and develop a deeper understanding of the content. To sum up, Canva's effectiveness in teaching reading activities lies in its ability to create visually engaging, customizable, and interactive materials that cater to different learning styles and enhance student engagement and comprehension. By leveraging these features, educators can create dynamic reading experiences that support effective teaching and learning.

4.2.3. The result of students' perception of Canva Application in teaching reading comprehension.

From the questionnaire given to the students, there were some opinions about the implementation of the Canva Application in reading comprehension. They said that when reading activities are interesting, interactive, and relevant to students' interests and abilities, students are more likely to be engaged. They perceive reading as enjoyable rather than a chore, which can lead to increased participation and motivation. Effective comprehension strategies

(such as predicting, summarizing, and questioning) can help students better understand the text. When students perceive that they are improving their understanding of what they read, they feel more confident and capable. They also recognize when their reading skills are improving, whether it is in decoding words, understanding vocabulary, or making inferences. Positive reinforcement and clear progress indicators can enhance students' perception of their growth in reading. They are more likely to value reading instruction when they see its relevance to their lives, interests, and future goals.

Overall, students' perceptions of the implementation of Canva to teach reading comprehension are influenced by their experiences, interactions with the teacher, the effectiveness of instructional strategies, and the relevance of reading activities to their learning and interests. When these factors align positively, students are more likely to perceive reading as a valuable and enjoyable part of their education.

CONCLUSION

Based on the research findings discussed earlier, the use of Canva application was implemented at the Seventh Grade of SMP Negeri Tiakur. The researcher concluded that integrating Canva media had a positive impact on students' reading comprehension. Analysis of data and tests conducted before and after using Canva during Cycle I and Cycle II revealed notable improvements. Specifically, students' average scores increased significantly from 70% in Cycle I to 90% in Cycle II. This improvement indicates that Canva media effectively enhances students' reading comprehension and serves as a strategic solution for addressing challenges in English language learning. Furthermore, it fosters enthusiasm among students during reading activities in the classroom.

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