

THE INFLUENCE OF USING NEARPOD ON THE STUDENTS' ENTHUSIASM IN CLASSROOM DISCUSSION IN CLASS X ENGLISH AT SMAN 2 PANGKEP

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Abstract

The use of technology in learning as a means that can improve the quality of learning itself. Nearpod is a platform that allows teachers to create and send interactive learning materials to students via digital devices. This platform provides various features, including slide-based presentations, interactive questionnaires, assignments, and even opportunities for students to participate directly via their devices. This research uses the Classroom Action Research (CAR) method and aims to analyze the effect of using the Nearpod platform on the level of student enthusiasm in class discussion at SMAN 2 Pangkep. Research was carried out through a series of cycles consisting of planning, implementation, observation and reflection stages. At the planning stage, the teacher designs a learning plan that includes the use of the Nearpod platform. The implementation stage involves implementing the learning plan involving class X students. Based on the results of this research, it can be concluded that the use of the attractive Nearpod platform has a positive impact on student participation in English class discussions. Students who engage in learning with the engaging Nearpod platform show a more active level of participation in discussions. They are more courageous in expressing opinions, asking questions, and discussing with classmates. The use of the Nearpod platform has proven itself to be an effective tool for increasing student enthusiasm in class discussions. From the results of the survey conducted, 28 out of 30 students agreed that using Nearpod had had a positive impact on their participation in discussions.

Keywords— *Nearpod, Classroom Discussion, Students enthusiasm.*

INTRODUCTION

Education is a very important aspect in shaping the future of individuals and society. The progress of a nation's civilization can be judged by how moral the nation is. Apart from that, the survival of the nation depends on education. To support advanced education, of course, it must be accompanied by good-quality learning. Therefore, the effectiveness of the learning process is the main key to achieving quality education goals. In today's digital era, information technology has played an increasingly large role in shaping new ways of teaching and learning. One increasingly popular tool used in education is Nearpod.

Nearpod is a technology-based educational platform that allows teachers to create interactive presentations with elements such as images, videos, assignments, and quizzes, as well as provide learning materials to students via digital devices. Teachers have full control over the material and can track student participation in real-time, while students can access it via their laptops, tablets or smartphones. With these features, Nearpod helps increase interactivity in learning and can be used in various subjects and educational levels.

The use of technology in learning is not only as a tool, but also as a means that can improve the quality of learning itself. Nearpod is a platform that allows teachers to create and

send interactive learning materials to students via digital devices. The platform provides a variety of features, including slide-based presentations, interactive questionnaires, assignments, and even opportunities for students to participate directly through their devices.

Each generation has its own characteristics and advantages. This generation of students is no exception, which is usually called the millennial generation. The main characteristic of this generation is that they have a digital mindset and are very close to technology. Almost every inch of this generation's life is attached to technology. This opinion is very relevant to Rainer's (2011) statement, that the millennial generation (also known as Generation Y) is a group that grew up in the era of fast digital technology. They tend to be highly skilled in the use of technological devices, and familiar with the internet, social media, and digital communications. This generation is often considered the most online generation, and technology plays a big role in how they communicate, learn, work, and socialize.

One important aspect of learning is student enthusiasm. Student enthusiasm can influence the level of understanding and retention of the material taught. According to Prof. John Hattie, an expert in the field of education, the use of technology in learning can have a positive impact on student learning motivation. In his work *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Regarding the factors that influence learning outcomes, Hattie found that technology can increase the effectiveness of learning if used well. Using tools like Nearpod that allow for interactivity and student engagement can increase their motivation to learn. This is in line with the author's opinion that technology is actually created to help the effectiveness and efficiency of human life, including in the world of education.

Therefore, this study aims to investigate the effect of using Nearpod on students' learning enthusiasm. In this report, the author will explore how the use of Nearpod in learning can influence students' level of enthusiasm in the learning process. By better understanding this relationship, it is hoped that we can provide a deeper view of how technology can be used effectively to improve the quality of learning and student motivation.

METHODS

This research uses the Classroom Action Research (PTK) method and aims to analyze the effect of using the Nearpod platform on the level of student enthusiasm in class discussions at SMAN 2 Pangkep. The research was carried out through a series of cycles consisting of planning, implementation, observation, and reflection stages. At the planning stage, the teacher designs a learning plan that includes the use of the Nearpod platform. The implementation phase involves implementing the learning plan involving class X students. Observations were carried out to monitor the level of student enthusiasm for class discussions, before and after implementing the Nearpod platform. The collected data will be analyzed to assess the impact of using the Nearpod platform in increasing the level of student enthusiasm in class discussions. It is hoped that the results of this research can provide insight for teachers to design more interesting and effective learning by utilizing the Nearpod platform as an innovative learning strategy.

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Apart from observation, data was also obtained through interviews with students. The interviews were conducted after the period of use of the Nearpod platform was completed, and the aim was to obtain students' perspectives regarding their experiences in using learning technology and its impact on their participation in class discussions. Interviews were conducted in a structured manner with pre-designed questions, allowing researchers to gain a deeper understanding of the influence of the Nearpod platform in increasing student participation in learning contexts.

By combining the results of observation and interviews, the collected data will be comprehensively analyzed. This qualitative approach aims to provide a profound understanding of how the use of the Nearpod platform influences student participation in class discussions and also the students' perspectives on their experience with this learning technology. The data gathered from observations and interviews will then be subjected to descriptive analysis.

The analysis process involves the organization and arrangement of the collected data, the identification of patterns or findings that emerge from the data, and the interpretation of these findings. This qualitative data will offer in-depth insights into the impact of using the Nearpod platform on the level of enthusiasm among students in English class discussions at SMAN 2 Pangkep, as well as the students' views on their experience with the application.

Through descriptive analysis, a comprehensive understanding of the effects of the Nearpod platform will be achieved. This process encompasses the sorting and structuring of data, highlighting key aspects that emerge from the use of Nearpod in the context of English language learning at SMAN 2 Pangkep. The identified findings will serve as the basis for a profound interpretation of how this platform influences students' enthusiasm in class discussions and their perspectives on using the application.

Thus, this qualitative data analysis is expected to provide deep insights that can significantly contribute to our understanding of the implementation of Nearpod in the learning context at SMAN 2 Pangkep, particularly in terms of student interaction in English class discussions.

RESULTS

Through the qualitative data analysis incorporating observations and interviews, notable findings have emerged concerning the influence of integrating instructional videos from YouTube on the extent of student engagement in English class discussions at SMAN 8 Makassar. The outcomes of the interviews revealed that 20 students perceived an enhancement in their motivation when instructional content was delivered through the Nearpod platform. This positive effect was attributed to their belief that the utilization of Nearpod proves more effective in conveying contextual meaning, facilitated by visual and auditory elements, in addition to various interactive games.

a. Increased Student Enthusiasm:

The utilization of the Nearpod platform significantly heightens the level of student enthusiasm in classroom discussions. Based on observational findings, there is discernible augmentation in students' verbal interactions, manifesting in heightened questioning activities, expression of opinions, and responsiveness to the instructional content presented via the Nearpod platform. Students exhibit heightened enthusiasm and motivation, displaying a greater inclination to actively participate in classroom discussions subsequent to their engagement with Nearpod-facilitated learning.

Nurul Jaman Asniar (21/08/2023):

"...I have always struggled with learning English or participating in discussions because I felt lacking in confidence and was afraid to express my opinions. However, this English learning experience is different from the previous ones; it's more enjoyable because it incorporates technology and feels like playing. With this style of learning, I no longer hesitate to express my opinions during discussions. In the past, if I was initially unsure about expressing my thoughts, now I find myself competing for the opportunity to speak with other classmates because many are eager to share their thoughts..."

Aca Adeira Putri Ahmad (23/08/2023)

"...I enjoy learning English, especially during discussions, due to the lively atmosphere and the use of technology, making it easier to comprehend the topics being discussed..."

Hikma.R (23/08/23)

"...I really enjoy using technology in discussions because it can present learning topics more clearly, making me more enthusiastic during the discussions..."

b. Building Confidence

Moreover, interview outcomes with students indicate that the utilization of the Nearpod platform enhances students' confidence in speaking English. They express a heightened self-assurance in articulating their thoughts and opinions, attributing this boost in confidence to Nearpod's diverse features that provide clear and comprehensible examples of instructional materials..

Muhammad Syarif (21/08/2023)

"...Honestly, I'm not particularly fond of learning English or subjects that require a lot of speaking because I don't feel very confident and articulate. However, the current English lessons are quite enjoyable for me because I really like learning with technology, especially using Nearpod. It allows me to express my opinions on the collaborative board, and that makes the learning experience more engaging for me..."

Purnama Indah (21/08/2023)

"...English lessons become enjoyable when using Nearpod, with its engaging visuals and animations that prevent boredom. Additionally, the collaborative board and 'It's Time to Climb' features are excellent. During discussions, we can use the collaborative board to address the questions displayed in 'It's Time to Climb,' eliminating any hesitation I might have had in expressing my opinions..."

c. Level of Student Involvement

The utilization of the Nearpod platform influences the level of student engagement in class discussions. Students report that Nearpod assists them in visualizing and comprehending the material more effectively compared to conventional teaching methods. This stimulates students' interest, encouraging them to actively participate in discussions, pose questions, and express their opinions regarding the instructional content presented through the Nearpod platform."

Muhamad Syahmi Nawi (23/08/23)

"...utilizing Nearpod provides visualization and a more enjoyable atmosphere because there is no need to open other applications as everything is already integrated. What I find most enjoyable is during group work and discussions, I am typically less vocal, but the use of Nearpod gives me the opportunity to actively participate..."

DISCUSSION

The objective of this research is to investigate the impact of engaging instructional content delivered through the Nearpod platform on the level of student participation in English

class discussions. The research subjects comprise 30 students from class X.A at SMAN 2 Pangkep. This study adopts the Classroom Action Research (CAR) method with a qualitative approach.

The research findings indicate that the use of engaging instructional videos through the Nearpod platform has a positive impact on student participation in English class discussions. Data gathered through interviews and observations reveal that students involved in learning through the Nearpod platform are more active in participating in discussions. They exhibit increased confidence in expressing opinions, posing questions, and engaging in discussions with their peers.

In the pursuit of this research, several crucial steps were taken in the data collection process. The initial phase involved observations conducted to monitor and record the level of student participation when they were engaged in class discussions utilizing the Nearpod platform. These observations aimed to evaluate how the use of the Nearpod platform influences students' engagement levels in the English learning process.

Subsequently, another crucial step involves individual interviews with the students. These interviews are designed to gain direct insights and perspectives from students regarding the use of the Nearpod platform in the context of English learning. Through these interviews, the researcher aims to understand how students experience learning with the Nearpod platform, the extent to which the platform motivates them, and its impact on their participation in class discussions.

After data has been collected from both sources, qualitative data analysis is conducted. This analysis involves the identification and comprehension of the key themes emerging from the interviews with students and observations of their participation in discussions. The aim of this analytical process is to unearth deeper insights into how the use of the Nearpod platform influences student participation in English learning.

Therefore, this comprehensive approach to data collection and analysis enables the researcher to gain a profound understanding of the impact of using the Nearpod platform in the context of English learning in the classroom and how it influences student participation.

This research carries significant implications for the development of English language teaching methods. Teachers have the opportunity to leverage the Nearpod platform as a highly effective learning tool to enhance student participation in class discussions. The use of the Nearpod platform, with its interactive features, allows teachers to deliver lesson materials in a more in-depth and creative manner.

One crucial implication is the careful selection of materials to be presented through the Nearpod platform. Choosing relevant, engaging, and aligned materials with learning objectives becomes a vital factor in achieving higher levels of student participation. Teachers can search and evaluate various learning resources available on the Nearpod platform to ensure the selected materials meet students' needs and positively impact the learning process.

Furthermore, teachers also need to pay attention to the needs and preferences of students when selecting and presenting materials. By understanding students' learning styles and interests, teachers can adapt their teaching approaches to make the learning experience more engaging and relevant for each student. This also implies that teachers need to be willing to innovate and continually develop their skills in utilizing the Nearpod platform to maximize its benefits in enhancing student participation.

The stages of this research process begin with the identification of the objectives set by the teacher. In this context, the teacher aims to explore students' experiences in using the Nearpod platform and how it influences their participation in English class discussions.

After determining the objectives, the teacher proceeds with research planning. The Classroom Action Research (CAR) method with a qualitative approach is chosen as the

appropriate approach. The teacher also specifies the research subjects, consisting of 30 students from class X.A at SMAN 2 Pangkep..

At the stage of material preparation, the teacher formulates relevant questions aligned with the research objectives. These questions are designed to delve into students' understanding regarding the utilization of the Nearpod platform and its impact on their participation in discussions.

Next, the data collection stage involves interviews with selected students, namely Nurul and Hikmah. The teacher elucidates the interview objectives and seeks their permission to record the interviews for enhanced accuracy of data. Pre-prepared questions are then presented to them, and their responses are meticulously recorded.

After completing the data collection, the teacher proceeds to the data analysis stage. Interview data is qualitatively analyzed by identifying main themes arising from the responses of Nurul and Hikma. The teacher searches for patterns, similarities, or differences in their responses to gain a more comprehensive understanding of the utilization of the Nearpod platform.

Subsequently, at the stage of discussing results and evaluation, the teacher interprets findings from the interviews and relates them to relevant theories. This involves applying theories such as Student Engagement, Digital Platform-Based Learning, and Social Constructivism to discuss the impact of utilizing the Nearpod platform on student participation in English class discussions.

Finally, the teacher formulates conclusions based on the findings from the interviews with Akmal and Adriana. The teacher concludes that the use of the interactive Nearpod platform has a positive impact on student participation in English class discussions. This is an outcome derived from the research stages undergone in this study.

This workflow aids me in organizing research or interviews with students, starting from planning, data collection, analysis, to the discussion of results. With a clear flow, I can conduct research in a more structured manner and obtain a deeper understanding of the researched topic.

Based on the findings of this research, it can be concluded that the engaging use of the Nearpod platform has a positive impact on student participation in English class discussions. Students engaged in learning with the captivating features of the Nearpod platform demonstrate a higher level of active participation in discussions. They exhibit increased confidence in expressing opinions, posing questions, and engaging in discussions with their peers.

The responses from students involved in this research also corroborate these findings. Several participants expressed that the engaging use of the Nearpod platform has the capability to motivate them to actively participate in discussions. They feel inspired by the visualizations provided by the Nearpod platform, which aids in a better understanding of English materials. Consequently, the Nearpod platform has proven effective in enhancing student participation and motivating them in English language learning.

To further develop a deeper understanding of the impact of using the Nearpod platform in English language learning, future research endeavors can be pursued by expanding the scale of the study. This can be achieved by involving a larger and more representative sample of students from diverse backgrounds, abilities, and confidence levels in using English. Consequently, the research outcomes will possess higher generalizability and provide more comprehensive insights into the influence of the Nearpod platform across various classroom contexts.

Furthermore, subsequent research endeavors can expand the scope of the influence of using the Nearpod platform on other aspects of learning. In addition to students' participation in class discussions, research can explore the impact of the Nearpod platform on understanding the instructional material, enhancing English speaking skills, and even boosting students' confidence in using the language in everyday situations. Thus, research can provide a more

holistic overview of the benefits of leveraging the Nearpod platform in the context of English language learning.

Furthermore, this research can also explore the perspectives of teachers who utilize the Nearpod platform in their teaching. Involving teachers in the research can provide valuable insights into the challenges, benefits, and strategies of using the Nearpod platform in education. It can also offer insights into how teachers can maximize the potential of the platform to create more effective and engaging learning experiences for students.

Overall, this research has the potential to make a significant contribution to understanding the effectiveness of using the Nearpod platform in English language learning. The research outcomes not only offer guidance for teachers in leveraging the Nearpod platform to enhance student participation in class discussions but also enrich our understanding of how digital technology can be effectively utilized in an educational context. This can contribute to improving the quality of education in the future and provide positive benefits for students in English language learning.

Mitra (2010) is renowned for his experiment known as the 'Hole in the Wall,' where he placed computers in public spaces and allowed children to learn autonomously. He argued that technology can be a powerful tool for self-directed and collaborative learning, particularly in situations where resources are limited.

The utilization of ICT-based learning materials enhances learning and student participation. With technological materials, the transfer of knowledge becomes more convenient, straightforward, and effective (Raja & Nagasubramani, 2018). In this research, several implications can be drawn for the development of English language learning in schools. Firstly, the use of engaging instructional videos on YouTube can serve as an effective alternative in enhancing student participation in class discussions. Instructional videos have the capacity to present learning content in a more captivating and interactive manner, thereby increasing students' motivation to actively engage in the learning process.

It is crucial for teachers to select instructional materials that align with learning objectives and student characteristics. In the context of using the Nearpod platform, the selection of digital materials relevant to the English language curriculum and learning is paramount. Teachers can choose materials presented in multimedia formats, including text, images, audio, and video, enabling students to comprehend the content deeply. Materials presented in easily understandable language can assist students with varying levels of English proficiency in feeling comfortable and engaged in the learning process.

Furthermore, the Nearpod platform also enables teachers to personalize learning materials according to individual student needs. With features such as integrated quizzes and assessments, teachers can gauge students' understanding in real-time and adjust materials as necessary. This can help students feel more engaged and in control of their own learning process. The use of the Nearpod platform in English language learning can encourage students to develop critical and analytical thinking skills. Through interactive content, students can be prompted to consider various perspectives, pose questions, and formulate arguments based on evidence provided in the materials. Additionally, the discussion and collaboration features within Nearpod allow students to interact with classmates, share thoughts, and cultivate a deeper understanding of the material.

Nevertheless, it is crucial to note that the use of the Nearpod platform should not replace direct interaction between teachers and students. Teachers continue to play a pivotal role in providing guidance, offering additional explanations, and engaging students in direct discussions. The Nearpod platform serves as a supplementary tool supporting a more interactive and engaging learning process.

In this research, these findings are supported by various theories mentioned earlier, such as the Student Engagement Theory, Technology-Based Learning, and Social Constructivism.

Expert opinions further strengthen the alignment of research findings with existing literature. For instance, Dr. Angela Chen, in her journal article 'Enhancing Student Engagement through Technology-Based Learning,' asserts that the use of learning technology can enhance student engagement in the learning process.

Overall, this research provides valuable insights into the utilization of the Nearpod platform and its impact on student participation in English class discussions. By leveraging the engaging and relevant features of Nearpod, teachers can create an interactive learning environment that motivates students to actively engage in the learning process. The implications of this research can serve as a reference for educators in developing effective and innovative teaching strategies in the context of English language learning.

CONCLUSIONS

The utilization of the Nearpod platform has proven itself as an effective tool in enhancing students' enthusiasm for class discussions. Based on the conducted survey, a total of 28 out of 30 students agreed that the use of Nearpod has had a positive impact on their participation in discussions. This conclusion is grounded in several key findings:

- **Interactive and Engaging:** The Nearpod platform provides an interactive and engaging learning experience. The presentation of materials in multimedia formats, including images, audio, and video, makes learning more captivating for students. Features such as quizzes, polling, and interactive assignments also encourage active student participation in the learning process.
- **Personalized Learning:** Nearpod enables teachers to personalize learning materials according to the individual needs of students. This allows students with different proficiency levels to feel comfortable and engaged in the learning process. Teachers can assess students' understanding in real-time and adjust materials as needed.
- **Student Engagement:** Through features such as discussions, collaboration, and assessments, Nearpod encourages students to interact with classmates and teachers. Students can share thoughts, ask questions, and formulate arguments based on the evidence presented in the materials, thereby enhancing their participation in discussions.

Thus, the use of the Nearpod platform has had a positive impact on increasing students' enthusiasm for class discussions. The active participation of a majority of surveyed students who agreed indicates that Nearpod is an effective tool in creating a more engaging and interactive learning experience. Therefore, a recommendation can be made to teachers to continue leveraging the Nearpod platform to enhance student participation and enthusiasm in classroom discussion-based learning efforts.

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