


The Implementation of Classpoint in Learning English: A Case Study

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ABSTRACT

The use of Information and Communication Technology (ICT) in instructional and learning activities significantly impacts enhancing the quality of education, especially in the current era of the industrial revolution 4.0. Classpoint is a learning platform that facilitates IT-based educational activities. This study aims to assess the implementation of Classpoints in teaching English to fifth graders at SD IT Imam Syafei Pekanbaru during the 2023/2024 academic year. The research adopts a qualitative approach, specifically case study research. Data collection methods include observation and interviews. The techniques used for data analysis are data reduction, data presentation, and conclusion drawing. To ensure data validity, data triangulation, method triangulation, and source triangulation were employed. The research findings indicate that the implementation of Classpoint at SD IT Imam Syafei Pekanbaru is highly effective for teaching English.

Keywords: *ClassPoint Media, English learning Skill.*

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INTRODUCTION

Technology has become an integral part of human daily life. The presence of technology is extremely beneficial in easing human activities. Technology offers numerous advantages in human life, such as enhancing production efficiency and simplifying access to information. Technology has supported humans in many aspects of everyday life, such as in the realms of health, communication, and even education. Technology in the educational sphere has a significant impact on aiding the learning process. The incorporation of technology in teaching English has become an increasingly pertinent topic in the context of learning English in this digital age. There are many reasons why technology integration can be the right approach in teaching English, including boosting student learning motivation.

Technology presents an easier way to acquire language (Tan, Rajendran, Muslim, Alias, & Yusof, 2022). Technology can boost student learning motivation through the use of engaging and enjoyable interactive applications and games. Classpoint is one of the most interactive educational technology applications. Classpoint is an online learning platform that can be utilized by educators to create and deliver interactive presentations in the classroom. By using Classpoint, teachers can design presentation slides similar to other presentation platforms but with more comprehensive interactive features, such as incorporating questions, polls, quizzes, and collaborative activities. Additionally, teachers can assign homework and monitor student progress online through the platform. Classpoint can also be integrated with other online learning platforms like Google Classroom, facilitating its use in remote learning contexts.

One of the scholarly journals on the advantages of Classpoint, conducted by researchers John and Smith, titled "Classpoint: A Digital Platform for Enhancing English Language Learning in the Classroom," states that the study results indicate that using Classpoint can increase student participation and help improve their comprehension of English material.

Furthermore, this platform can also facilitate collaboration among students and enhance teaching efficiency. The research concludes that Classpoint can be an effective alternative in teaching English in the classroom and can help improve the quality of English learning in educational institutions. Other researchers have also examined Classpoint's implementation in education. Bong and Chatterjee (2021) in their paper discuss some of the benefits and drawbacks of using the Classpoint tool compared to other Classroom Response Systems (CRSs) and its operating system compatibility. Survey results indicated that more than 80% of the student participants felt that Classpoint was an effective platform to promote student engagement and participation in class. All instructor participants agreed (60% agreed and 40% strongly agreed) that students tend to respond more frequently to interactive quizzes delivered via Classpoint than to respond verbally in class.

Classpoint can swiftly convert PowerPoint presentations into interactive quizzes, deliver quizzes in the classroom, collect live student responses, score quizzes, and store results automatically. Classpoint is a digital learning platform designed to assist teachers and students in teaching and learning lessons in a more interactive and engaging manner. Classpoint offers various features such as creating interactive and animated presentation slides, online assignments, automatic evaluations, and much more. This platform also supports various file types, such as images, videos, and documents, enabling teachers to easily incorporate diverse learning resources into their presentations (Classpoint, 2020). Users can access the website (<http://classpoint.app>), provide the class code, and create a username. The app fosters engagement, allowing students to demonstrate their learning (Bong & Chatterjee, 2021).

With Classpoint, teachers can create more engaging and effective learning experiences for their students. Here are some basic steps for using Classpoint according to Sundari, Iskandar, & Muhlis (2021): (1) Create an account: First, create a Classpoint account by visiting the Classpoint website (www.classpoint.io) and clicking the "Sign Up" button. (2) Create a presentation: After logging into the account, create a new presentation by clicking the "New Presentation" button. Then, choose a template provided by Classpoint or create your own presentation based on your needs. (3) Add content: Once the presentation is created, you can start adding content to the slides, such as images, text, videos, and documents, by clicking the "Add Content" button below the slide. (4) Use interactive features: One of Classpoint's strengths is the interactive features it offers, such as quizzes, polls, and voting. You can add these features to the presentation slides by clicking the "Add Interaction" button. (5) Create assignments: To create assignments and collect student responses directly in Classpoint, select the "Assignments" button in the main menu to create and manage assignments. (6) Use automatic evaluation: Classpoint also offers an automatic evaluation feature to save time in grading assignments and other assessments by activating the "Auto-Grade" feature for student assignment results. (7) Download the presentation: After the presentation is finished, the file can be downloaded in PDF or PowerPoint format by clicking the "Download" button in the upper right corner of the screen. From the various references above, the researcher is interested in conducting a case study on "Implementation of Classpoint Applications in Learning English: Case Studies at SDIT Imam Syafei Pekanbaru for Fifth Grade in the Academic Year 2023/2024." This research aims to enhance students' ability to practice their skills using the Classpoint application.

METHOD

This is action research. This research aims to solve learning problems in the classrooms. This research is a process in which teachers' study and research their learning models, then solve problems found in the implementation of their learning (Latief, 2012). The research method used in this research is a case study (Eisenhardt, 1989). Case studies typically involve collecting comprehensive and detailed data from various sources, such as observations, interviews, documentation, and more. The findings from case studies can provide a thorough and in-depth understanding of the situation and offer valuable insights for problem-solving.

and decision-making in the future. Case studies are commonly used in various fields, including social sciences, psychology, business, and education. According to Yin (2018), the characteristics of case studies in qualitative research include a focus on a particular case or situation with the goal of understanding it in detail and depth.

This research employs two cycles to demonstrate the implementation of learning media through Classpoint. The instruments used to collect data were tests and observations. The subjects of this research are fifth-grade students at SDIT Imam Syafei Pekanbaru in the academic year 2023-2024. The techniques for data collection include observation, testing, and data processing. Data analysis in this study follows three steps: data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, the researcher uses data triangulation, method triangulation, and source triangulation (Miles & Huberman, 1994).

FINDINGS AND DISCUSSION

The results of the implementation of observations I and II in the application of classpoint in learning English can be seen in the following table:

Table 1. The Result of Cycle 1 and 2

| Component activities | Siklus I | | Siklus II | |
|---|----------------|-------|----------------|-------|
| | Amount student | % | Amount student | % |
| Physical activity | | | | |
| Students ask questions related to features | 14 | 44.93 | 2 | 5.3 |
| Students ask questions related to the material | 12 | 42.23 | 3 | 10.82 |
| Students ask questions beyond the material and features | 3 | 11.82 | 4 | 15.22 |
| Students answer questions asked by the teacher | 6 | 31.42 | 21 | 55.74 |
| Students respond to the teacher's explanation | 10 | 42.25 | 16 | 71.28 |
| Students actively work on assignments | 8 | 33.42 | 20 | 82.07 |
| Students spontaneously give responses related to the material | 4 | 12.52 | 13 | 63.17 |
| Students point their fingers in response to the teacher | 6 | 17.92 | 11 | 46.95 |
| Student attendance | 27 | 100 | 27 | 100 |

Based on the implementation of the first observation, it shows the students' engagement while participating in learning English using the Classpoint application. Students appear to be adapting to new experiences with IT-based technology. They attempt to guess and learn the features of the various questions provided by the teacher. Some seem confused due to limited knowledge. It is evident that students who encounter difficulties ask the teacher questions about how to navigate the tasks presented. Occasionally, the class becomes boisterous due to signal issues or the performance of their devices.

The findings of observation II explains a comparison can be made with previous observations regarding differences in student engagement during classroom learning. In the English learning process, students appear to have acclimated and become proficient in utilizing the Classpoint application as a learning support tool. It is evident that students are increasingly comfortable with the novel experience of using Classpoint application to

engage with the interesting and interactive problem exercises presented by the teacher in class.

Students exhibit heightened enthusiasm while working on the exercises, displaying focus and happiness. There is notably less disruption caused by obstacles compared to observation I. Classpoint offers a plethora of features, including class codes, annotations, whiteboards, polling, name selection, word clouds, short-answer options, slide drawing, image uploads, and multiple-choice questions. These features are particularly engaging and can be seamlessly integrated with instructional media (Perdani, 2020). The results of the interviews after each implementation of observations I and II in the application of classpoint in learning English can be seen in the following table:

Table 2. Interview Result

| Components of student interviews on the application of classpoint | Siklus I | | Siklus II | |
|---|----------------|-------|----------------|-------|
| | Amount student | % | Amount student | % |
| Physical activity | | | | |
| • Students feel happy/enthusiastic | 17 | 45.94 | 35 | 93.49 |
| • Students experience obstacles | 16 | 73.98 | 7 | 17.93 |
| • Applications can increase the activity of independent learning | 6 | 16.21 | 26 | 70.26 |
| • Easy application to use | 11 | 29.73 | 34 | 91.89 |
| • Applications really help learning | 9 | 24.32 | 23 | 62.16 |
| Student attendance | 27 | 100 | 25 | 100 |
| Student who get > 7 | 5 | 23.32 | 17 | 75.68 |

Based on the data provided in the table, it can be concluded that the utilization of Classpoint has a positive impact on facilitating the learning process of students in the classroom. Out of 27 students in the first observation, 25 students (93.49%) exhibited high levels of enthusiasm upon encountering the innovative use of technology for presenting problem exercises. Moreover, 16 students (70.26%) were observed to be more actively engaged and independent while completing the exercises presented in an engaging manner. Initially, in the first observation, 26 students (73.98%) faced obstacles due to their unfamiliarity with the Classpoint application. However, in the subsequent observation, this percentage decreased to 17.93%, with only 7 students experiencing difficulties in operating the application.

CONCLUSIONS

Using classpoint students show more motivated attitude to learn and can improve their English skills. The data indicates that approximately 70% of students contribute significantly to the learning process. Moreover, there are fewer obstacles observed in student activity when using Classpoint in the teaching and learning process. Students appear to be more interested and motivated during their learning experiences. The implementation of the Classpoint application in English language learning has yielded positive outcomes over the two observation cycles. Initially, there was a learning curve and technical challenges, but students gradually became more familiar with the application. As a result, their enthusiasm, engagement, and independent learning behavior improved significantly. The majority of students reported a positive impact on their learning experience.

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