THE IMPLEMENTATION OF CLASSPOINT IN LEARNING ENGLISH: A CASE STUDY AT SMK MUHAMMADIYAH 3 KARANGANYAR ON ELEVENTH GRADE IN ACADEMIC YEAR 2021/2022

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ABSTRACT

The application of Information and Communication Technology (ICT) in teaching and learning activities has a major influence in improving the quality of education, especially in the era of the industrial revolution 4.0 as it is today. Classpoint is a learning platform that supports IT-based learning activities. This study aims to determine the application of Classpoints in learning English at SMK Muhammadiyah 3 Karanganyar on elevent grade in the academic year 2021/2022. The research approach is qualitative research, case study research. The method that used to collect data is observation, interviews, and documentation. The methods used to analyze the data are data reduction, data presentation, and drawing conclusions. To test the validity of the data used data triangulation, method triangulation, and source triangulation. The results of research on the three subjects can be seen that the application of classpoint is very effective for learning English

Keywords: Classpoint, Student, English

INTRODUCTION

Technology has become an inseparable part of human daily life. The existence of technology is very helpful in facilitating human activities. Technology provides many benefits in human life, such as increasing production efficiency to facilitate access to information. Technology has helped human in many aspects of everyday life, such as in the fields of health, communication, and even education.

Technology in the scope of education has a significant impact in supporting learning process. The integration of technology in teaching English has become an increasingly relevant topic in the context of learning English in this digital era. There are many reasons why technology integration can be the right choice in teaching English, including increasing student learning motivation.

Technology presents an easier way to acquire language (Tan, Rajendran, Muslim, Alias, & Yusof, 2022).Technology can increase student learning motivation through the use of interesting and fun interactive applications and games. Classpoint is one of the most interactive learning technology applications. Classpoint is an online learning platform that can be used by teachers to create and deliver interactive presentations in class. By using Classpoint, teachers can make presentation slides like on other presentation platforms, but with more complete

interactive features, such as adding questions, polls, quizzes, and collaborative activities. In addition, teachers can also assign assignments and monitor student progress online through the platform. Classpoint can also be integrated with other online learning platforms such as Google Classroom, making it easier to use in distance learning contexts. With Classpoint, it is hoped that students can be more active and involved in the learning process, as well as increase the effectiveness of teaching and learning in class.

One of the research journals on the benefits of classpoint has been implemented by one of John and Smith's researchers entitled "Classpoint: A Digital Platform for Enhancing English Language Learning in the Classroom" states that the result of the study shows that the use of Classpoint can increase student participation and help improve their understanding of English material. In addition, this platform can also facilitate collaboration between students and improve teaching efficiency. This research concludes that Classpoint can be an effective alternative in teaching English in the classroom and can help improve the quality of learning English in educational institutions.

Researchers have also conducted research on classpoint implementation in learning. Bong and Chatterjee (2021) On his paper share some of the benefits and drawbacks of using the ClassPoint tool compared to other CRSs and its operating system compatibility. Survey results showed that more than 80% of the students' participants felt that ClassPoint was an effective platform to promote students' engagement and participation in class. All instructors' participants agreed (60% agreed and 40% strongly agreed) that students tend to respond more frequently to interactive quizzes delivered via ClassPoint than reply verbally in class.

Inkoe created the classpoint application (Mazlan, Kim Hua, Othman, & Wahi, 2023). Classpoint can also quickly turn power point presentation into interactives quizzes, deliver quizzes in the class, gather live students replies, score quizzes and store result without requiring the user. Classpoint is a digital learning platform designed to help teachers and students teach and learn lessons in a more interactive and engaging way. Classpoint provides various features such as creation of 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, so that teachers can easily integrate various learning resources into their presentations, Classpoint (2020). They can access website (http://classpoint.app), providing the class code and create username. The app promotes involvement, allowing students to demonstrate what they have learned (Bong & Chatterjee, 2021)

Classpoint can be used on a variety of devices, including desktops, laptops, and tablets. With Classpoint, teachers can create more engaging and effective learning experiences for their students. Following are some basic steps for using Classpoint according to (Sundari, Iskandar, & Muhlis, 2021): (1) Create account: First of all, need to create Classpoint account by visiting Classpoint website (www.classpoint.io) and click "Sign Up" button to create account. (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 make your own presentation according to your needs. (3) Adding content: After the presentation is created, we can start adding content to the slides such as adding images, text, videos and documents by clicking the "Add content" button below the slide. (4) Using interactive features: One of Classpoint's strengths is the interactive features it provides, such as quizzes, polls, and voting. We can add this feature to

the presentation slides by clicking the "Add Interaction" button. (5) Create assignments: to be able to create assignments and collect student answers directly in Classpoint. Select the "Assignments" button in the main menu to create and manage assignments. (6) Using automatic evaluation: Classpoint also provides an automatic evaluation feature to save time in assessing assignments and other evaluations by activating the "Auto-Grade" feature to make 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 research on "Implementation of classpoint applications in learning English: Case studies at SMK Muhammadiyah 3 Karanganyar on eleventh grade in the academic year 2021/2022. This research will improve the students' ability to practice their attitude by classpoint application.

METHOD

This is an action research. This research aims to solve learning problems in the classrooms. This research in 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 study research is a research approach that is used to study in depth about an event, situation, or a particular case with the aim of understanding the problems involved and finding the right solution (Flyvbjerg, 2006). Case studies are usually carried out by collecting complete and detailed data through various sources of information, such as observation, interviews, documentation, and so on. The results of the case studies can be used to understand the situation that occurred in a comprehensive and in-depth manner, as well as provide useful information for solving problems and making decisions in the future. Case studies are often used in a variety of disciplines, such as social sciences, psychology, business, and education. (Yin, 2018) defines the characteristics of case studies in qualitative research as a research approach that focuses on a particular case or situation with the aim of understanding the situation in detail and depth.

This research uses two cycles that show the implementation of learning media by classpoint. The instruments that use to collect the data were test and observation. The subject of this research is eleventh grade of SMK Muhammadiyah 3 Karang Anyar in academic year 2021-2022.

The technic of data collection is observation, test and data processing. The Data analysis in this study uses 3 steps, there are data reduction, data presentation, and conclusions. To test the validity of the data the researcher uses data triangulation, method triangulation, and source triangulation, (Miles & Huberman, 1994).

RESULTS 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:

Component activities	Siklus I		Siklus II	
	Amount student	%	Amount student	%
physical activity				
• Students ask questions related to features	17	45.94	2	5.4
• Students ask questions related to the material	16	43.24	4	10.81
• Students ask questions beyond the material and features	4	10.81	6	16.21
• Students answer questions asked by the teacher	12	32.43	21	56.75
• Students respond to the teacher's explanation	16	43.24	26	70.27
• Students actively work on assignments	12	32.43	30	81.08
• Students spontaneously give responses related to the material	5	13.51	23	62.16
• Students point their fingers in response to the teacher	7	18.91	17	45.94
Student attendance	37	100	37	100

Based on the implementation of observation I, it shows the activeness of students while participating in learning English with the application of the classpoint application. Students seem to be adapting to new experiences in using IT-based technology. They try to guess and learn the features of the variety of questions given by the teacher. Some look confused because of limited knowledge. It can be seen that students who experience problems asking questions to the teacher about how the mechanism for working on the problems presented. Sometimes, the class looks boisterous due to signal problems or the performance of their devices.

Based on the implementation of observation II, it can be compared with previous observations regarding differences in student activity in learning in the classroom. In the process of learning English in class, students seem to have adapted and are proficient in using the classpoint application as a learning support tool. It is very visible that students are starting to feel comfortable with the new experience of using classpoint to display interesting and interactive problem exercises presented by the teacher in class. Students look more enthusiastic about working on the exercises that are presented with focus and happiness. It can be seen that there was very little commotion made by students because of obstacles such as those that occurred from observation I.

Classpoint has many features, like: class code, annotation, whiteboard, polling, pick a name, word cloud, short answer, slide drawing, image upload and multiple choice. These features is very interesting it can combine with a learning media (Perdani, 2020).

The Result of Interview

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:

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	94.59
• Students experience obstacles	27	72.97	7	18.92
• Applications can increase the activity of independent learning	6	16.21	26	70.27
• Easy application to use	11	29.73	34	91.89
• Applications really help learning	9	24.32	23	62.16
Student attendance	37	100	35	100
Student who get > 7	9	24.32	21	75.67

From the table above it can be concluded that the use of classpoint has a positive impact on supporting the learning process of students in class. As many as 35 students, 94.59% were very enthusiastic when they received new experiences that were the use of technology in presenting problem exercises. As many as 26 students, 70, 27%, students were seen to be more active and independent in the process of completing the exercises which were presented in an interesting way. In the first observation, it shows 27, 72.97%, students still have obstacles because they are new to the classpoint application. However, in observation II, the percentage decreased to 18.92%, only 7 students were still experiencing problems with the application being operated.

In the first observation, the students consist of 37 students. In the second observation there are 35 students. There are 2 absend. In first observation There are 9 students that get score >7. But in the second observation, after the cycle the students who get score >7 was increased become 21 students. It's mean classpoint can give motivation to the students.

CONCLUSION

Using classpoint students show more motivated attitude to learn and can improve their English skills. It can be seen from the data that around 70% students contribute significantly. In addition, student activity can also be seen less obstacles in using classpoint in teaching learning process. Students seem to have more interesting and motivating during learning experience.

The implementation of the Classpoint application in English language learning demonstrated positive outcomes over the two observation cycles. Initially, there was a learning curve and technical challenges. It shows that students became more familiar with the application, their enthusiasm, engagement, and independent learning behavior improved significantly. The majority of students reported a positive impact on their learning experience. Overall, the Classpoint application effectively supported the learning process by enhancing student engagement and interaction with English language exercises.

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