

Students' Perception on the Use of Nearpod in Learning English at the Seventh Grade Students of SMP Petra Berkat Denpasar

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Abstract-This study aims at determining students' perceptions of the use of Nearpod for learning English in VII Grade students of SMP Petra Berkat Denpasar. This study implements a quantitative approach with observation and survey (non-test) techniques. The population of this study is the VII Grade of SMP Petra Berkat Denpasar in academic year 2021/2022. The findings show that the use of Nearpod media during online learning during the Covid-19 pandemic considers that Nearpod is in convenience criteria and very good criteria for Nearpod performance and student learning activities with Nearpod. This study shows positive perceptions of students with natural cut off point's $39.18 > 30$, meaning that students' perceptions of using Nearpod show positive perceptions. It is due to the contents or features on Nearpod are more challenging for students and more inspiring for students to learn online, this Nearpod apps is helpful for teachers when delivering material and conducting direct assessments, as well as for students when getting teaching materials. In addition, in the Nearpod apps provides other facilities such as the Nearpod VR apps which allows teachers to take students virtually anywhere in the world without additional hardware

Keywords: Students' perception, Nearpod, online learning

I. INTRODUCTION

Nowadays, the COVID-19 virus has spread in many countries and caused a universal pandemic, especially in Indonesia. This pandemic gives universal problems in Indonesian citizens, industry, economy, etc., especially in education where students must learn from home and using technology. The basic competency of teacher is the ability of using related technology. The repetitive approach, method, and strategy must be reformed. The innovation should take place in preparing students' learning experiences. According to Higher Education Circular Letter No. 1 of 2020, Ministry of Education and Culture, The Ministry of Education, Culture, and Research has made it illegal for all schools, from elementary to tertiary, to conduct face-to-face (traditional) learning and be told to keep learning at home (Kemendikbud, 2020). World Health

Organization (WHO) has issued an appeal to avoid activities that cause crowds to gather in order to prevent the spread of Corona Virus Disease 2019 (Covid 19). As a result, face-to-face learning that involves a large number of students in a class is evaluated for implementation.

United Nations Children's Fund (UNICEF) announces a survey on students' perception on distance learning from May 29th to June, 8th 2020, the results show that students are eager to go back to school, 66% said that they felt uncomfortable studying from home and the majority of 87% said that they wanted to go back to school soon (Karana, 2020). It implies that online school make students feel uncomfortable to learn and feel bored. The implementation of technology can boost the quality of distance learning (Susila, 2021).

As an alternative, teachers may use

interactive technologies to carry out the learning process even though they are in different locations. Adnyana et al., (2023) adds that the implementation of technology-based media can facilitate and empower students learning quality. According to Anwar et al., (2021), the implementation of technology can improve the meaningfulness and efficiency of material presentation being delivered. Additionally, technology can simplify the work and decrease the time of work as well as making students easier to understand the concept (Susila, 2021).

Based on the preliminary observation, in order to maximize learning during the Covid-19 pandemic, SMP Petra Berkat Denpasar has implemented Nearpod as a game-based learning application. The goal of implementation is to make students more interesting to learning English. Nearpod, cloud-based technology and a multiplatform e-learning tool is used for interactive teaching and learning (Van & Oanh, 2023). Nearpod can be accessed on both websites and mobile phone apps. Nearpod is an online student interaction platform that is a fantastic resource for teachers to use in class to help students learn because it allows the teacher to ask students open-ended questions to which they can type their responses, or the answers can be written in drawings, in which case the students can actually draw on Nearpod to demonstrate their work in writing or drawings if they need to.

Nearpod enables teachers to reduce distraction and multitasking by presenting content and interactive activities live to student's devices. A live session is launched, students then enter a lesson code and the lesson is synchronized to all student devices. Student-paced sessions can also be launched for students to work on in their own time wherever they are. The app aims to improve student engagement, obtain feedback from students in the classroom or online setting and generate greater interaction between teacher and students. In this Nearpod, the teacher can see the students' answers directly. There are two basic principles in start interactive learning via Nearpod. First direct learning, namely in this first option the teacher shares sessions

or direct link (Live participation plus Zoom, Live Participation and Student Paced), then students can enter the code, and the lesson synced to all devices. Second option, student speed choice that is, the teacher distributes a lesson code that contains material for students complete in their own time, this is can be useful for creating remote teaching experiences more flexible and attractive.

The implementation of Nearpod is recommended for facilitating students to gain a meaningful learning experience. According to Sanmugam et al., (2019), the implementation of Nearpod is recommended in large group teaching setting to encourage interaction and promote independent learning among students. Furthermore, Hakami (2020) stated that the implementation of Nearpod can facilitate students' autonomous learning ability and promote active learning. The features offered can strengthen the process of independent learning and meaningful learning experience.

The implementation of the English learning using Nearpod can facilitate students more interactive in the learning process. Therefore, this study aims to know the students' perception on the use of Nearpod in learning English at seventh grade students' of SMP Petra Berkat Denpasar. In teaching-learning process, perception plays important role. Perception that is a way of response or assessment of individuals in interpreting the impressions of their senses to give meaning to their environment (Kotler & Keller, 2009). The perception is result one's of thinking process in certain situation which has been created by experience (Rahmat, 2009). Students' perception in learning process can be defining factor of students' achievement. The research conducted by Arif (2016) shows that the students' perception have positive and significant correlation to students' achievement.

Based on the background described, this research aims at about students' perception on the use of Nearpod at SMP Petra Berkat Denpasar. Thus, this research focuses on students' perception on the use of Nearpod in learning English at seventh grade of Petra Berkat Junior High School in

academic year 2021/2022.

II. METHODS

This research is descriptive quantitative method. According to Sugiyono (2017), descriptive research methods is conducted to determine the value of independent variables, either one or more variables without making comparisons or connecting between one variable and another. Furthermore, Sugiyono (2017) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/ statistical.

The subject of research is 34 students of VII Grade of SMP Petra Berkas Denpasar. This subject was selected because this class is pilot-class to implement Nearpod in teaching English. The data were collected through survey and observations. The instruments of data collection were questionnaire

Before the questionnaire was distributed, the questionnaire was validated by two expert judges. The result was calculated using Gregory's formula. The content validity of the item is 0.9 which indicates that it has a very high content validity.

There are some judges' comments that can be corrected in this questionnaire, and the substance of the questionnaire will be updated to the judges' comments after it has been distributed.

For the questionnaire, researcher use Likert Scale. The data of this research are numeral data on students' perception on the use of Nearpod. To analyze the data gain from questionnaire the researcher used the formula from Sugiyono (2017) to measured and analyze the questionnaire.

III. RESULT AND DISCUSSION

The data which were collected through the questionnaire of the students' perception can be elaborated as follows.

1. Students Acceptance of Easiness of Nearpod

The consideration of choosing a learning platform is due to its easiness on operating. The first aspect being studied was on the student's acceptance of the easiness of Nearpod. There were 3 statements. The purpose of using this statement was finding out the students' perception for acceptance of easiness of Nearpod. The result and the average of this indicator can be seen in the following table.

Table 3. Students' Responses of Statement "Nearpod is very useful in learning process"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	17	50
5	Strongly Agree	17	50
Total		34	100

Table 3 shows that 17 out of 34 students (50%) chose strongly agree, and out of 17 students (50%) agree that Nearpod was very useful in learning process. 34 students showed that students think that Nearpod was useful in learning process. Based on the observation, teacher could share the material through Nearpod in innovative ways. Furthermore, students could saw the material and did the worksheet through Nearpod.

Table 4. Students' Responses of Statement "Nearpod is easy to operate and flexible"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	1	2.9
3	Neutral	20	58.8
4	Agree	10	29.4
5	Strongly Agree	3	8.8
Total		34	100

Table 4 shows that 3 students (8.8%) were strongly agree, 10 students (29.4%) agreed, and 20 students (58.8%) were neutral that Nearpod was easy to operate and flexible. The others students (2.9%) were on disagree perception. According to the observation, students could open Nearpod app on pc, phone, or laptop. Also, Nearpod

had clear display for menu and there is so many information about how to operate Nearpod. That made Nearpod was flexible and easy to operate. There was still a student fill the statement with disagree, it because she had problem with their connection. The use of Nearpod was still need an internet connection.

Table 5. Students' Responses of Statement "There are lack of information about how to use Nearpod"

No	Items	Frequency	(%)
1	Strongly Disagree	14	41.2
2	Disagree	19	55.9
3	Neutral	1	2.9
4	Agree	0	0
5	Strongly Agree	0	0
Total		34	100

Table 5 shows that 14 of students (41.2%) had disagree perceptions and out of 19 students (55.9%) were disagree that there were lack information about how to use Nearpod. The others students (2.9%) were on neutral perception. Based on the observation, there were many information about how to use Nearpod such as on YouTube or browser. After all of the data, the average could be state as follows:

Table 6. Average of Students Acceptance of Easiness of Nearpod

No	Statement	Total	Average	Category
1	Nearpod is very useful in learning process	153	4.50	Excellent
	Nearpod is easy to operate and flexible	117	3.44	Good
	Lack of information about how to use Nearpod	149	4.38	Excellent
Total Average		419	4.11	Good

The average of student's acceptance of easiness of Nearpod shows that the indicator was in good criteria. Nearpod is easy to use for students, because there is many information about how to operate it and flexible.

The result of data analysis for students' acceptance of the easiness Nearpod were obtained the average index from the indicator was in the good criteria. Nearpod was easy to use for students because students can easy to operate and flexible. Additionally, Nearpod was very useful in learning process. According to Minalti and Erita (2021), the use of Nearpod in learning English is recommended due to the easiness of implementing in students' centered approach.

2. Performance of Nearpod

The performance of Nearpod can be evaluated in 2 statements. The purpose of using this statement is to find out the students' perception for performance of Nearpod. The result and the average of this indicator can be seen in the following table.

Table 7. Students' Responses of Statement "Nearpod improve my learning performance"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	21	61.8
5	Strongly Agree	13	38.2
Total		34	100

Table 7 shows that 21 of students (61.8%) chose agree, and 13 out of 34 students (38.2%) strongly agree that Nearpod improve their learning performance. The second statement on the display can be seen in following table.

Table 8. Students' Responses of Statement "Nearpod's display is very clear and easy to understand"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	15	44.1
5	Strongly Agree	19	55.9
Total		34	100

Table 8 shows that 15 out of 34 students (44.1%) chose agree, and 19 students (55.9%) strongly agree that

Nearpod's display is very clear and easy to understand. Based on the observation, the display of Nearpod was very clear and easy to understand it because the features in the Nearpod were well-organized and there were few of them. After all of the data, the average could be stated as follow.

Table 9. Students' Responses of Statement "Average of Performance of Nearpod"

No	Question	Total	Average	Category
2	Nearpod improve my learning performance	149	4.38	Excellent
	Nearpod's display is very clear and easy to understand	155	4.56	Excellent
Total Average		304	4.47	Excellent

The average of performance of Nearpod shows that the indicator was in excellent criteria. Nearpod's performance for learning is excellent because it had a very simple display that attracts students' attention to improve their learning performance.

The result of data analysis for performance of Nearpod were obtained on the average index from the indicator was in the excellent criteria. Performance of Nearpod supporting learning English because through Nearpod students be facilitated to learn English in a fun way with so many features such as video, slide, web content, vocabulary videos, Nearpod 3D, PhET, virtual reality field trip, BBC Video, sway, audio, time to climb, Open-Ended question, matching pairs, quiz, draw it, collaborate, poll, fill in the blanks, and memory test. With clear display and easy to operate, Nearpod could improve students' learning performance.

3. Students' Learning Activity with Nearpod

The third indicators were assessed in 5 statements. The purpose of using this statement is finding out the students' perception for students' learning activity with Nearpod. The result and the average of this indicator can be seen in the following

table.

Table 10. Students' Responses of Statement "I can do a task by myself using Nearpod"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	17	50
5	Strongly Agree	17	50
Total		34	100

Table 10 Shows that 17 of students (50%) choose strongly agree, 17 students (50%) agree that student can did a task by themselves using Nearpod. Based on the observation, student could do a task by themselves because the instruction to do it was easy to understand so they could handle it with themselves.

Table 11. Students' Responses of Statement "Nearpod make me more active in learning process"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	23	67.6
5	Strongly Agree	11	32.4
Total		34	100

Table 11 Shows that 23 of students (67.6%) choose agree, and 11 students (32.4%) strongly agree that Nearpod made them more active in learning process. Based on the observation, through the Nearpod feature, students could actively participate in activities carried out on Nearpod for example giving opinions and making questions from the material that has been submitted.

Table 12. Students' Responses of Statement "It can be interesting using Nearpod to learning English"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	10	29.4
5	Strongly Agree	24	70.6
Total		34	100

Table 12 Shows that 10 of students (29.4%) choose agree, and 24 students (70.6%) strongly agree that it could be interesting using Nearpod to learning English. Based on the observation, students became more interested in learning to use Nearpod because of the various features offered with only one application.

Table 13. Students' Responses of Statement "I can work in team by using Nearpod"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	21	61.8
5	Strongly Agree	13	38.2
Total		34	100

Table 13 shows that 21 of students (61.8%) choose agree, and 13 students (88.2%) strongly agree that students could work in team using Nearpod. Based on the observation, students could implement something with a team such as collaborate board feature, students could discuss and gave opinions on a lesson so they could work together.

Table 14. Students' Responses of Statement "I can make my own opinion and see my classmate opinion"

No	Items	Frequency	(%)
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Neutral	0	0
4	Agree	20	58.8
5	Strongly Agree	14	41.2
Total		34	100

Table 14 shows that 20 of students (58.8%) choose agree, and 14 students (41.2%) strongly agree that student could made their own opinion and saw their classmate's opinion. After all of the data, the average can be state as follows:

Table 15. Average of Students' Learning Activity with Nearpod

No	Statement	Total	Average	Category
3	I can do a task by	153	4.50	Excellent

myself using Nearpod			
Nearpod make me more active in learning process	147	4.32	Excellent
It can be interesting using Nearpod to learning English	160	4.71	Excellent
I can work in team by using Nearpod	149	4.38	Excellent
I can make my own opinion and see my classmate opinion	150	4.41	Excellent
Average Score	609	4.46	Excellent

The average of students' learning activity with Nearpod, shows that the indicator was in excellent criteria. Nearpod can facilitate students to be creative, collaborate, and do assignments independently.

The result of data analysis for students' learning activity with Nearpod were obtained on the average index from the indicator was in the excellent criteria. With Nearpod student can more active in learning process, students can do a task by themselves using Nearpod, through Nearpod can be interesting to learning English, student also can work in team and make their own opinion on Nearpod.

The research questions were what are the students' perception on the use of Nearpod in learning English. Based on the result of the mean score from the questionnaire, the researcher conclude that the students give positive perception with natural cut off point was 30 and the calculation as follows:

$$Score = \frac{304+609+419}{34} = \frac{1.332}{34} = 39,18$$

This formula shows that the score of the mean is 39,18 which mean the score >30 and it can be categorized as positive perception.

Nearpod is a platform which can be used to empower students' online learning. The finding of this research showed that the use of Nearpod in online learning in SMP Petra Berkas can contribute positive aspect of students' motivation. It is in line with the research conducted by Van and Oanh (2023) which shows that Nearpod can encourage the interaction in online English learning. The findings have made a big difference in making virtual study easier, which is essential in the dangerous infection of the Covid-19 virus.

IV. CONCLUSION

The conclusion of this research was based on the research question. Students gave a positive perception on the questionnaire about the use of Nearpod on learning English it because students could do their task easily and flexible. Also, there were many information about how to use Nearpod. Through Nearpod, students could improve their learning performance, made themselves more active in learning process, and they could work in team by using Nearpod.

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