



## **Nearpod As a Means of Promoting Students' Engagement in English Class**

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### **Abstract**

Merdeka curriculum has been implemented as a means to adapt to the situation and challenges of the 21<sup>st</sup> century. Two of the 21<sup>st</sup> century teaching and learning characteristics are the technology integration and student-centeredness. High engagement in the process of teaching and learning is the indicator of the 21<sup>st</sup> century education runs well. However, Indonesian students, at the school under the study, the engagement was low and students were passive. Therefore, this research was aimed at figuring out the use of Nearpod as a means of promoting students' engagement as well as it was attempted to find out the students' perceptions of Nearpod in the teaching and learning process to gain feedback on the students' acceptance and Nearpod usefulness in language teaching and learning. This research was conducted at SMAN 1 Menganti, Gresik. There were 49 students as participants in this study. In order to seek the data, this research employed a qualitative experimental design with a field note, a questionnaire, and FGD as the instruments. Then, the data were analyzed with thematic analysis. The findings indicated that Nearpod could be used as a means of promoting students' engagement unless it is supported with the stable internet connection, and the students perceived neutral opinion regarding the use of Nearpod.

**Keywords :** Nearpod, Technology, Engagement

### A. Introduction

It is unquestionable that being proficient in English is a must in this globalized world. Therefore, English has become a mandatory subject in our education system, starting from elementary to senior high school. Considering the fast-changing technology, teaching and learning strategies used in the 21st century have become irrelevant anymore. That makes teaching English in the 21st century seem challenging due to the students' characteristics as well as the advancement of technology, which has undeniably affected our education in terms of how people learn and how they are taught. Therefore, teachers are required to adapt to the particular strategies that are relevant to the students nowadays, as it is known that students these days belong to the group of Z generation that are known as digital natives, meaning that they have been familiar with technology since the beginning of their lives.

To answer the challenge, the government has put an attempt to suit the curriculum and the needs by implementing Merdeka curriculum. One of the mandates in this curriculum is the involvement of technology in the teaching and learning process to keep up with the 21<sup>st</sup> century. In fact, integrating technology into the teaching and learning process is now inevitable. The use of technology in the teaching and learning process has become a mandatory. Undoubtedly, technology can ease teachers' work and assist teachers to teach effectively, as numerous studies have found that integrating technology into teaching and learning promotes student motivation and engagement, and using information technology has accelerated the transition from learner-centered to teacher-centered approaches in language teaching and learning<sup>1</sup> In addition, it promotes autonomy to enhance students' performance in the EFL classroom<sup>2</sup>.

Again, it is true that technology changes the way education is done. This needs to be highlighted as teachers nowadays are inevitable in using technology in order to keep up with the world<sup>3</sup>. To emphasize, being a teacher at present requires three elements: content knowledge, pedagogical knowledge, and technological knowledge, to maximize teaching and learning effectively. Those three are combined to form a framework called TPACK (Technological Pedagogical Content Knowledge). The TPACK framework is meant to bind a complex relationship among those three teaching elements that assist a teacher in developing effective teaching methods and strategies since, in 21st century

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<sup>1</sup> Hanareva A. Arvesu, "TECHNOLOGY READINESS ON STUDENTS' BEHAVIOR AND ENGAGEMENT," *International Journal of Research Publications* 123, no. 1 (April 1, 2023), <https://doi.org/10.47119/ijrp1001231420234724>.

<sup>2</sup> Nouredine Azmi, "The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges," *Journal of Educational and Social Research* 7, no. 1 (February 15, 2017): 111–18, <https://doi.org/10.5901/jesr.2017.v7n1p111>; Febriyuliana Widyaningtyas and Farah Sukmawati Wahidah, "Analyzing the Students' Motivation towards the Use of ICT in Learning English," *Academic Journal Perspective: Education, Language, and Literature* 9, no. 2 (January 7, 2022): 147, <https://doi.org/10.33603/perspective.v9i2.6307>.

<sup>3</sup> Aang Solahudin Anwar, Bambang Mardisentosa, and Alexander Williams, "The Role Of Technology In Education," *IAIC Transactions on Sustainable Digital Innovation (ITSDI)* 3, no. 1 (October 31, 2021): 36–40, <https://doi.org/10.34306/itsdi.v3i1.524>.

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learning, teachers need to adjust and adapt themselves to the fast-changing world to help their students face their future.<sup>4</sup>

Another objective that it tries to achieve with the involvement of technology is to enhance student engagement.<sup>5</sup> Student engagement refers to an individual's interest and enthusiasm for school, which impacts their academic performance and behavior<sup>6</sup>. There are three categories of student engagement: behavioral engagement, affective engagement, and cognitive engagement<sup>7</sup>. Behavioral engagement refers to the actions taken by students during the teaching and learning process. For example, students have high behavioral engagement if they work on tasks they are assigned or pay attention when teachers or students are talking and explaining in a discussion. Next, affective engagement refers to students' social, emotional, and psychological attachment to the activities in the classroom; it can be seen through their relationships with their classmates and teachers. The last is cognitive engagement, which is related to how involved they are with the material being explained.

As being said, engagement is pivotal; teachers have to put in an effort to get the students into the process of teaching and learning so that they are bound to the classroom activities. It can be inferred that three indicators of engagement are high: (1) students' attention, (2) students' attachment, and (3) the students' ability and willingness to do the activities or task given<sup>8</sup>. There is one important keyword to acquire engagement: interaction. Some studies found that interaction in the process of teaching and learning can bring significant changes to enhance the learning experience, activate the learning environment, enable them to control the education process, help them to realize meaningful learning, facilitate the students' adaptation, and allow participation and communication.<sup>9</sup>

There are some practices that a teacher can do to foster engagement; one of them is the use of technology.<sup>10</sup> Globalization and technology have made our education remarkably modified by the advancement of technology. Traditional classrooms have evolved to be more interactive and engaging. Many educational platforms and software are becoming teachers' helping hands to create more

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<sup>4</sup> Pinar Erten, "Technological Pedagogical Content Knowledge (TPACK) Proficiency of Preservice Teachers Who Will Teach a Foreign Language," n.d., <https://www.researchgate.net/publication/361448751>; Ujas Pandya and Paresch Joshi, *INTERNATIONAL SEMINAR COMMEMORATING THE 100 TH ANNIVERSARY OF TAMANSISWA | Yogyakarta*, 2022.

<sup>5</sup> Rizky Andra Prayudi et al., "THE USE OF TECHNOLOGY IN ENGLISH TEACHING & LEARNING PROCESS" 1, no. 2 (2021): 102–11.

<sup>6</sup> Phil Hiver et al., "Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions," *Language Teaching Research*, January 1, 2021, <https://doi.org/10.1177/13621688211001289>.

<sup>7</sup> Cheryl Abila and Brittney R Fraumeni, "Student Engagement Evidence-Based Strategies to Boost Academic and Social-Emotional Results," 2019.

<sup>8</sup> Isabelle Archambault et al., "Adolescent Behavioral, Affective, and Cognitive Engagement in School: Relationship to Dropout," *Journal of School Health* 79, no. 9 (2009): 408–15.

<sup>9</sup> Jamaluddin Kamaruddin, "ACHIEVE CLASSROOM INTERACTION IN ENGLISH LEARNING," n.d.; Hanna Sundari, "Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia," *Advances in Language and Literary Studies* 8, no. 6 (December 25, 2017): 147, <https://doi.org/10.7575/aiac.all.v.8n.6p.147>.

<sup>10</sup> R C Morris and Loran Carleton Parker, "Examining the Connection between Classroom Technology and Student Engagement," *Journal of Teaching and Learning with Technology* 3, no. 1 (2014): 1–15, <https://doi.org/10.14434.jotlt.v3n1.4720>.

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interesting lessons as well as helping students in their learning. Among those platforms and software, there is a promising web-based application called Nearpod.

Nearpod is a Learning Management System (LMS) that enables users to interact with one another interactively, both asynchronously and synchronously. This platform can do three things: teaching, assessing, and connecting<sup>11</sup>. Further in their study, the Nearpod interactive presentation tool creates creative outputs from various perspectives to improve student comprehension. Based on their study, the Nearpod program has proven to be effective for both students and teachers, especially the attention-grabbing features<sup>12</sup>.

Nearpod is advisable to be used in a crowded classroom to increase students' interaction<sup>13</sup>. To add to that, Nearpod could be an astonishing aid for students' engagement and motivation during the class because it has attention-grabbing features. This Nearpod has a collaborative board to engage students in activities. Though some studies have revealed that the use of Nearpod could enhance students' engagement in the teaching and learning process<sup>14</sup>.

As it was mentioned earlier, the integration of technology cannot be avoided. Other researchers have already done some similar research on integrating technology in English teaching and learning. The first research was conducted by<sup>15</sup>. Their research aimed to see if Nearpod could be used as a digital platform to improve students' writing skills. It was qualitative research using the teachings of principal theory by H. Douglas Brown and Hee-Young Lee. The result showed that Nearpod could be used as one of the most effective digital tools to promote students' writing skills.

The second research was conducted by<sup>16</sup>. This mix method study was done to figure out if Nearpod made students more interactive when the studying online. The findings indicated that the students had been encouraged to interact during online learning by using Nearpod.

The third research was done by<sup>17</sup> who investigated the use of Nearpod in elementary school to enhance students' motivation during online learning. The

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<sup>11</sup> Jiunwen Wang and Ivy Chia, "Engaging Students via Nearpod® in Synchronous Online Teaching," *Management Teaching Review* 7, no. 3 (2022): 245–53.

<sup>12</sup> Junhua Xian, "A Critical Evaluation of Nearpod's Usefulness in Teaching K-12 Biology Science Online Classroom," 2021; Kiki Juli Anggoro, Uswatun Khasanah, and Nicola Milnes, "Nearpod Slides to Enhance Students' Self-Study," *SiSal Journal* 13, no. 4 (December 1, 2022): 442–46, <https://doi.org/10.37237/130405>.

<sup>13</sup> Huynh Ha Van Le and Thi Kieu Oanh Doan, "EFL Students' Perceptions of Using Nearpod in Online English Learning," *ICTE Conference Proceedings* 3 (March 22, 2023): 98–117, <https://doi.org/10.54855/ictcp.2338>.

<sup>14</sup> Xian, "A Critical Evaluation of Nearpod's Usefulness in Teaching K-12 Biology Science Online Classroom"; Tri Achmad Efendi et al., "PEMBELAJARAN INTERAKTIF DENGAN NEARPOD DI SEKOLAH DASAR ISLAM NURUL IMAN," *PANCASONA* 2, no. 2 (July 31, 2023): 363–72, <https://doi.org/10.36456/pancasona.v2i2.7834>.

<sup>15</sup> Puji Lestari and Lambok Hermanto Sihombing, "JURNAL EDUPEDIA Universitas Muhammadiyah Ponorogo [Http://Studentjournal.Umpo.Ac.Id/Index.Php/Edupedia](http://Studentjournal.Umpo.Ac.Id/Index.Php/Edupedia) EXPLORING A DIGITAL TOOL 'NEARPOD' TO IMPROVE STUDENTS' SKILL IN WRITING," n.d., [www.nearpod.com](http://www.nearpod.com).

<sup>16</sup> Le and Doan, "EFL Students' Perceptions of Using Nearpod in Online English Learning."

<sup>17</sup> Muhammad Ilyas Abdullah, Dian Inayati, and Ninik Nurlaila Karyawati, "Nearpod Use as a Learning Platform to Improve Student Learning Motivation in an Elementary School," *Journal of*

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findings revealed that the gamification and Nearpod's interactivity features successfully honed the students' learning interests, attention, engagement, and improved students' attendance rates.

Despite numerous studies that have been done, this current research is different in terms of participants and research methods. Also, the focus of this current research is to seek two answers: (1) the effectiveness of students' perceptions of the use of Nearpod as a teaching tool in English language teaching in senior high school, and (1) how the students' perceptions are towards the use of Nearpod in their English class. This study could hopefully benefit teachers by incorporating various technology tools into their teaching to assist students in learning English.

### B. Method

In order to seek an answer regarding the students' perceptions of the use of Nearpod in the teaching and learning process, this research employed a qualitative experimental design with observations, a questionnaire, and interviews as the researcher's instruments to gain in-depth data. Qualitative experimental design is a hybrid research method that combines experimental design with qualitative methodologies to investigate processes and behaviors. The following is a flowchart to illustrate the current research design.

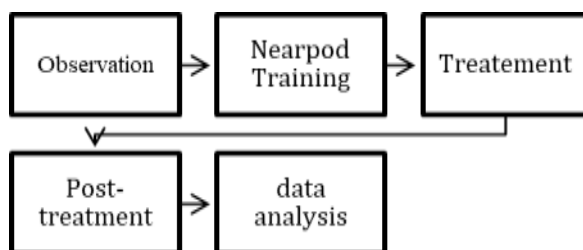


Figure 1. Research Design

First of all, the observations were conducted to analyze the learning process and highlight any issues that emerged in the classroom. After that, the teachers received training from the researcher on how to use Nearpod, which they would integrate into the lesson plan. Two days of the training were spent outside of the teacher's free time. The training addressed how to create a Nearpod account and how to navigate and use the web dashboard; creating, editing, and sharing lessons; as well as evaluating students' Nearpod scores. Next, the teacher used Nearpod in the classroom for a week to observe how it affected engagement in the classroom. Then, the researcher did post-treatment by giving the questionnaire and did FGD with the students.

This research was conducted at SMAN 1 Menganti in Gresik, Indonesia. The participants of this current research were twelfth graders, with a total of 49 students from two classes. Despite the fact that every precaution was taken to carefully prepare in conducting this study, there were still some limitations. The number of this study was relatively small. However, it could still provide some leads of the students' perceptions. Hence, it may also provide some establishment

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upon further study on the same topic. In addition, the time of this research was quite short. It was done only three meetings (two meetings for the teaching treatment and one meeting for FGD).

There were three instruments used in this research. The first was a field note. It was done to get the students' behavior before Nearpod was used and during the process of teaching and learning to capture the students' engagement. The second instrument was a closed-ended questionnaire adapted from<sup>18</sup> to get verbal data on the students' responses to the use of Nearpod. There were fifteen statements in the questionnaire concerning two themes: students' acceptance and Nearpod usefulness. The five Likert-scale questionnaires were used to get the students' perceptions. To analyze the results of the questionnaire, the following formula was used:

### **T X PN**

T = Total respondent

Pn = number of Likert scale score

The last step to analyze the result of the questionnaire was to find out the index on percentage using the following formula with the interval to determine the students' perceptions regarding the use of Nearpod in the teaching and learning process:

$$I \% = \text{Total Score} / Y.100$$

Interval:

0%-19,99% = strongly disagree

20%-39,99 = disagree

40%-59,99% = Neutral

60%-79,99% = agree

80%-100% = strongly disagree

The third instrument was a focus group discussion. It was used to gain deeper information about the use of Nearpod in the English class. It was also used to clarify and get more insight into their views, perceptions, and certain behaviors they displayed in the teaching and learning process and questionnaire. Then, the findings from observation, treatment, questionnaire, and FGD were analyzed using thematic analysis.

### **C. Findings and Discussion**

This research was aimed at seeking the students' perceptions of the use of Nearpod in English language teaching. The data were obtained from three instruments: observations, a survey, an interview, and a focus group discussion. The following are the findings taken from those three:

#### **Observation**

As mentioned in the introduction, the researcher did the initial observation in order to figure out the implementation of English language teaching at the school under study. During the observations, the researcher revealed that the teaching and learning process happened with low students' engagement. When the

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<sup>18</sup> Nevly Wisano Powa and Erni Murniarti, "THE ANALYSIS OF NEARPOD USE IN MATHEMATICS ONLINE LEARNING AT VOCATIONAL SCHOOL," *Jurnal Dinamika Pendidikan* 15, no. 2 (November 28, 2022): 83–89, <https://doi.org/10.51212/jdp.v15i2.139>.

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researcher attended the observation, the students were assigned to present their work in narrative text. While a group was presenting their work in front of the classroom using an LCD projector, some students were caught not paying attention; they were busy chatting with their friends or playing with handphones. Once the question-and-answer session began, only a few of them participated in the classroom; only less than five students participated by answering the questions. It also happened when the teacher tried to elicit them in a discussion, but some of the students preferred to avoid eye contact with their teacher. It indicated that they had a little interest in the process of English teaching and learning. Until the time was up, there was no significant engagement in the teaching and learning process. The second observation was more or less the same: there was no significant engagement in the teaching and learning process. The teacher explained the lesson, but the class was dominated by the teacher. Monotonous teaching and learning processes could be a factor in why students feel little interest in English.

### **Training phase**

After the observations were done, the teacher was trained by the researcher to help him familiar with the features of Nearpod. The training was conducted for two days at the teacher's free time. The training included how to register to a Nearpod account, how to navigate the Nearpod dashboard, how to create, edit and share a lesson, and how to assess students' in Nearpod.

While training, the teacher encountered obstacles in navigating and using the Nearpod to create, edit and share the lesson. During this phase, the researcher found that the teacher was not really into technology, he admitted that he rarely used technology. He started using the technology when the outbreak of COVID-19. Despite of the obstacles, the teacher finally successfully completed the training and ready to use some basic features of Nearpod.

### **Treatment Phase**

During the first day of teaching and learning with Nearpod, the teacher familiarized the students with Nearpod. He told them to open the link sent to their WhatsApp group. In this meeting, the teacher used polling, a collaborative board, video, and then a test. First of all, the teacher used polling as an attention-grabber. The students joined the activity, and they seemed enthusiastic. The teacher then gave them feedback regarding the polling in the form of a discussion. Second, the teacher continued the activity using a collaborative board. There, the teacher asked them questions regarding the topic being discussed. This time, students also posted their ideas and opinions. Third, the teacher continued the lesson with a video taken from YouTube suggested in the students' textbook. In this video, the teacher posted some questions as a formative assessment. The students participated by answering the questions. The teacher gave them feedback directly through discussion. Once in a while, the teacher played back the video to explain the answer. After finishing with the video, the teacher gave them an activity in the form of questions and answers regarding the topic. The teacher finished the class by reviewing the answers. Some obstacles happened during the first meeting in both of the classes. First, some students could not connect to the school Wi-Fi. It took some time for them to create an account. Some of them, unfortunately, had to use their own mobile data. Second, since Bahasa Indonesia is not available on

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Nearpod, they had difficulty navigating the app. Third, some of the students' mobile devices were not compatible for activities such as video and audio, mainly for Apple. Third, they had a problem with the language instruction in the activity. Some students struggled to understand the exercises; they even translated into Bahasa Indonesia with Google Translate. In the second meeting, the teacher continued his teaching about narrative. This time, the teachers started with collaborative boards. He tried to review the previous lesson with this feature. The students participated, but the number was decreasing because they faced the same problems with the connection. As a result, the students got distracted and played with their gadgets but did not follow the instructions. Some students were caught sleeping because they were frustrated by the problems. In spite of the problems, the teacher went on with the activities. He asked the students to share with their friends. After having a collaborative board, the teacher used a presentation slide to explain. The activities became less uncontrolled since the students made some noise and did not participate in the study. The teacher tried to walk around while he was explaining until he assigned the students to do some speaking activities. He asked them to answer some questions using voice note features on the Nearpod. However, as predicted, the activities were less effective because some of the students' phones were not compatible with the features. It happened to both of the classes. Therefore, the participation rate was lower than at the previous meeting. Another problem was that students kept asking for meaning in each activity done by the teachers. To sum up, during the treatment, obstacles happened due to the Wi-Fi access, students' lack of understanding of language instruction, and students' behavior.

### Focus Group Discussion

Based on the current findings in this study, it was found that there was relatively little significant engagement in the integration of Nearpod in the teaching and learning process. The reason why it happened was revealed during the FGD; they stated that English was the least favorite subject for them, mostly because they were uninterested in the English class. Furthermore, they claimed that English was a hard subject for them. That was the reason why some of them did not do the activities on their own. Regarding the use of Nearpod, they said that integrating Nearpod into the teaching and learning process was not a bad idea, but it was just they who still had the thought that English was a confusing and difficult subject. Further, they mentioned their struggle with vocabulary and meaning, and it made them frustrated and demotivating. It was confirmed that during the activity using Nearpod in the classroom, the researcher found out that some students translated texts using a translator on their phones. It could be that the students' English proficiency was low, which hindered their participation in the classroom. As it was said that some of them had enjoyed having fun in English class with Nearpod, it was because of the interactive features of Nearpod, such as videos, that doing English exercises was more interesting. They mentioned that they never engaged in such activities with technology in their classroom. Their teacher always assigned them activities in their textbook. According to them, Nearpod was something new, and they needed more time to get used to it. They also said that they preferred doing combination teaching with technology like Nearpod. They sometimes got bored when they had to just rely on the book. Some



students also preferred doing activities on the Nearpod to writing in the book. Another issue was about the connection. They felt that the school was not yet ready to integrate technology into the teaching and learning process because, when they tried to use the school Wi-Fi, they couldn't connect it. Meanwhile, some students could not afford to buy mobile phone data for their internet. To add to that, they reported that some of their gadgets were incompatible with the Nearpod, and as a result, they could not join the activity. Based on the current findings in this study, it was found that there was relatively little significant engagement in the integration of Nearpod in the teaching and learning process. The reason why it happened was revealed during the FGD; they stated that English was the least favorite subject for them, mostly because they were uninterested in the English class. Furthermore, they claimed that English was a hard subject for them. That was the reason why some of them did not do the activities on their own. Regarding the use of Nearpod, they said that integrating Nearpod into the teaching and learning process was not a bad idea, but it was just they who still had the thought that English was a confusing and difficult subject. Further, they mentioned their struggle with vocabulary and meaning, and it made them frustrated and demotivating. It was confirmed that during the activity using Nearpod in the classroom, the researcher found out that some students translated texts using a translator on their phones. It could be that the students' English proficiency was low, which hindered their participation in the classroom. As it was said that some of them had enjoyed having fun in English class with Nearpod, it was because of the interactive features of Nearpod, such as videos, that doing English exercises was more interesting. They mentioned that they never engaged in such activities with technology in their classroom. Their teacher always assigned them activities in their textbook. According to them, Nearpod was something new, and they needed more time to get used to it. They also said that they preferred doing combination teaching with technology like Nearpod. They sometimes got bored when they had to just rely on the book. Some students also preferred doing activities on the Nearpod to writing in the book. Another issue was about the connection. They felt that the school was not yet ready to integrate technology into the teaching and learning process because, when they tried to use the school Wi-Fi, they couldn't connect it. Meanwhile, some students could not afford to buy mobile phone data for their internet. To add to that, they reported that some of their gadgets were incompatible with the Nearpod, and as a result, they could not join the activity.

### **Questionnaire**

There were two answers sought from the questionnaire: the student's acceptance and Nearpod's usefulness. The following are the findings:

### **Students' Acceptance**

The students' acceptance here refers to their satisfaction with the use of Nearpod in the process of teaching and learning. There were eight statements in finding out students' acceptance of the use of Nearpod in the teaching and learning process. The following is presented as the result of the questioner:

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**Table 1.** The Results of Student's Acceptance

Statement	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
I am happy learning using Nearpod in English class	49	6	19	19	4	1	
I am happy watching videos on Nearpod as learning media.	49	6	15	16	10	2	
I am happy getting direct feedbacks from teachers through Nearpod.	49	8	17	20	3	1	
I can actively participate in the teaching and learning process with Nearpod.	49	3	19	17	10	0	
I feel confident answering my teachers' questions through Nearpod than raising a hand in the classroom directly.	49	9	22	14	3	1	
I hope my teacher use Nearpod in his teaching.	49	5	8	29	3	4	
I prefer doing activities on Nearpod to textbook.	49	3	18	23	5	3	
Nearpod is easy to access and use.	49	3	23	15	6	2	
Score		37	124	121	50	11	
<b>Total Score</b>		<b>1155</b>					
<b>Index %</b>		<b>47.14%</b>					
<b>Interpretation</b>		<b>Neutral</b>					

Based on the findings above, it can be interpreted that the result of students' acceptance of using Nearpod in English language teaching was in the range of 40%–59,99%, or neutral. It means that the students perceived neither positivity nor negativity toward the use of Nearpod in their teaching and learning process. This means that they were not reluctant to use Nearpod in the teaching and learning process.

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### Nearpod Usefulness

Integrating technology should consider its usefulness for students to get the value of the teaching and learning process. There were seven statements regarding the usefulness of Nearpod. The result is stated as follows:

**Table 2.** The Result of Nearpod Usefulness

Statement	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Nearpod helps me to understand English lesson more.	49	4	16	25	4	0
I think Nearpod helps shy students to interact more.	49	8	23	13	3	2
Nearpod makes lesson more interactive and fun.	49	8	23	13	4	1
I participate more with Nearpod than without Nearpod.	49	4	15	24	4	2
Interactive Media on Nearpod improves my understanding.	49	6	22	15	6	0
Theer's no differences learning with Nearpod or without Nearpod.	49	1	10	15	19	4
Nearpod makes English lesson become more interesting.	49	6	15	16	10	2
Score		37	124	121	50	11
<b>Total Score</b>		<b>1340</b>				
<b>Index %</b>		<b>54.74%</b>				
<b>Result</b>		<b>Neutral</b>				

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So, it can be interpreted that the result of students' acceptance of using Nearpod in English language teaching was in the range of 40%–59,99%, or neutral.

### Discussion

Teaching in the 21st century cannot be separated from the use of technology. Nowadays, it is undeniable that technology can assist teachers in teaching and help students learn<sup>19</sup>. This Nearpod is one of the technologies that can be used in the process of teaching and learning. Some studies also revealed the benefits of using Nearpod in the classroom; one of them is engagement. On the contrary, based on the findings above, although the students who participated in this study were gen-z, it seems that the use of Nearpod does not have much impact on the students' engagement. The students' participation was still low, even though they were happy to try new experiences in the classroom.

The school facility and students' English proficiency are issues that hinder the students' engagement. First, it seems the school has not yet been ready to implement technology-based teaching and learning. The Wi-fi could not facilitate the students in the process of learning. It doesn't have enough support with the ample connection for the students. As a result, the students lost their enthusiasm and became frustrated. The students tend to be demotivated when issues such as content loading take longer.<sup>20</sup>

The second, and most significant, finding in this study is that the students' English proficiency is low. It is in line with the findings from EF<sup>21</sup> that showed Indonesians are categorized as having low English proficiency. As a result, they had problems following instructions and were still using Google Translate to look for the meaning, even though they were in twelfth grade at the moment. Their lower English competency hinders them the most during the process; as Gen Z, they don't have any big issues navigating and using the technology; it is their nature.

Their low English proficiency could be the result of their low motivation.<sup>22</sup>. The findings revealed that they had a little interest in English due to their perceptions and experience that it is a difficult subject. Due to the fact that they have been in the twelfth grade and have learned English for about twelve years, it could be assumed that their disfavor of English has grown since their previous grades. Therefore, the teachers should be really careful in selecting what to teach and how to teach. They could lead students to decrease or increase their motivation.

However, students have a neutral attitude toward the use of Nearpod in English lessons. Based on the findings above, they either accepted or rejected the

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<sup>19</sup> İsa Erbas, Ramadan Çipuri, and Altjon Joni, "Impact of Technology on Teaching and Teaching English to Elementary School Students," *Linguistics and Culture Review* 5, no. 53 (November 19, 2021): 1316–36, <https://doi.org/10.21744/lingcure.v5ns3.1815>.

<sup>20</sup> Wang and Chia, "Engaging Students via Nearpod® in Synchronous Online Teaching"; Abdullah, Inayati, and Karyawati, "Nearpod Use as a Learning Platform to Improve Student Learning Motivation in an Elementary School."

<sup>21</sup> "EF EPI EF English Proficiency Index A Ranking of 113 Countries and Regions by English Skills," n.d., [www.efset.org/ef.com/efpi](http://www.efset.org/ef.com/efpi).

<sup>22</sup> Purnama Cahya, "BY-NC-SA 4.0 License Ethical Lingua Journal of Language Teaching and Literature The Correlation between Students' L2 Motivation and Their EFL Proficiency" 4, no. 2 (2017): 176–83.

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use of Nearpod in the English class. They found using Nearpod was also fine, but they complained about the use of voice recorders, which are not compatible with some gadgets. Also, with the Wi-Fi connection at their school, which slowed the browser in opening the website,

The students thought that they needed more time to get used to it since it was the first time they used this kind of platform. The teachers rarely use LMS (Learning Management System) in their teaching and learning processes. Also, the facilities at the school need to be taken into account when integrating technology into the process of teaching and learning. Teaching and learning with technology are indeed important in the 21st century since students are naturally born into the rich technology world. However, it needs to be carefully implemented, and the selection of particular technology should be met with the applicability of the school so it will work out and support the process of teaching and learning maximally. To sum up, this study found that there were no significant changes in the students' engagement in the integration of Nearpod. The main reason such a thing happened was because they had a low interest in and motivation in learning English because they felt that it was a difficult subject and they didn't understand due to a lack of vocabulary and understanding.

### D. Conclusion

The findings of this study have to be seen in light of some limitations. The first is the time constraint. Due to the limited time to conduct the training treatment, Additionally, the empirical results of this study could be different if the students' proficiency level is at a different level. The last, the internet connection, has been an issue in this study. Therefore, it is suggested for further research to consider the time and the networking. All in all, it confirms that Nearpod could be used as a means of promoting students' engagement unless it is supported by a stable internet connection. However, technology is merely a tool; it sure can make teaching and learning more interesting, but it doesn't have any meaningful impact unless the teachers or students impart it in their teaching and learning process. The teacher needs to learn how to make use of technology as a part of their daily teaching by using a particular LMS, software, or any other means to achieve the objectives. Meanwhile, the students have to make use of it as a part of leveraging their competencies.

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