Article

Nearpod Based Instruction in Teaching English as a Trend in Education

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Abstract: Traditional teaching approaches are being transformed by the unstoppable trend of technology integration in education. Nearpod, a dynamic platform that provides interactive and interesting chances for educators to develop English speaking abilities, is one significant invention in this area. This abstract examines the emerging practice of using Nearpod as a teaching tool to improve students' English-speaking ability. This study utilized class action research in order to investigate in summary. Nearpod stands out as a cutting-edge development in English language instruction, providing fresh tools to motivate and empower students as they improve their speaking skills. This study reported on the findings of the implementation of an online tool for conducting synchronously and interactively, as well as its impact on the students'' activeness in learning intensive Speaking. This class action research study involved 46 students from English Language Education study program of Makassar state university. Cycle 1 and cycle 2 were conducted and a survey was used to obtain data on students' thoughts toward the app's adoption. The data was evaluated using descriptive statistics, which led to the conclusion that the experimental group did marginally better than the control group participants. Furthermore, low-performing students showed more substantial improvement after using the program than their higher-performing friends. This abstract emphasizes how crucial it is to incorporate Nearpod into contemporary language education approaches in order to prepare students to be much better for success in a globalized environment.

Keywords: Nearpod, Trends in Education

1. Introduction

As one of the numerous web-based platforms that offers an interactive learning class, Nearpod has emerged as a significant platform as a result of technological advancement. Teachers use a variety of topics and exercises to get their pupils actively involved in learning. Nearpod has a number of issues, one of which is how to better engage kids in class as professors use technology in the classroom more frequently today. As far as we aware, no prior research has looked into how to get 11th-grade students involved in active learning about global warming using the Nearpod, thus study on it is necessary to be conducted specifically on its advantageous when implemented by teachers.

Dealing with it, teachers then use Nearpod in class to show students more in-depth information about the theme. To engage students with the issue, teachers could use online material, images, or even films. After that, they were put into groups to finish the big project. students must have a variety of creative ideas given that students have access to

material freely online. They can share ideas in groups, and everyone has the chance to contribute their finest work. Furthermore, teachers and students frequently use Nearpod in new courses to carry out the study from which students can use their creativity to try to figure out how to use Nearpod's numerous features. Although they appear to operate in various ways, all of the functions are beneficial to kids. In relation to its various advantageous the students must conduct thoroughly online research to explore the theme and gain a foundational understanding of it. Instead of only having students read a few papers, professors may use Nearpod to give them a more comprehensive background to review. For students, simply listening to a teacher speak on stage is boring. Instead, teachers may utilize Nearpod to show kids images, films, or even play some games on it, which might pique their attention. Additionally, Nearpod makes use of summative evaluation to show the progress of its students. Exams on paper are not the only way for teachers to gauge how well their pupils are doing in class. Teachers may trust the test results they receive from Nearpod.

Based on the explanation above, Nearpod is the ideal solution to the problem of teacher-student engagement. It could be a potential answer to this issue due to its special features, which include Polls, Draw It, Matching Pairs, Quizzes, Student Pacing, and Open-Ended Questions (Burton, 2019). When used in larger classroom settings, web-based technology like Nearpod has been found to be an effective teaching and learning technique that encourages student participation and promotes independent learning (Sanmugam et al., 2019). Therefore, it is clear that Nearpod is more than just a tool, it is a paradigm-shifting innovation in the education sector that has the power to redefine how we teach and learn.

Thus, or interactive teaching and learning, Nearpod, a multiplatform e-learning solution based on cloud technology, is employed. Websites and mobile phone apps can both be used to access Nearpod. No matter the size or style of the learning environment, it enables students to participate in the lecturer's lessons both online and offline (Sanmugam et al., 2019).

Nearpod Application

In order to encourage students to participate in learning activities, incorporating technology into the learning process has become a crucial component which means smart technologies have permeated our daily lives (Cristol & Gimbert, 2013) including Nearpod which is viewed as a tool for improving teaching and learning (Hakami, 2020) such as Nearpod program allows teachers to create Power Point presentations and incorporate interactive activities to encourage learning. Students can complete the tasks using their device (laptop, cell phone, or other electronic device).

Furthermore, According to Mattar (2018), one of the key benefits of using the Nearpod is that it supports active learning in the classroom because it provides many types of approaches to engage students in the lesson. As a result, Nearpod is viewed as one of the apps that would promote interactivity and communicative engagement in the classroom (Dong, Kavun, Senteney, & Ott, 2018), as stated in (Hakami, 2020).

Table 1. Nearpod Application Features

Nearpod Interactive Features		
Slide	Upload a PDF or image file to add one or more slides to your current presentation (non-interactive feature)	Passive learning – all sessions must begin with two of these and end with one
Slide Show	Upload images or zip file to show pictures as a slide show	Passive learning, although allowing students to view slides

			at their own pace could be considered active
Video	Insert a video (in MP4 format and up to 3 minutes) in your presentation to play back on participant devices		Passive learning, although again, the students can start, stop, review and rewind as long as that slide is in active display mode
Q&A	Pose a live question, assess students and show results to the audience in real time		Active learning tool

Source Table (Mattei et al., 2014)

2. Materials and Methods

Thirty students' of English language education study program who enrolled in Intensive Speaking class were selected as the subject of this study by random sampling technique. The researcher utilized questionnaire and observation checklist. The precision of the research's findings is largely dependent on how precisely the instruments were employed. In addition, checklist for observations to see and learn about the state of the class and the students. The process of teaching and learning through Nearpod aims to identify the students' response and students' activeness during the teaching and learning process as evidenced by their attitude, behavior, and responses.

Checklist for observations to see and learn about the state of the class and the students. The process of teaching and learning through film discussion aims to identify the challenges that students have during the teaching and learning process as well as their problems and level of grasp of the subject matter as evidenced by their attitude, behavior, and responses.

Table 2. Observation cheklist

No	The students' active participation	Score	Indicator
1	Very active	4	Students' respon to the material very active
2	Active	3	Students' respon to the material actively
3	Less active	2	Students' respon to the material just one or twice
4	Not active	1	Students' just sit down during the activity without doing something

3. Results

*A. The Result of the Students' Activeness in Learning Process*

The observer used an observation sheet to record the findings of their observations of the student's participation in the teaching and learning process at English language education study program, as it related to the integration of nearpod web-based activities to boost students' speaking abilities. It was represented to observe in the following table:

Table 3. The Result of the Students' Activeness in Learning Process

Class	Meeting			Average score
	1st	2nd	3rd	
Cycle 1	73,3	80	96,6	83,3
Cycle 2	93,3	103,3	106,6	101,7
Increasing % C1 – C2				22,08

The result of the students' observation about their activeness could also be shown in the chart below:
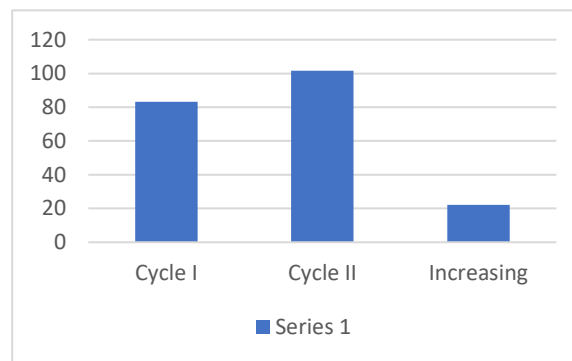
Chart 1. The Increasing of the Students' Activeness

According to the graph above, there was an increase in student activity from cycle I to cycle II of 22,08%. This increase was helpful in moving the students' achievement from the adequate category in Cycle I to the good category in Cycle II, where the mean speaking ability score for students in Cycle I was 83,3 and the students' mean score for students in Cycle II was 101,7. The level of activity among the pupils in cycle I was lower than that in cycle II. Because some students were unaccustomed to film discussions in cycle I.

B. Students' Responses on learning through nearpod

Table 4. Participants responses on learning through nearpod

Items	Responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I enjoyed classess using nearpod during the online class		4.5%	20,5%	33,3%	41,7%
I felt comfortable using nearpod during online class		8,3%	16,7%	41,7%	33,3%
The use of nearpod improves my learning focus		4.2%	33,3%	41,7%	20,8%
The use of nearpod helps me to learn content and assists me engagement and interaction		8,3%	12,5%	54,2%	25%

The use of nearpod helps me to develop confidence in learning		12,5%	20,2%	33,3%	20,5%
The use of nearpod helps my enhance my learning skill		13%	13%	34,8%	39,2%

According to the second statement, students felt at ease using the nearpod web based for their online classes. According to figure 2 above, 32% of respondents said they felt at ease, 40% said they agreed, 20% said they were neutral, and 8% said they disagreed. Using nearpod web-based for online class has a lot of advantages. According to the findings in Figure 3, 20% of respondents strongly agreed, 40% agreed, and 36% were neutral when asked if they could easily enhance their ability to concentrate while learning. The fourth statement in this survey ask respondents whether online learning via nearpod help respondents easy to learn content or materials, activities and interaction support in zoom class showed on the figure 4 showed 24 % of respondents strongly agreed category, 52% of respondents agreed, 16% of respondents Neutral category and 8% were disagreed which mean using this form allows the educator and the educated to engage more easily. When attending online class, students can see and hear eye movement as well as hear other students' voices. This means that students and professors can see each other's gesticulations, therefore it's a multimodal experience. The nearpod web-based app has also encouraged students to use their smartphones instead of computers, which has the potential to reduce weariness.

According to the second statement, students felt at ease using the nearpod web-based learning for their online classes. According to Figure 2 above, 32% of respondents said they felt at ease, 40% said they agreed, 20% said they were neutral, and 8% said they disagreed. Using nearpod for online class has a lot of advantages. According to the findings in Figure 3, 20% of respondents strongly agreed, 40% agreed, and 36% were neutral when asked if they could easily enhance their ability to concentrate while learning.

Table 5. Participants' responses on monitoring

Items	Responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The use of Nearpod web-based application motivated participants to actively participate in class activities, giving feedback, discussion and sharing ideas		8%	29,2%	29,2%	29,2 %
The usage of the nearpod web-based application allowed participants to become more involved in class discussions.		12,5%	29.2%	41,7%	16,7%
Nearpod allows students to join in live discussions and chat with their teachers or peers			20,8%	50%	25%
Students can react to these questions in real-time, sharing their opinions and participating in a discussion with the teacher and their peers.		8%	16,7%	41,7%	29,2%
Students felt comfortable when nearpod provides interactive quizzes and polls to assess student comprehension.		12,5%	20,8%	37,5%	25%
Students felt comfortable using nearpod web-based application during online because the activities during the sessions motivated respondent to learn the class content more		12,6%	29,2%	41,7%	16,7%

than the ones in the traditional face-to-face class meetings

Figure 7 shows how the nearpod web-based application pushed users to actively participate in class activities such as giving comments, discussing, and exchanging ideas. Participants in this condition are in the input-elaboration-output stages of their own thought processes and can use models to more effectively structure their own thought processes while gaining knowledge in Zoom. 28% of respondents strongly agreed, 28% agreed, 32% were neutral, and 8% disagreed.

Problem-solving skills and critical thinking were demonstrated when individuals engaged in discussion and were open to sharing views. The usage of the nearpod web-based application made it simpler for participants to be more engaged in class discussions, as seen in Figure 8. 16% of respondents strongly agree, 40% agree, 32% are neutral, and 12% disagree. Figure 9 depicted respondents' metacognitive skill as indicated on the statement that the use of nearpod web-based application increased respondent's interaction orally or via chat with instructor and respondent's classmates, with 6 subjects (24%) stating they strongly agree, 48% agreeing, and 24% neutral.

Respondents felt at ease using the nearpod web-based application while online. The positive aspect of nearpod web-based application then another platform shown in figure 10 was that 28% of respondents strongly agreed, 44% agreed, 16% were neutral, and 8% disagreed. Furthermore, Figure 11 demonstrated that respondents felt comfortable using the nearpod web-based during online sessions since the activities during the online sessions inspired respondents to study the class content more than the activities during traditional face-to-face class meetings. 24% of respondents strongly agreed, 36% agreed, 24% impartial, and 12% disagreed. Participants also thought that participating in group activities in the nearpod web-based application sessions was easier than in typical face-to-face class meetings. 16% of respondents strongly agreed, 40% agreed, and 32% were neutral.

4.   Discussions

Technology-assisted teaching and learning foster the improvement and innovation of foreign language education. However, student engagement and class participation remain a challenge for most English language instructors. Incorporating technology into the learning process has become a crucial aspect of encouraging students to participate in learning activities in this case nearpod itself. Using Nearpod in the classroom can help students to become more engaged in the online learning experience. Van and Doan (2023) revealed that the majority of students thought that learning through Nearpod may help them learn independently and readily understand the topic.

This study reports the results of the introduction of an online tool to interactively conduct formative assessments synchronously and determines its effect on the development of English grammatical competence and the users' acceptance of this app. This quasi-experimental study included forty-six student teachers at a public university in Ecuador. Pre-tests, post-tests, and a survey to gather students' attitudes towards the app's acceptance were employed to collect the data. The analyzed data applied independent t-test, paired sample t-test, and descriptive statistics, which led to conclude that the experimental group performed slightly better than participants in the control group. In addition, it can be said that low-performing students evidenced more significant improvement after using the app than their higher-performing peers. As for the student's acceptance of the app, students were positive about its usefulness and ease of use.

Using Nearpod in English online courses overcomes the issue of aversion to oral practice stated by Akkakoson's (2016) study. More importantly, because Nearpod assures that learners' replies are kept private, their fear of losing face eventually gives way to confidence, comfort, and enjoyment. Students get additional opportunity to express themselves and benefit from instructor correction (during and after classes), peer correction, and self-correction (during and after lessons) when they use Nearpod. Furthermore, Nearpod activities allow learners to be more creative. By rewinding lecture films, students can consolidate previous lessons and enhance their grammatical and lexical range. These findings are consistent with those reached by Santos et al. (2018) and Sanmugam et al. (2019).

According to the Nearpod online learning project results, this website is an effective instrument for online English learning. This increases the interaction level of freshmen learning English online. The data from the Perception of Interaction Scale show that students Nearpod can facilitate interaction between learners, between learners and teachers, and between learners and contents. This supports Murillo-Zamorano et al.'s (2019) conclusion that employing a BYOD model (Bring Your Own Devices) as Nearpod allows students to interact more in class. However, the Nearpod interaction figure shows disparities in interaction levels across three tiers, with interaction between learners and teachers appearing to be higher than interaction between learners and materials or learners and learners (Fatayan, 2023).

Finally, an unexpected conclusion was that most students agreed that the various Nearpod exercises can increase their autonomy in learning. As a result, the influence of Nearpod on students' autonomy or self-study may be worth additional exploration, as there is some evidence that online learning can promote self-study awareness (Trinh, 2023). As a result, the impact of Nearpod, an online tool, on the level of self-study could be a possible topic for future research.

5. Conclusion

The primary goal of this research is to determine the students' activeness and engagement in English online classes when Nearpod was used. Based on class action study and analysis of the perception of Online Interaction Scale and open-ended questionnaires, it is possible to conclude that Nearpod can help increase interaction levels in English online classrooms, motivate students to actively participate in lessons, and inspire students to express themselves confidently (Alawadhi, 2023). While the small sample size limits the generalizability of the findings, this study adds to our understanding of a novel strategy for increasing engagement levels with peers and teachers in a virtual classroom, which is important in the context of online class. Based on these findings, practitioners should examine the advantages of Nearpod on additional English abilities with a larger sample size. More research is needed to understand whether Nearpod has an effect on students' autonomy and self-study. According to the findings of the study, Nearpod should be used as a critical and long-term technique tool in online English education to boost student participation and address issues such as limited preparation time, packed classrooms, a lack of motivation, and a lack of originality (Salvador-Cisneros, 2022).

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