THE IMPLEMENTATION OF *CLASSPOINT* AS A FORM OF GAMIFICATION IN SPEAKING CLASSES IN SENIOR HIGH SCHOOL

THESIS

In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

By

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Hereby, declare that   :

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Malang, 1st February 2025
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PREFACE

Praise and gratitude are due to Allah, the Most Gracious and the Most Merciful, for His endless blessings and guidance, without which the completion of this thesis would not have been possible.

This thesis, titled The Implementation of *ClassPoint* as a Form of Gamification in Speaking Classes in Senior High School, was written as a partial requirement for a Master's Degree in English Language Education. The primary objective of this study is to explore how gamified tools like *ClassPoint* can enhance student engagement and speaking skills while identifying the challenges faced during its implementation.

I extend my deepest gratitude to my academic advisors, whose expertise and encouragement have been invaluable throughout this journey. My heartfelt thanks also go to the students of SMA Muhammadiyah 1 Pasuruan, who participated enthusiastically and contributed meaningfully to this research. Additionally, I am grateful to my family, friends, and colleagues for their unwavering support and motivation during the writing process.

I humbly invite constructive feedback and suggestions to improve this work and contribute further to the field of educational technology and English language teaching. May this thesis serve as a useful resource for researchers, educators, and students alike.

Writer

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ABSTRACT

This study examines the implementation of *ClassPoint* as a gamification tool in speaking classes for senior high school students at SMA Muhammadiyah 1 Pasuruan. Employing a qualitative case study method, the research investigates how students utilize *ClassPoint* and identifies challenges encountered during its use. Data collection included interviews with ten Grade XI students and document analysis of lesson plans and student work. Findings reveal that *ClassPoint* fosters interactive learning through features such as real-time quizzes, word clouds, and collaborative activities, enhancing student engagement and speaking fluency. However, challenges such as internet connectivity issues, unfamiliarity with certain features, and time pressure during activities were noted. Despite these obstacles, students reported increased motivation and confidence in speaking. The study concludes that while *ClassPoint* effectively supports gamified learning, addressing technical and usability challenges is essential for optimizing its impact. Further research is recommended to explore its long-term benefits in diverse educational settings.

Keywords: *ClassPoint, gamification, speaking class, senior high school, qualitative study*

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ABSTRAK

Penelitian ini mengkaji penerapan *ClassPoint* sebagai alat gamifikasi dalam kelas berbicara untuk siswa sekolah menengah atas di SMA Muhammadiyah 1 Pasuruan. Dengan menggunakan metode studi kasus kualitatif, penelitian ini menyelidiki bagaimana siswa memanfaatkan *ClassPoint* dan mengidentifikasi tantangan yang dihadapi selama penggunaannya. Pengumpulan data mencakup wawancara dengan sepuluh siswa kelas XI serta analisis dokumen berupa rencana pembelajaran dan hasil karya siswa. Temuan menunjukkan bahwa *ClassPoint* mendorong pembelajaran interaktif melalui fitur seperti kuis waktu nyata, word cloud, dan aktivitas kolaboratif, sehingga meningkatkan keterlibatan siswa dan kelancaran berbicara. Namun, ditemukan beberapa tantangan, seperti masalah koneksi internet, ketidaktahuan terhadap beberapa fitur, dan tekanan waktu dalam aktivitas. Meskipun demikian, siswa melaporkan peningkatan motivasi dan kepercayaan diri dalam berbicara. Penelitian ini menyimpulkan bahwa meskipun *ClassPoint* secara efektif mendukung pembelajaran berbasis gamifikasi, perlu adanya penanganan terhadap tantangan teknis dan kemudahan penggunaan untuk mengoptimalkan dampaknya. Penelitian lanjutan direkomendasikan untuk mengeksplorasi manfaat jangka panjangnya dalam berbagai lingkungan pendidikan.

Keywords: *ClassPoint, gamification, speaking class, senior high school, qualitative study*

1. INTRODUCTION

1.1 Research Background

Speaking is essential in language learning, as it plays a crucial role in effective communication and academic success. According to Ramdhani (2022) Speaking skills are essential for effective communication. Students with strong speaking skills can communicate well and express their thoughts, feelings, and ideas clearly. In the globalized world, speaking proficiency is increasingly valued in various professional settings, making it essential for career advancement. Maziyah et al. (2023) stated that strong speaking skills are essential for academic and professional success. These skills are critical for career advancement, academic discussions, and professional tasks such as job interviews and presentations.

Despite its importance, many learners face challenges in developing their speaking skills. Ying et al. (2021) assert that limited vocabulary can make it difficult for learners to express themselves in English, affecting their overall communication skills. Teaching methods, in addition to limited vocabulary, also challenge the learners' speaking skills. Additionally, traditional teaching methods can exacerbate these difficulties. Hijazi (2011) argued that students may encounter issues with instructors who do not follow modern instructional methods or focus on grammar and vocabulary rather than developing four-skill language proficiency. To address these challenges, integrating interactive media into teaching serves as an effective way to enhance students' speaking skills.

Gamification has emerged as a transformative trend in English Language Teaching (ELT) because it enhances student engagement, motivation, and learning outcomes. Gamification in education refers to integrating game design elements and principles into educational settings to enhance student engagement, motivation, and learning outcomes (Meena, 2024). By leveraging elements such as competition, rewards, and challenges, gamification transforms traditional classrooms into dynamic and interactive spaces. Research highlights its positive impact on learner motivation and engagement. For instance, Yazid et al. (2024)

highlight the positive impact of gamification on student engagement and motivation, noting increased class attendance and enthusiasm in gamified learning environments. Similarly, Abdel-Ghany Al-Sabbagh (2023) reports remarkable improvements in language skills through gamification. Students experienced a 100% enhancement in speaking skills alongside significant advancements in listening (86.7%), reading (80%), and writing (73.3%). These results emphasize the motivational power of competitive gaming environments in driving language acquisition. Furthermore, John (2024) demonstrates how gamified modules not only facilitate vocabulary acquisition but also encourage students to actively develop their language skills, fostering a more interactive and participatory classroom atmosphere.

Building on the benefits of gamification in enhancing engagement and motivation, tools like *ClassPoint* have successfully brought these principles into practice. One of its primary gamified elements is real-time quizzes and polls, embedded directly within presentations, allowing students to respond immediately and making lessons dynamic. To further motivate students, *ClassPoint* awards points for participation, displayed on a leaderboard that fosters a healthy sense of competition and accomplishment. Seeing their progress relative to their peers encourages students to stay involved and participate actively. In addition to points, teachers can reward students with digital badges which provide a sense of achievement and motivate students to reach new goals. By allowing students to earn points and rewards during class activities, *ClassPoint* creates an environment where students are not merely passive listeners but active participants in their learning journey. Altogether, these gamified elements transform *ClassPoint* into more than just a presentation tool, fostering an environment of active learning where students feel motivated, involved, and rewarded for their efforts.

Beyond gamification, various media can be used to facilitate speaking practice and improve learner outcomes. Ernaeni et al. (2023) stated that using image series media in text descriptive text can help learners improve their speaking skills

by stimulating their imagination and understanding of the language. Besides visual aids, technology-based tools help learners improve their speaking skills. Musliadi et al. (2021) asserted that students have positive perceptions of using YouTube as a facilitator for speaking activities, with many agreeing that it can be used as a learning resource and medium for doing speaking tasks. Furthermore, Aini et al. (2022) stated that video recording can be used in public speaking classes to help students improve their speaking skills by providing a safe environment for practice and allowing them to learn from their mistakes.

Although using media to improve speaking abilities has many potential advantages, there are several obstacles to overcome before they can be used effectively. Technical problems, like connectivity problems and software bugs, may disrupt effective learning processes and frustrate students. As Romadhon (2023) stated, that students may face challenges due to poor internet connectivity or limited cell signal, making it difficult for them to participate in online learning activities. In addition to technical issues that may impede effective learning, such as connectivity problems and software bugs, some students may also encounter challenges in fully engaging with online media for learning purposes, potentially hindering their progress in enhancing their speaking skills (Ningsih et al., 2023). Furthermore, the presence of other users on social media platforms like Instagram can cause distractions and hinder students' focus on the learning process (Aprian et al., 2023). This underscores the multifaceted nature of the obstacles that must be addressed to effectively utilize media for improving speaking abilities.

Despite the challenges associated with using media for speaking skill development, *ClassPoint*, an educational presentation software, offers a solution. It provides interactive presentations, gamified features and collaborative features, promoting active engagement and enhancing comprehension during speaking tasks. *ClassPoint* facilitates interactive learning and incorporates key elements of gamification, making it more than a traditional presentation tool.

Querido (2023) supports those impacts, showing that *ClassPoint* users demonstrated improved performance and increased engagement compared to their non-*ClassPoint*-using counterparts. Additionally, Abdelrady & Akram (2022) have shown that *ClassPoint* activities significantly boost e-learning satisfaction compared to traditional instruction. Its interactive tools and collaborative features empower both educators and students to actively participate in the learning process, ultimately enhancing the effectiveness of speaking tasks and overall satisfaction with e-learning experiences. Querido (2023) stated that groups who used *ClassPoint* showed a significant improvement in their performance, reaching a mastery level of 78% MPS, and a highly significant difference between the Comparison group in the independent t-test result. In conclusion, *ClassPoint* emerges as a promising solution for overcoming the challenges associated with media-based speaking skill development in education. Its interactive features and collaborative environment not only enhance comprehension but also significantly boosts e-learning satisfaction among both educators and students.

However, the effectiveness of *ClassPoint* in promoting speaking skills remains unexplored. Understanding the gaps in the literature about how well *ClassPoint* promotes speaking skills, the researcher will investigate students' perspectives during speaking class to close this knowledge gap. By conducting a thorough analysis, we hope to offer insightful information on the application's potential as well as its challenges in developing speaking skills. This project will make a major contribution to the current corpus of information by providing a better understanding of how *ClassPoint* might affect speaking skills. The objective of this study is to provide relevant information regarding the use of *ClassPoint* as an English language learning medium in speaking sessions.

1.2 Research Questions

To attain the objectives, the researcher developed the following research questions:

1. How do students utilize *ClassPoint* during speaking class?

2. What challenges do students face in utilizing *ClassPoint* during speaking class?

2. LITERATURE REVIEW

2.1 The Learning of Speaking Skill

Speaking skill is not only about articulating words; it involves various sub-skills such as pronunciation, fluency, vocabulary usage, and appropriateness of language in different contexts. Nunan (2003) emphasized that Speaking is a vital aspect of language competence, enabling learners to participate actively in social interactions and convey their thoughts effectively. Lien (2023) further emphasized that learning speaking skills improves communication with people from different countries and cultures. Speaking skill also enhances personal and professional opportunities. Similarly, Liando & Tatipang (2022) stated that many educational institutions require proficiency in English and it can unlock possibilities for advanced education and improved career opportunities.

Despite its significance, learning speaking skills encounters various challenges. Bulbula et al. (2023) noted that learners may have difficulty separating their native language from English, leading to incorrect grammar and pronunciation. Besides, many learners feel uncomfortable speaking in a foreign language, which can hinder their progress in developing speaking skills (Kusmaryani et al., 2019). However, the fear of making errors can prevent learners from actively participating in speaking activities, as they may be afraid of being judged or ridiculed, compounding the challenges already faced in acquiring speaking skills (Sukmojati et al., 2023). Some students may face challenges in mastering the language, such as anxiety, lack of motivation, or difficulties in finding the right learning methods (Gumartifa & Syahri, 2021). These obstacles worsen the intricate process of attaining fluency in speaking.

The speaking skill can be learnt through various methods and technologies. To better understand these approaches, various studies have highlighted the effectiveness of different methods and technologies in teaching speaking skills. Yahya et al. (2019) and Eshankulovna (2021) both emphasized the role of technology, including the use of the internet, podcasts, video conferencing, and

speech recognition software. Furthermore, V. Sosas (2021) discussed how the technology used in teaching speaking can be aligned with the communicative way of teaching, allowing students to convey themselves skillfully and competently.

Similarly, Orazbaeva et al. (2021) specifically, explored the development of learners' speaking skills through interactive methods and techniques that contribute to solving this key problem in the modern educational process. Platforms like Instagram have been used to promote English speaking skills, leading to increased confidence, improved abilities, and a more enthusiastic attitude among students (Ihsan & Aulia, 2020).

Additionally, Ghofur et al. (2017) stated that the effectiveness of different teaching methods, such as Communicative Language Teaching (CLT) and Audio-Lingual Method (ALM), on English speaking skills has been studied, with findings suggesting that CLT may be more effective in improving students' speaking abilities. These studies collectively underscore the potential of various methods and technologies in improving speaking skills. Thus, leveraging these diverse methods and technologies can significantly enhance the learning of speaking skills, ultimately leading to better language proficiency and communication competence.

2.2 Learning English for Indonesian High School Students

In Indonesia, senior high school spans three years (grades 10–12), with English as a compulsory subject essential for academic and professional success. The Law Number 20 of 2003 on the National Education System emphasizes mastering foreign languages, including English, as crucial for character development and global competitiveness. The Merdeka Curriculum, established by the Minister of Education, prioritizes listening and speaking skills, using interactive techniques like CERIA, Quiz, and Jigsaw to enhance students' oral communication. It also promotes digital tools such as Google Forms, Duolingo, and WhatsApp groups to support communication and collaboration (Sari, 2024).

Learning English for Indonesian high school students presents both challenges and opportunities. One of the primary challenges is the language barrier

stemming from differences in alphabet and grammar rules between English and Indonesian. English uses a different alphabet and phonetic system compared to Indonesian. This can cause difficulties for Indonesian students in recognizing and pronouncing English letters, which is crucial for effective communication (Indrayadi et al. 2021). English and Indonesian also have different grammar rules and word formation processes. For instance, English uses affixation to form plural words, whereas Indonesian uses reduplication and addition of quantifiers and numbers. This difference can make it difficult for Indonesian students to learn and apply English plural forms correctly (Trisnadewi, 2019).

Additionally, limited exposure to spoken English in Indonesia can hinder students' ability to practice and improve their communication skills. Indonesian students often lack exposure to English as an oral communication tool. This limited practice can lead to difficulties in speaking English fluently and confidently. For example, a vocational school student reported that a lack of English vocabulary capacity and limited exposure to English as oral communication were significant sources of their anxiety when speaking English (Mentari et al., 2023). Traditional teaching methods in Indonesian schools often focus on grammar and reading comprehension rather than practical speaking skills. This can result in students having difficulty in using English actively, especially in speaking. For instance, a study found that senior high school students in Indonesia view English as a difficult subject and often lack motivation and practice to improve their speaking skills (Nasihin, 2022).

Despite these challenges, there are significant opportunities for students. Digital platforms offer abundant resources such as videos, podcasts, and online courses, which can supplement formal education and enhance language learning. Massive Open Online Courses (MOOCs) have become popular, providing professors with autonomy and new opportunities. These platforms can offer flexible and accessible learning options, enhancing the overall learning experience (dos Santos et al., 2022). Using YouTube as instructional media can enhance EFL students' speaking skills, including 21st-century learning skills. This approach

offers various benefits and opportunities for both teachers and students (Rastari et al., 2023).

Culturally, learning English facilitates exchanges with international peers and promotes mutual understanding. Language exchange programs provide students with opportunities to engage in conversations with native English speakers or other non-native English speakers, which can significantly improve their speaking skills (Susandi et al., 2023), (Thi et al., 2023). These programs also facilitate cultural exchange, allowing students to learn about different customs and traditions while sharing their own (Susandi et al., 2023).

2.3 Speaking for EFL Learners

English as a Foreign Language (EFL) learners face a unique set of challenges when it comes to developing speaking skills. Unlike native speakers who are constantly exposed to English, EFL learners often have limited opportunities to practice speaking outside the classroom. This lack of immersion makes it difficult to develop fluency and automaticity in speaking. A study on Saudi EFL learners found that they need more time to practice English-speaking skills in the classroom and should be motivated to speak English with anyone in and outside the classroom (Ahmed Al-Hassaani & Mahmood Qaid Al-Saalmi, 2022). Additionally, EFL classrooms often prioritize grammar and reading comprehension, leaving speaking relegated to a secondary role. Ulrich & Sèna (2021) stated that the emphasis on reading comprehension and vocabulary acquisition through extensive reading may also contribute to the secondary role of speaking in these classrooms. This focus can lead to several challenges for EFL learners, including limited practice opportunities, pronunciation difficulties, and a fear of making mistakes.

For Indonesian students in particular, cultural factors can further complicate the development of speaking skills. Indonesian culture often emphasizes respect for authority and a collectivist approach to communication. This can make students hesitant to speak up in class or participate in discussions. Kurniawan et al. (2022) stated that cultural factors play a significant role in shaping the speaking

skills of Indonesian students. Another study on Afghan students found that fear of making mistakes while speaking, which can be influenced by cultural norms, was a leading factor behind common weaknesses in speaking skills. This fear can be particularly prevalent in collectivist cultures like Indonesia, where preserving social harmony is highly valued (Shinwari & Miakhel, 2023). This cultural factor can manifest as a preference for teacher-centred learning, a fear of losing face by making mistakes, and a communication style that seems hesitant or unclear in English.

Motivation plays a crucial role in overcoming these challenges and achieving fluency in spoken English. Intrinsically motivated learners, driven by a genuine desire to communicate in English, are more likely to persist through challenges and actively participate in speaking activities. Indeed, Sayed et al. (2022) stated that motivated students will use an active learning attitude to learn and express a keen interest who is learning, and concentrate in class to gain knowledge. This motivation can lead to increased engagement in class discussions and activities, enhanced perseverance when encountering difficulties, and a greater sense of confidence in speaking situations. Supporting this view, Alizadeh (2016) emphasized that motivation has a very important role in successfully learning English as a foreign or second language. Elbashir (2023) found that psychological factors, including lack of motivation, significantly hindered students' ability to learn English fluently.

2.4 Media of Learning Speaking

Media in learning speaking refers to the use of various audiovisual tools and platforms to enhance language acquisition and communication skills. There are benefits of incorporating media into learning speaking. First, it can improve speaking skills. Utilizing news and media literacy in speaking practice can enhance students' speaking abilities and help them express their opinions more effectively (Idayani et al., 2022). Second, it promotes a supportive environment. Media literacy can provide a supportive and entertaining environment for language exposure, allowing students to practice their speaking skills in a more enjoyable manner

(Suryanto & Fitrawan, 2023). Lastly, incorporating media into speaking practice can encourage students to take charge of their learning process, fostering autonomy and motivation (Handayani et al., 2022).

Media in learning English speaking plays a significant role in enhancing language proficiency and skills. Various studies have explored the effectiveness of different media in teaching and learning English speaking skills. Khan et al. (2023) stated that social media platforms like Facebook and Google can be used for teaching and learning English speaking skills. They can provide advantages and functions in language learning, such as increasing students' English language proficiency. Additionally, Ismadella (2022) highlights that Zoom is used to enhance students' speaking skills, particularly in eighth-grade students at SMP IT Fathona Palembang. Students found Zoom helpful in learning Speaking but also faced challenges such as the costly application and difficulty in internet connection.

Further emphasizing the role of social media, Khofifah et al. (2023) note that social media platforms are used by eleventh-grade students at SMAN 3 Kediri to learn Speaking. The majority of students (59%) agreed that social media can help improve their speaking fluency, but they also faced challenges such as understanding difficult material without teacher assistance. Additionally, Suryadi et al. (2023) compared the effectiveness of Scrabble Word (SW) and flashcards in teaching speaking skills. The results showed that SW was more effective in improving speaking skills, especially for students with high discourse marker mastery.

Moreover, YouTube is used as a teaching medium to engage students' interest in learning speaking. A study found that YouTube played a significant positive role in increasing students' interest in learning Speaking, particularly among English language learners at Universitas Muhammadiyah Kotabumi (Sartipa et al., 2022). Ariyanti & Apoko (2022) add that students' perceptions of YouTube as a learning medium were generally positive, with the largest percentage value obtained for the aspect of variation.

These studies collectively underscore the potential of various media in improving speaking skills, highlighting both the benefits and challenges associated with their use. Thus, integrating diverse media into language learning curricula can significantly enhance the effectiveness of teaching speaking skills, fostering greater student engagement and proficiency.

2.5 Gamification in Speaking Class Using *ClassPoint*

Gamification in education integrates game elements into the learning environment. According to Meena (2024) gamification in education refers to integrating game design elements and principles into educational settings to enhance student engagement, motivation, and learning outcomes. This approach leverages the inherent appeal of games such as competition, rewards, and challenges. By incorporating elements like points, badges, leaderboards, and storytelling, gamification creates a more immersive and effective learning experience that encourages students to participate actively and persist in their studies.

Research has shown that gamification positively influences learners' motivation and engagement in learning activities. For instance, the research by Huang et al. (2020) explore how gamification impacts student learning outcomes, emphasizing its effectiveness in enhancing engagement and motivation. Additionally, Ritzhaupt et al. (2021) highlight how gamification impacts the emotional and behavioral aspects of learning, suggesting that it can boost both motivation and engagement.

In the context of speaking skills, gamification is particularly useful for encouraging active participation, reducing anxiety, and promoting repeated practice, as it transforms traditional language exercises into interactive and enjoyable activities. A study involving first-grade children revealed that gamification led to increased interest and active participation in English classes, allowing students to express their knowledge and work collaboratively without fear of making mistakes (Barbosa Alfonso et al., 2022) Similarly, combining

gamification with role-play has been found to enhance university students' speaking skills by fostering an engaging learning environment that encourages interaction and communication (Safitri & Tari, 2022).

The interactive nature of gamified learning reduces the pressure often associated with language acquisition. In environments where students may feel anxious about speaking, gamified elements can create a more relaxed atmosphere. This was evident in research where sociodrama games were used to improve speaking skills among EFL students, resulting in heightened motivation and self-confidence (Nuraini et al., 2023). Students reported feeling less intimidated when participating in game-based activities compared to traditional speaking exercises. By fostering a playful and competitive atmosphere, gamification can support language learners in overcoming common barriers, such as fear of making mistakes and lack of confidence, which often impede spoken fluency.

In practice, gamification in speaking classes might include digital platforms with interactive features, such as leaderboards or badges, to reward students for completing speaking tasks or participating in discussions. Such platforms, like *ClassPoint, Kahoot* or *Quizizz*, allow students to respond to prompts, role-play in simulations, and receive instant feedback, fostering a competitive spirit that encourages regular practice. *ClassPoint*, *Kahoot*, and *Quizizz* each offer unique features, but *ClassPoint* stands out in several ways, especially when it comes to enhancing presentations and fostering interactive teaching. Unlike *Kahoot* or *Quizizz*, which are standalone platforms mainly for quizzes and gamified assessments, *ClassPoint* is designed to work seamlessly within *PowerPoint*. This integration allows teachers to create interactive lessons directly on their *PowerPoint* slides, eliminating the need to switch between applications. By working within a familiar interface, teachers can streamline lesson delivery, keep students engaged, and save valuable time.

Another advantage of *ClassPoint* is its range of interactive tools. While *Kahoot* and *Quizizz* focus primarily on quizzes and rapid-response formats, *ClassPoint* includes features such as drawing, polling, quizzes, and annotation tools

that can be used in real-time on PowerPoint slides. These options make *ClassPoint* adaptable to various lesson types and learning objectives, enabling teachers to facilitate everything from quick knowledge checks to in-depth discussions. This versatility is particularly useful in creating dynamic lessons that meet a wide array of educational needs.

ClassPoint also allows for more flexible student participation, especially through open-ended responses. In contrast to *Kahoot* and *Quizizz*, which are often limited to multiple-choice formats, *ClassPoint* enables students to submit detailed responses directly onto the presentation slide. This feature is invaluable for discussions and skill development, particularly in communication-based classes such as speaking modules. By encouraging more thoughtful responses, *ClassPoint* can help students engage with the material on a deeper level.

2.6 The Use of *ClassPoint* as the Medium of Learning Speaking

ClassPoint is a digital tool that enables teachers to create interactive lessons and assessments for their students. It is designed to facilitate real-time discussions, presentations, and peer-to-peer learning and can be used on various devices, including desktops, laptops, tablets, and smartphones. *ClassPoint* seamlessly integrates with PowerPoint, enabling teachers to create interactive quizzes, collect live responses from students, score, and save data, all within the familiar PowerPoint environment (ClassPoint , n.d.).

According to the information on its official website, *ClassPoint* offers several key features. *ClassPoint* is an effective medium for teaching speaking skills because it provides several features that enhance student engagement and participation:

- Real-time Feedback

ClassPoint allows teachers to provide immediate feedback to students during discussions and presentations. This helps students refine their communication skills and build confidence in their speaking abilities.

- Collaborative Learning

ClassPoint enables students to work together on projects and presentations, promoting teamwork and communication skills. This collaborative approach helps students develop their ability to articulate ideas, listen to others, and respond effectively.

- Interactive Assessments

ClassPoint offers various interactive assessment tools, such as polls, quizzes, and Q&A sessions. These tools help teachers assess students' speaking skills and identify areas for improvement.

- Accessibility

ClassPoint is accessible on multiple devices, making it easy for students to participate in discussions and presentations from anywhere. This accessibility feature is particularly useful for students who may have mobility issues or other challenges that prevent them from participating in traditional classroom discussions.

The integration of *ClassPoint* into educational settings contributes significantly to fostering interactive and engaging learning environments. This is evident in various studies highlighting the positive impact of *ClassPoint* on student engagement and performance across diverse subjects. *ClassPoint's* effectiveness in enhancing student engagement and performance has been empirically validated in studies conducted by Setiyanto & Setiawan (2023), showcasing its versatility in different academic disciplines. The positive outcomes extend to religious education, demonstrating the applicability of *ClassPoint* across a range of subjects.

Furthermore, specific instances, such as the Saudi Arabian study by Abdelrady & Akram (2022) underscore the tool's ability to enhance e-learning satisfaction, particularly in the context of English as a foreign language (EFL) instruction. The study revealed a significant increase in satisfaction levels among EFL learners, suggesting that *ClassPoint* not only promotes engagement but also contributes to learner motivation and overall satisfaction with the educational experience.

In the realm of mathematics, the study conducted by Querido (2023) emphasizes that *ClassPoint* users demonstrated improved performance and increased engagement compared to their non-*ClassPoint*-using counterparts. This substantiates the argument that *ClassPoint* serves as a valuable asset in creating stimulating and interactive learning environments.

In summary, the evidence from these studies consistently supports the notion that *ClassPoint* is a powerful tool for educators seeking to elevate student engagement, motivation, and overall learning outcomes. By seamlessly integrating interactive features within the familiar PowerPoint environment, *ClassPoint* emerges as a key contributor to the evolution of contemporary learning practices. As education continues to use technology, *ClassPoint* stands out as an effective bridge between traditional teaching methods and innovative, engaging pedagogical approaches.

3. RESEARCH METHOD

3.1 Research Design

This research employed a qualitative case study approach to explore the dynamics of students' use of *ClassPoint* during speaking classes. A case study, typically used in social and life sciences, involves an intensive, systematic investigation of a single individual, group, community, or unit to examine in-depth data relating to several variables (Heale & Twycross, 2018). This study was guided by two main research questions. Firstly, it aimed to understand how students engage with *ClassPoint* as a medium during speaking classes. This involved exploring the various ways students incorporate *ClassPoint* into their speaking activities and examining the platform's impact on their communication skills and learning experiences.

Secondly, the research sought to identify the challenges encountered by students while using *ClassPoint* in speaking classes. This entailed a comprehensive examination of the barriers, technical issues, or obstacles that students may face when effectively utilizing *ClassPoint*. By employing a qualitative case study methodology, the research aimed to provide in-depth insights, rich narratives, and nuanced perspectives, offering a deeper understanding of the complexities surrounding the integration of *ClassPoint* as a medium for enhancing speaking skills in an educational setting.

3.2 Research Site

The study was conducted at SMA Muhammadiyah 1 Pasuruan, which was chosen for its significant relevance to the research topic. This decision came after a thorough survey of several schools, with SMA Muhammadiyah 1 Pasuruan emerging as the most suitable due to the large number of students utilizing *ClassPoint* for their speaking classes, supported by the school's strong Wi-Fi connectivity. Additionally, the school's effective integration of *ClassPoint* into daily educational activities made it an ideal setting for this research.

The careful selection of participants was crucial in ensuring that the study would yield meaningful and relevant insights. Through this research, valuable insights were offered into the practical applications of *ClassPoint* in speaking classes, enhancing our understanding of how technology can be effectively integrated into educational practices. The findings from this study contributed to the broader discourse on the role of technology in education, providing a nuanced perspective on its benefits and challenges.

3.3 Research Subject

The research specifically focused on students who actively utilized *ClassPoint* during their speaking sessions. The inclusion criteria encompassed senior high school students who participated in speaking classes facilitated by *ClassPoint*, narrowing the focus to individuals with direct exposure to the platform and ensuring the relevance of the research findings to the target audience.

SMA Muhammadiyah 1 Pasuruan was identified as a key institution where *ClassPoint* had already been integrated into speaking classes. The subjects of the study were Grade XI students at SMA Muhammadiyah 1 Pasuruan. They were chosen for this study due to their adequate English language learning experience. Previous speaking experience will boost their confidence during speaking class to engage more actively in discussions, presentations, and other interactive *ClassPoint* features.

According to Subedi (2021), many qualitative case studies involve small groups of participants, typically between 3 to 10, to allow for rich, detailed data collection while still being manageable for in-depth analysis. Therefore, ten students were chosen based on the following criteria:

- Active enrollment in Grade XI at SMA Muhammadiyah 1 Pasuruan.

- Participation in speaking sessions facilitated by *ClassPoint*.

- Regular attendance and active participation in these speaking classes.

- Consent to participate in the research study.

These criteria ensured that the selected students had sufficient exposure to *ClassPoint*, allowing for the collection and analysis of relevant and reliable data.

3.4 Data Collection

According to Fairag et al. (2022) primary data are collected directly for a specific research project through methods such as observation, surveys, or interviews. Secondary data refers to pre-existing information gathered by others and available in sources like books, journals, or databases. In this study, data collection involved interviews and documentation, with interviews serving as the primary data source and documentation as the secondary data source.

3.4.1 Interview

According to Seidman, (2006), a successful qualitative interview follows a structured three-interview series to gain a deep understanding of the participant's experience. The first interview establishes the context by exploring the participant's life history related to the study topic. The second interview focuses on reconstructing the details of their lived experience, while the third interview encourages the participant to reflect on the meaning of their experience. This approach provides a comprehensive view of the participant's perspectives, allowing for richer insights into their experience conducting a successful qualitative interview.

Following Seidman's (2006) three-phase structure, each interview will consist of the following stages:

- Focused Life History

This initial phase involved questions aimed at understanding the participants' background and the context of their experiences with learning speaking skills, particularly through the use of *ClassPoint*. The questions explored the students' prior exposure to technology in education, their overall experience with learning English, and their initial impressions of using *ClassPoint*.

- Details of Experience

The second phase concentrated on the participants' specific experiences with *ClassPoint* during speaking classes. Open-ended questions elicited detailed descriptions of their interactions with the tool, how they used its features to enhance their speaking skills, and their participation in various *ClassPoint* activities. This phase aimed to capture the students' hands-on experiences and the practical implications of using *ClassPoint* in their learning process.

- Reflection on Meaning

In the final phase, participants were encouraged to reflect on the significance and impact of their experiences with *ClassPoint*. Questions prompted them to consider how using *ClassPoint* had affected their speaking skills, their confidence in speaking English, and their overall learning experience. This phase helped uncover deeper insights into the perceived benefits and drawbacks of using *ClassPoint* as a learning medium.

Following are the interview items that directly address the research questions. Research Question 1 focused on how students utilize *ClassPoint* during speaking class. Sample questions include: Have you ever used technology in learning English before using *ClassPoint*? How do you use *ClassPoint* during your speaking class? What do you think are the main benefits of using *ClassPoint* in speaking class? (see more in Appendix 1).

Research Question 2 examined the challenges students face in utilizing *ClassPoint* during speaking class. Sample questions for this line of inquiry include: What specific challenges have you encountered while using *ClassPoint* in speaking class? Were there any parts of *ClassPoint* that were difficult to use or understand? How do you feel about using *ClassPoint*? (see more in Appendix 1).

The interviews were conducted in comfortable, distraction-free environments to ensure participants felt at ease. Each session began with a casual conversation to build rapport before moving into the interview questions. Active listening was key, with empathy shown throughout the process.

Ethical considerations were prioritized, with all participants providing informed consent and being fully informed of the study's purpose and data usage. Confidentiality was maintained by anonymizing all identifying information.

The interviews were recorded and transcribed verbatim for accuracy. Thematic analysis was applied to the transcripts, coding them to identify patterns and themes, leading to a deeper understanding of participants' experiences with *ClassPoint*.

3.4.2 Documentation

Bowen (2009) stated that document analysis involves systematically evaluating documents to understand their meaning and gain insights relevant to the research topic. This method is valuable in qualitative research for its ability to provide context, uncover meanings, and offer a basis for triangulation with other data sources.

Document analysis involved systematically evaluating documents to understand their meaning and gain insights relevant to the research topic. Bowen (2009) outlines a methodical approach to document analysis which will be adapted in this research:

- Identifying various types of documents relevant to the research, such as:

  - Lesson plans that incorporate *ClassPoint*.

  - Student work samples created using *ClassPoint*.

- Analyzing the document by following Bowen's method:

  - Skimming: Quickly review documents to get an initial sense of their content and relevance to *ClassPoint* usage in speaking classes.

  - Reading: Conduct a thorough reading of selected documents to comprehend the specifics of how *ClassPoint* is integrated into teaching practices and student learning activities.

- Interpretation: Analyze the content and context of the documents to uncover insights about the effectiveness, challenges, and outcomes associated with using *ClassPoint* for speaking class instruction.

- Coding the data by categorizing information into themes and patterns that emerge from the document analysis process. Common themes include:

- Utilization of *ClassPoint*.

- Challenges encountered by students when using *ClassPoint*.

- Synthesizing findings from the document analysis to develop a comprehensive understanding of how *ClassPoint* is utilized in senior high school speaking classes.

3.5 Data Analysis

In this study, a thematic analysis approach was employed to analyze the qualitative data collected through in-depth interviews and documentation. Thematic analysis is a widely used method in qualitative research, with a systematic process that can be adapted to various methodologies (Naeem et al., 2023). Thematic analysis in qualitative case studies involves identifying, analyzing, and interpreting patterns of meaning within the data (Clarke & Braun, 2017). Thematic analysis is an ideal method for this research as it allows for the identification, analysis, and reporting of patterns or themes within the data, providing a rich and detailed account of the participants' experiences with *ClassPoint* in their speaking classes. Dawadi, (2020) highlighted the crucial steps necessary for applying a thematic analysis approach in research, which the researcher adopted. Presented below is a detailed account of what was done to follow these essential steps:

1. Familiarizing with the Data:

The researcher immersed herself in the collected data to gain a thorough understanding of its content. Time was spent reading and re-reading transcripts from interviews and documents to develop a comprehensive understanding. The researcher took detailed notes and organized them by participant and key themes.

This made it easier to see important points and track similar ideas from different participants.

2. Generating Initial Codes

The researcher manually coded the data to identify meaningful segments. A coding scheme was applied that aligned with the research questions and objectives, ensuring that the analysis was focused and relevant to the study's goals. The researcher labelled segments of data with descriptive codes that represented key concepts, ideas, or emerging patterns.

To understand more about code, the researcher provided an example in Table 3.1, as follows:

Table 3.1

Transcript and Code Example

Transcript	Code
Interviewer: How do you use *ClassPoint* during Speaking class? Student 1: During Speaking class, I use *ClassPoint* for various activities, such as answering real-time quizzes, doing multiple-choice questions, creating word clouds, drawing on slides, and writing short answers. Each activity provided different ways of learning, making it less boring.	Feature Utilization

A code serves as a way to organize the data into meaningful categories. After all the data had been coded, the researcher gathered the sections of the interview that corresponded to each code.

Table 3.2

Code Group: Utilization of ClassPoint

Code Group	Code
Feature Utilization	− Quizzes − Word Clouds − Drawing on Slides

Table 3.3

Code Group: Challenges students face in utilizing ClassPoint

Code Group	Code
Challenges	− Technical Difficulties
	− Internet Connection Issues
	− Quiz Challenges

To help the researcher presented the data, here the researcher provided the coding system, as follows:

Table 3.4

Code and Description

No	Code	Descriptions
1	I	Interviewer
2	S1 – S10	Students 1 – 10
3	FU	Feature Utilization
4	C	Challenges
5	APX	Appendix

3. Searching for Themes

The researcher explored the data for recurring patterns and relationships. Related codes were grouped into potential themes that reflected commonalities across the dataset. Both explicit and implicit meanings within the data were considered to identify rich and relevant themes related to how students utilize *ClassPoint* during speaking classes and the challenges they face.

4. Reviewing Themes

The identified themes were evaluated to ensure they accurately represented the breadth and depth of the data. The researcher revisited the original data to verify the consistency and coherence of each theme. Reflection was made on how well each theme addressed the research questions and contributed to the understanding of the topic.

5. Defining and Naming Themes

During this phase, the researcher named and described each theme identified in the previous step. The theme names were crafted to be descriptive and engaging whenever possible. For example, if a theme was identified as "Student

Engagement," the researcher would describe how this theme illustrates the ways students interact with *ClassPoint* to enhance their speaking skills. The researcher also explored what was interesting about each theme and how it connected to the overall research questions.

6. Producing the Report

In writing the report, the researcher included a detailed account of what was accomplished in both the research and analysis. Each theme was presented with supporting evidence and illustrative examples from the data, and the implications for theory, practice, and future research directions were discussed. This approach ensured that readers gained a comprehensive understanding of the project and methodology, allowing them to assess the quality of the research.

3.6 Triangulation

Triangulation in case studies is essential because it leverages diverse methods and sources to create robust evidence. Yin (2018) emphasizes the importance of collecting data from multiple sources to enhance credibility. Commonly used sources include observations, interviews, documents and physical artifacts. By incorporating these varied data sources, researchers can cross-validate findings and reduce biases inherent in any single source.

In this study, the researcher employed a triangulation method, incorporating two distinct data collection techniques: interviews and document analysis. The document analysis involved reviewing lesson plans and student work to substantiate the information obtained from the interviews. This documentation offered in-depth insights into the use of *ClassPoint* in the speaking class, enabling the researcher to align participants' responses with the documented records. As a result, this approach facilitated the verification of data across multiple techniques, enhancing the generalizability of the findings to other contexts.

4. FINDINGS AND DISCUSSION

4.1 Findings

In this study, interviews were conducted with students to gather in-depth insights into their utilization of *ClassPoint* during speaking classes. The interviews took place at SMA Muhammadiyah 1 Pasuruan on August 8, 2024. A total of ten students participated in the interviews: CCY, SPW, JSA, PSAW, DAF, KRDK, RAN, AZZ, MSS, and IN. Each participant voluntarily shared their experiences and the challenges they faced in utilizing *ClassPoint* during speaking class.

4.1.1 Students' Utilization of *ClassPoint* During Speaking Class

4.1.1.1 Interview Results

Students used *ClassPoint*'s range of interactive features to boost their engagement and enjoyment in speaking classes. Many students appreciated the variety of activities, such as real-time quizzes, word clouds, slide drawings, and short answer writing, which helped maintain interest and prevent monotony. Student 1 (CCY) noted that each activity introduced a different learning approach, making lessons engaging and less boring.

> *During Speaking class, I use ClassPoint for various activities, such as answering real-time quizzes, doing multiple-choice questions, creating word clouds, drawing on slides, and writing short answers. Each activity provided different ways of learning, making it less boring.*
>
> (S1, APX 2 Line 13-17)

Similarly, Student 2 (SPW) used *ClassPoint* to answer quizzes, participate in word clouds, write short answers, and draw on slides.

> *In Speaking class, I use ClassPoint to answer quizzes, fill in word clouds, write short answers, and draw on slides. Each activity provides new challenges and makes me more active in learning.*
>
> (S2, APX 3 Line 10-13)

This variety enriched the learning experience by allowing students to participate in different formats, maintaining their enthusiasm for the class.

ClassPoint also positively impacted students' speaking skills by fostering faster and more accurate sentence composition. Student 1 (CCY) emphasized that the short answer feature helped them construct sentences quickly under time constraints, thereby enhancing their speaking fluency.

> *I think the short answer and interactive quiz features are very helpful. With the short answer feature, I have to think quickly and compose sentences well.*
>
> (S1, APX 2 Line 20-22)

This real-time practice was instrumental in building confidence and improving the students' ability to express themselves more effectively in English. The immediate feedback from composing short answers reinforced language structures and allowed students to refine their responses, promoting skillful language use.

Another significant benefit of *ClassPoint* was its role in expanding vocabulary through peer interaction. Student 2 (SPW) and student 9 (MSS) found the word cloud feature particularly useful, as it allowed them to view common vocabulary words their classmates used, providing a collaborative learning environment.

> *I think the word cloud feature is very helpful. With this feature, I can see the words my friends often use and learn from them. It also enriches my vocabulary and boosts my confidence when speaking*
>
> (S2, APX 3 Line 15-17)

> *The interactive quiz and word cloud features are very helpful. The interactive quiz helps me practice speaking quickly, while the word cloud helps me understand new vocabulary that frequently appears in discussions.*
>
> (S9, APX 10 Line 15-18)

The visual representation of frequent words in the word cloud offered a unique method for vocabulary acquisition, boosting the students' lexical knowledge and making them more confident speakers.

Furthermore, the competitive elements of *ClassPoint*, such as leaderboards and quizzes, motivated students to participate actively and aim for higher achievement. Student 3 (JSA), student 5 (DAF) and Student 6 (KRDK) shared that the leaderboard's display of rankings inspired them to be more engaged, as they strived to earn stars and outperform their classmates.

> *The short answer and leaderboard features are my favorites because they motivate me to be active and earn more stars or points.*

(S3, APX 4 Line 17-18)

> *The quiz leaderboard feature makes me feel challenged to be the best. It shows how many stars we have and who is the best in the class.*

(S5, APX 6 Line 15-16)

> *The interactive quiz and leaderboard with stars where you can see your position immediately. So, I know my ranking.*

(S6, APX 7 Line 14-15)

This friendly competition brought a sense of accomplishment and encouraged active class participation, fostering a positive and motivational learning atmosphere.

Overall, *ClassPoint* transformed English lessons into a dynamic and interactive experience. Student 8 (AZZ) and student 10 (IN) noted that the integration of features like the spin wheel, interactive quizzes, and word clouds made learning English feel more vibrant and enjoyable. The interactive platform allowed students to engage with lessons in a way that felt more hands-on, making English practice more accessible and stimulating.

> *I used ClassPoint to answer quizzes, participate in word clouds, draw on slides, and upload images. All these activities made learning English more dynamic and interesting.*

(S8, APX 9 Line 9-11)

> *The interactive quiz and the spin wheel used by the teacher. It helps us practice forming sentences better.*

(S8, APX 9 Line 14-15)

I used ClassPoint to answer quizzes, participate in word clouds, draw on slides, and upload images. These activities made me more actively involved in the lessons and helped me practice speaking in a fun way.

(S10, APX 11 Line 10-13)

The interactive quiz and short answer features are very helpful. The interactive quiz helps me practice speaking quickly, while the short answer feature allows me to better construct sentences.

(S10, APX 11 Line 16-18)

From the findings on *ClassPoint*'s utilization, we can conclude that it serves as an effective platform for learning speaking skills, offering key features that significantly elevate student engagement and participation, as follows:

A. Real-time Feedback

ClassPoint helps students to get real-time feedback during speaking class. Real-time quizzes give students instant feedback on their performance, helping them to quickly correct mistakes and improve their speaking abilities. For instance, Student 1 (CCY) and Student 9 (MSS) both mention how real-time quizzes allow them to engage in speaking practice while receiving immediate evaluations of their answers. The instant nature of this feedback helps students adjust their approach on the spot, promoting faster learning.

During Speaking class, I use ClassPoint for various activities, such as answering real-time quizzes, doing multiple-choice questions, creating word clouds, drawing on slides, and writing short answers. Each activity provided different ways of learning, making it less boring.

(S1, APX 2 Line 13-17)

I used ClassPoint to participate in word cloud quizzes, draw on slides, and answer short questions. This made me more active in class and helped me learn more enjoyably.

(S9, APX 10 Line 10-12)

Student 6 (KRDK) also highlights that the feedback provided through quizzes helps them gauge their performance in comparison to their peers, motivating them to improve.

The interactive quiz and leaderboard with stars where you can see your position immediately. So, I know my ranking.

<div align="right">(S6, APX 7 Line 14-15)</div>

Short answer questions are another powerful tool for real-time feedback. Students are required to think and compose sentences quickly in English. Student 1 (CCY) mentions how this feature challenges them to formulate proper sentences under time pressure, receiving immediate corrections if needed.

I think the short answer and interactive quiz features are very helpful. With the short answer feature, I have to think quickly and compose sentences well.

<div align="right">(S1, APX 2 Line 20-22)</div>

Student 10 (IN) finds this feature useful for building their speaking skills, as it forces them to structure their thoughts in English, with teachers offering instant feedback.

The interactive quiz and short answer features are very helpful. The interactive quiz helps me practice speaking quickly, while the short answer feature allows me to better construct sentences.

<div align="right">(S10, APX 11 Line 16-18)</div>

This feature, therefore, not only improves speaking fluency but also helps with sentence structure and grammar, with real-time corrections guiding students toward better communication.

B. Collaborative Learning

Utilizing *ClassPoint* in speaking class, it fosters collaborative learning. Collaborative learning emphasizes teamwork, interaction, and shared responsibility for learning. *ClassPoint*'s collaborative features help students articulate ideas, listen to their peers, and respond effectively. Word clouds are a great example of collaborative learning in action. Student 2 (SPW) and Student 9 (MSS) explain how this feature allows them to learn from each other by seeing the words their classmates use most often.

I think the word cloud feature is very helpful. With this feature, I can see the words my friends often use and learn from them.

The interactive quiz and word cloud features are very helpful. The interactive quiz helps me practice speaking quickly, while the word cloud helps me understand new vocabulary that frequently appears in discussions.

Students contribute words during discussions, which appear visually in a word cloud. This fosters a sense of community and shared learning, as students can borrow vocabulary from each other and expand their language skills. Student 4 (PASW) highlights that this feature makes the learning process more engaging and less monotonous because they actively see how their peers are thinking and responding.

In Speaking class, I use ClassPoint to answer quizzes, create word clouds, write short answers, and interact directly with other classmates. This makes learning more interactive and fun.

Another feature is slide drawing. While slide drawing can be a creative feature, it also fosters collaboration by encouraging students to visually express their ideas. Student 3 (JSA) and Student 4 (PASW) both mention how this feature engages them by allowing them to interact with lesson material in a more hands-on way.

I use ClassPoint for various activities, such as answering real-time quizzes, creating word clouds, drawing on slides, and uploading images. These activities help me become more active and engaged in learning.

In Speaking class, I use ClassPoint to answer quizzes, create word clouds, write short answers, and interact directly with other classmates. This makes learning more interactive and fun.

The drawings can be shared with the class, prompting discussions and collective problem-solving. This visual representation of ideas adds a dynamic layer to verbal communication, helping students better articulate and share their thoughts.

C. Interactive Assessments

Leaderboards, spin wheels, and award stars transform assessments into engaging and dynamic activities. The competitive and fun nature of these features encourages participation and makes it easier for teachers to assess students' progress, identify areas for improvement, and maintain an exciting learning environment.

The leaderboard feature adds a competitive edge to assessments, where students are ranked based on their performance in quizzes. Student 3 (JSA) and Student 5 (DAF) both enjoy the motivation that the leaderboard provides.

> *The short answer and leaderboard features are my favorites because they motivate me to be active and earn more stars or points.*
>
> (S3, APX 4 Line 17-18)

> *The quiz leaderboard feature makes me feel challenged to be the best. It shows how many stars we have and who is the best in the class.*
>
> (S5, APX 6 Line 15-16)

They find that it pushes them to perform better, as they can see their ranking in comparison to their peers. This competitive element encourages students to actively participate and strive for improvement, making assessments feel more like engaging games rather than traditional tests. The real-time nature of leaderboards also means that students get immediate updates on their progress, which serves as both a motivator and a form of instant feedback.

The spin wheel feature adds an element of surprise and engagement to assessments. Student 8 (AZZ) explains that this feature, used by the teacher, adds excitement to the lesson by randomly selecting students or questions.

> *The interactive quiz and the spin wheel used by the teacher. It helps us practice forming sentences better.*
>
> (S8, APX 9 Line 14-15)

It turns assessments into more dynamic activities, making the process of answering questions less predictable and more stimulating. This random selection can help students stay alert and ready to participate, as they never know when they might be called upon. It also encourages spontaneous thinking and participation, which are key elements in improving speaking skills.

The award stars feature is another interactive assessment tool that rewards students for their participation and performance in class activities. Student 7 (RAN) mentions how earning stars motivates them to be more engaged and perform better on quizzes.

The interactive quiz and Award stars. It motivates me when I earn a lot of stars.

(S7, APX 8 Line 12-13)

This reward system adds a game-like aspect to learning, where students feel a sense of accomplishment as they collect stars. It also encourages active participation, as students want to earn as many stars as possible, reinforcing positive behaviors like answering questions and contributing to discussions. In essence, the star awards serve as both a motivator and a form of assessment, allowing teachers to track and reward student performance interactively.

D. Accessibility

This study did not include specific interview data for accessibility because all students joined the class onsite and exclusively used smartphones to access *ClassPoint*. The school permits students to bring and use smartphones in the classroom, which facilitated seamless integration of *ClassPoint* into the learning process. *ClassPoint*'s accessibility across multiple devices, such as smartphones, laptops, and tablets, ensures students can participate in discussions and presentations effortlessly. However, in this study, students did not utilize multiple devices or remote access options, as the class was conducted in person. For schools with policies restricting smartphone use, *ClassPoint*'s compatibility with laptops offers a viable alternative, enabling continued engagement with interactive features in a controlled, tech-enabled environment. This device flexibility makes *ClassPoint*

adaptable to diverse school policies, ensuring accessibility and inclusivity for all students.

4.1.1.2 Documentation Analysis

The interview findings closely correspond with the document analysis of the speaking module and the students' activities using *ClassPoint*. Both emphasize how *ClassPoint*'s features contribute to creating interactive and engaging learning environments, particularly in speaking classes. The module and students' work highlight the importance of activities such as Short Answer tasks, Word Clouds, and Quick Polls, which were frequently noted during the interviews. These tools facilitate real-time feedback, enabling teachers to immediately address issues in pronunciation, grammar, and sentence structure, thereby supporting students in refining their language skills effectively.

Displayed below is the example of students' responses from the Short Answer activity, which were showcased to the entire class. The teacher posed the question, "What do you usually do after school?" and students submitted their answers through the Short Answer feature. These responses were then projected on the screen, allowing the teacher to provide instant feedback. For instance, one student, Aby Bunny Sweety, responded, "Im take a nap, dating, gossiping." The teacher promptly reviewed the response, offering corrections and suggestions to address grammar and sentence structure issues. This immediate feedback not only helped students refine their language use but also encouraged them to better organize their thoughts in English, promoting more effective and confident

communication.

Furthermore, collaborative activities such as group discussions and debates, outlined in the module (see appendix 12), reinforce the interview results. These activities, supported by tools like Quick Polls and Word Clouds, encourage teamwork and critical thinking, as students build arguments together and interact dynamically with their peers. The module's examples, such as students using Word Clouds to share creative ideas or Quick Polls to form debate groups, align with the interviewees' emphasis on *ClassPoint*'s ability to make lessons interactive and collaborative. Below is an example of the students' work using *ClassPoint*'s Quick Poll feature.

In the Group Discussion activity, the teacher presented a statement such as, "Cartoon movies are only for children." The students then participated in a poll, which revealed that 4 students agreed while 15 students disagreed. Based on their responses, the students were grouped with others who shared the same viewpoint, ensuring each group consisted of like-minded members. Within their groups, the students engaged in discussions, collaboratively developing and organizing their arguments. Each group spent time refining their ideas and preparing to share their perspectives with the class. This collaborative process not only encouraged teamwork but also promoted shared responsibility for learning, as students interacted, exchanged ideas, and built arguments together.

Similarly, in the Debate activity, students were divided into two groups, one supporting and the other opposing a statement like "Snacking is good for your health." Again, the grouping was based on their poll answers, allowing students with similar viewpoints to work collaboratively. They collaboratively prepared arguments and then engage in a structured debate. This activity emphasizes interaction, critical thinking, and active listening, as students respond to their peers' arguments effectively.

Additionally, *ClassPoint*'s Word Cloud feature enables students to contribute words or ideas collectively on a topic, such as their favorite TV shows. After displaying their choices on the screen, students were asked to explain why they selected their favorite shows. Below is an example of the students' word cloud, showcasing diverse and creative responses that highlight active participation and collaborative thinking. The visual representation of their contributions fosters class-wide interaction, encouraging students to share their reasoning and engage with their peers' ideas.

Word Cloud submissions
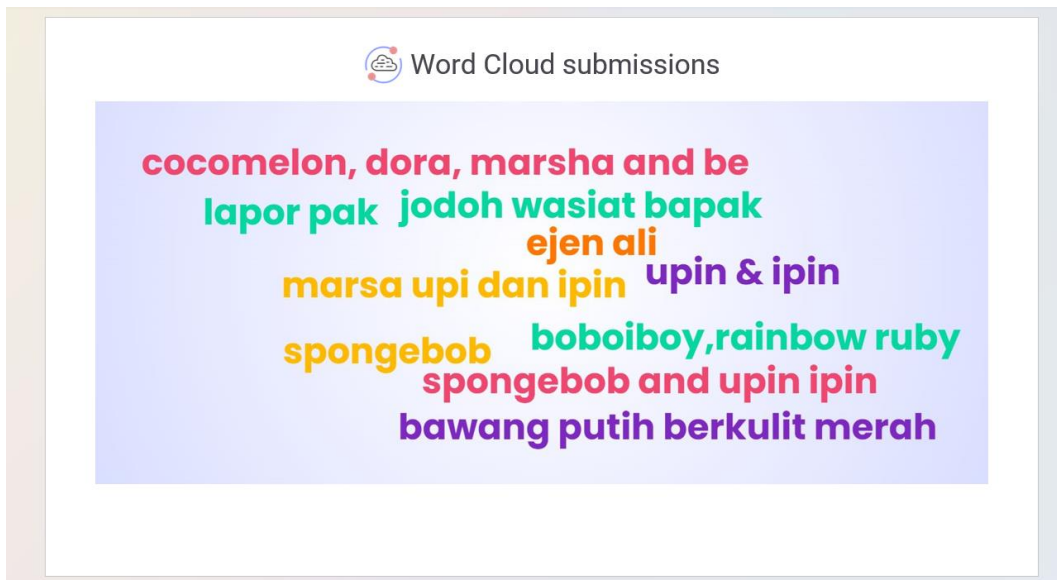
Below is the example of the leaderboard feature in *ClassPoint*. This feature allows students to see how they compare to their peers. As students complete quizzes and answer questions correctly, they are awarded stars, which contribute to their overall score.

Leader Board

The inclusion of visual tools, leaderboards, and immediate feedback mechanisms consistently supports the positive impact of *ClassPoint* on student engagement, as reflected in both the interview responses and document analysis.

Together, these sources highlight how *ClassPoint* transforms traditional speaking lessons into a more dynamic, participatory, and effective learning experience.

4.1.2 Challenges Faced by Students in Utilizing *ClassPoint* During Speaking Class

The challenges that students faced while utilizing *ClassPoint* in speaking class can be grouped into four major areas: technical issues, adaptation process to newly introduced features, specific features of *ClassPoint* and pressure from time-limited activities. Each of these areas significantly influenced how students engaged with the platform and affected their overall learning experience.

4.1.2.1 Technical Issues

A recurring challenge for many students was related to internet connectivity. Student 1 (CCY) pointed out that a slow or unstable internet connection often interrupted real-time quizzes, leading to frustration when their answers were delayed or failed to submit.

> *My biggest challenge was the internet connection. When the internet was slow, I struggled to follow real-time quizzes, and sometimes my answers didn't get submitted. It was frustrating, but I tried to stay calm and patient.*

> (S1, APX 2 Line 49-52)

This was a common experience for others as well. Student 3 (JSA) recalled a time when an unstable connection made them miss quiz answers, which added stress during the activity.

> *One specific challenge I encountered was that certain features, like slide drawing, were difficult to use smoothly. I also struggled with timed quizzes.*

> (S4, APX 5 Line 38-41)

Student 5 (DAF), Student 6 (KRDK), Student 7 (RAN), and Student 9 (MSS) all experienced similar issues, where internet lags and connection drops disrupted their ability to participate smoothly.

There was one time, when ClassPoint lagged while we were doing a quiz. Some friends and I couldn't access the quiz smoothly. But after a few minutes, everything went back to normal.

<div align="right">(S5, APX 6 Line 43-44)</div>

There was a time when the questions didn't appear, even though I was ready to answer. After a few refreshes, they finally showed up.

<div align="right">(S6, APX 7 Line 35-36)</div>

I had some difficulty with the slide drawing feature. There were also internet connection issues that affected the smoothness of the lesson.

<div align="right">(S9, APX 10 Line 39-40)</div>

For Student 7 (RAN), the lag during a quiz caused a moment of stress because some of their answers weren't recorded.

There was a time when ClassPoint lagged during a quiz, and some of my answers weren't recorded. It stressed me a bit, but after a few minutes, everything returned to normal.

<div align="right">(S7, APX 8 Line 38-40)</div>

The technical challenges also extended to the devices students used. Student 9 (MSS), for example, mentioned concerns about using an outdated phone, worrying that it might not function well with *ClassPoint*.

I was afraid of not being able to use it on my own and falling behind because my phone was a bit outdated, and I worried it might not work.

<div align="right">(S9, APX 10 Line 35-36)</div>

This created additional stress, as they were unsure whether they could fully participate in class without technical disruptions. These issues, while mostly related to external factors like internet and device quality, significantly impacted students' ability to engage seamlessly with *ClassPoint*'s features.

4.1.2.2 Adaptation Process to Newly Introduced Features

Another major challenge students faced was becoming familiar with the new tools and features *ClassPoint* offered. For many, this was their first experience with the platform, which created initial confusion. Student 1 (CCY) admitted that while they were excited to try *ClassPoint*, they were also confused by the numerous features, unsure of how to navigate the platform effectively.

When I first used ClassPoint, I felt excited but also a bit confused. Many new features caught my attention, and I was curious about how they worked. Initially, I was afraid I wouldn't understand how to use it, but after trying, it turned out to be quite easy and even fun.

(S1, APX 2 Line 7-11)

Similarly, Student 2 (SPW) felt awkward and nervous when first using *ClassPoint*, fearing they might make mistakes or struggle to keep up with their classmates.

The first time I used ClassPoint, I felt a bit awkward and afraid of making mistakes, but I was also curious.

(S2, APX 3 Line 7-8)

Student 4 (PASW) expressed concern about not fully understanding the platform, and worried that they might miss out on important learning activities if they couldn't quickly grasp how to use the tools.

When I first used ClassPoint, I was a bit confused but also intrigued. There were many features I didn't know yet, but I was curious to try them all.

(S4, APX 5 Line 6-8)

For some, adapting to these features took time and practice. Student 9 (MSS), already stressed about their phone's capability, found certain features like slide drawing confusing.

I was afraid of not being able to use it on my own and falling behind because my phone was a bit outdated, and I worried it might not work.

(S9, APX 10 Line 35-36)

I had some difficulty with the slide drawing feature. There were also internet connection issues that affected the smoothness of the lesson.

(S9, APX 10 Line 39-40)

The fear of being unable to catch up or properly use the technology was a real concern for several students. However, over time, most of them managed to

overcome their initial confusion. With repeated use and help from friends and teachers, they grew more confident in navigating the platform's tools.

4.1.2.3 Specific Challenges to *ClassPoint* Features

Several students mentioned struggling with specific *ClassPoint* features, especially the slide drawing tool. For many, this feature was entirely new and required them to develop skills they hadn't previously needed in an academic context. Student 1 (CCY) and Student 2 (SPW) both highlighted their initial confusion with slide drawing, noting that it took some time to become comfortable with drawing on a screen.

> *Yes, the slide drawing feature was a bit confusing the first time I used it. I'm not very good at drawing, so it took some time to get used to it. But eventually, I got the hang of it and even started to enjoy it.*

(S1, APX 2 Line 55-58)

> *Yes, the slide drawing part was a bit tough for me because I'm not the type who likes to draw. It took time to learn how to use this feature effectively.*

(S2, APX 3 Line 45-47)

Student 4 (PASW) echoed these sentiments, explaining that they had difficulty adjusting to this feature at first but gradually improved with more practice.

> *At first, I found the slide drawing feature quite difficult because I'm not used to drawing on a screen. But after several attempts, I started to get used to it.*

(S4, APX 5 Line 44-46)

Student 5 (DAF) also mentioned being confused by the drawing feature initially but overcame the challenge by asking for help from classmates.

> *Not really. I was a bit confused about the slide drawing feature, but I asked a friend and was able to follow along.*

(S5, APX 6 Line 39-40)

Student 9 (MSS) felt the same, needing extra time to learn how to draw effectively and understand the various tools available in the slide drawing function.

> *The slide drawing feature was a bit confusing at first. I needed time to learn how to draw effectively and understand the various tools available.*

<div align="right">(S9, APX 10 Line 43-45)</div>

This particular challenge highlights how *ClassPoint* pushed students to engage with different types of media, which was a departure from traditional learning methods. While the feature ultimately became a fun and interactive part of the learning process for most students, the initial learning curve was a hurdle they had to overcome.

4.1.2.4 Pressure from Time-Limited Activities

The time pressure involved in some *ClassPoint* activities, especially quizzes, created another set of challenges. Student 2 (SPW) explained that they often felt nervous and rushed when participating in timed quizzes, fearing that they might give the wrong answer or fail to complete the quiz within the given time.

> *The main challenge was overcoming the nervousness when I had to answer quizzes in front of the class within a limited time. Sometimes I felt panicked because I was afraid of giving the wrong answer.*

<div align="right">(S2, APX 3 Line 42-44)</div>

This feeling of being under pressure was shared by Student 4 (PASW), who found that the timed nature of quizzes caused stress, especially when they were required to answer quickly.

> *One specific challenge was dealing with the timer on quizzes. I often felt pressured when I had to answer quickly, and sometimes I got nervous.*

<div align="right">(S4, APX 5 Line 39-41)</div>

Student 3 (JSA) also mentioned struggling with the limited time available to answer quizzes, which added an extra layer of difficulty to the learning experience.

One specific challenge I encountered was that certain features, like slide drawing, were difficult to use smoothly. I also struggled with timed quizzes.

(S3, APX 4 Line 39-41)

For many students, the need to think and respond quickly during these activities created an added sense of urgency, which, although challenging, also helped them learn to handle pressure more effectively over time.

While *ClassPoint* offers an engaging and interactive learning experience, students face several significant challenges in using it effectively during speaking classes. The most pervasive issue was related to technical problems, particularly unreliable internet connections, which could disrupt real-time activities and create stress. The learning curve for some of *ClassPoint*'s more unfamiliar features, such as slide drawing, also posed initial difficulties for students, though many eventually overcame these hurdles with practice. Additionally, the pressure from time-limited quizzes introduced an element of stress, pushing students to think quickly, which some found challenging. Despite these obstacles, students generally adapted to the platform and appreciated its ability to make learning more interactive and enjoyable. Through overcoming these challenges, students also developed important skills in handling technical difficulties, staying calm under pressure, and mastering new tools for learning.

4.2 Discussion

4.2.1 Students' Utilization of *ClassPoint* During Speaking Class

The findings from this study reveal that students used *ClassPoint* in various interactive ways during their speaking classes, such as engaging in quizzes, answering real-time questions, creating word clouds, and drawing on slides. These activities fostered a more dynamic and participatory learning environment. This finding provides new insight into the use of interactive tools in speaking classes, contrasting with studies like Cowit & Barker (2022), which reported that students often experienced distractions in virtual settings. However, the claims are

inconclusive because the study was based on general virtual environments and did not focus specifically on tools like *ClassPoint*.

While *ClassPoint* operates within a virtual setting, its design offers unique benefits that may mitigate common issues associated with online learning. For instance, *ClassPoint*'s interactive features, such as real-time quizzes, drawing tools, and word clouds, actively engage students and create a focused environment, reducing passive screen time and potential distractions. This aligns with previous research suggesting that interactive multimedia can enhance student engagement and learning effectiveness (Karim & Ansar, 2022). *ClassPoint*'s ability to integrate interactive elements like multiple-choice questions and real-time polling features supports the literature on interactive tools, which emphasize the benefits of spontaneous practice and immediate feedback (Karim & Ansar, 2022; Niwa et al., 2016).

However, previous research has primarily focused on the use of *ClassPoint* in general e-learning contexts rather than specifically in speaking classes. For example, Abdelrady & Akram (2022) investigated *ClassPoint*'s impact on e-learning satisfaction among undergraduate EFL learners, noting its effectiveness in improving engagement and motivation compared to traditional methods. Similarly, (Akram & Abdelrady, 2023) found that *ClassPoint* significantly reduced test anxiety by integrating interactive activities, thereby creating a more engaging learning environment. These studies highlight *ClassPoint*'s benefits but do not address its application in speaking classes, indicating a gap in the current literature.

Gamified features such as award stars, leaderboards, and spin wheels significantly motivated students by fostering a sense of achievement and excitement. These elements encouraged active participation, with students striving to improve their performance and engage more deeply in learning activities. The competitive nature of these features also created a stimulating environment where students were eager to outperform their peers, making the learning process both fun and challenging. This finding aligns with the studies of Yazid et al. (2024) and Nuraini et al. (2023), which reveal that gamification not only enhances students' enthusiasm but also creates a dynamic and engaging atmosphere conducive to

language acquisition. Their research emphasizes that such features are instrumental in sustaining motivation while cultivating a competitive spirit that drives learners toward success.

In addition to gamification, *ClassPoint* facilitated real-time feedback through its interactive tools, such as quizzes and short-answer exercises. This immediate feedback allowed students to identify and correct errors promptly, helping them refine their sentence structure and improve fluency. By addressing mistakes as they occurred, students were able to internalize correct language patterns more effectively. This observation is consistent with the findings of Meena (2024) and Huang et al. (2020), who underline the importance of immediate feedback in language learning. Their studies demonstrate that real-time responses not only reinforce language accuracy but also create a more dynamic and responsive learning experience, ultimately enhancing students' confidence and communication skills.

By focusing on *ClassPoint*'s role in speaking classes, this study extends existing research and provides new insights into its application in this specific context. The findings suggest that while *ClassPoint* is effective in enhancing interactive learning, more research is needed to explore its impact and optimize its use in different educational settings.

4.2.2 Challenges Students Face in Utilizing *ClassPoint* During Speaking Class

Despite the benefits, students encountered several challenges while using *ClassPoint* Technical issues, such as internet connectivity problems and difficulties with specific features like slide drawing, were significant obstacles. These issues led to initial frustration and hindered the smooth integration of the tool into their learning routines. This finding aligns with previous research that highlights factors inhibiting quality education, such as poor communication infrastructure and unreliable internet connectivity, which affect service delivery in educational institutions (Yussif & Mante, 2024). Ofori Atakorah et al. (2023) also noted that slow internet speeds, high data costs, and inadequate mobile network coverage negatively impact participation in online lectures. These difficulties reflect a

common theme in the literature, where the effectiveness of educational technologies often hinges on stable internet connectivity. For instance, Ordaya-Gonzales et al. (2024) found that 83% of 277 medical students in Peru experienced connectivity problems that affected their virtual classes. Additionally, Ordaya-Gonzales et al. (2024) reported that 64% of students faced technical issues during virtual classes, demonstrating that malfunctions in educational technologies can disrupt lessons and cause frustration for both students and teachers.

Overall, while *ClassPoint* demonstrated its potential to enhance student engagement and confidence in speaking classes, the technical and usability challenges underscore the need for additional support and training. These results suggest that the integration of educational technologies must be carefully managed to maximize their benefits while addressing the practical obstacles that users may encounter.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

In conclusion, the study provides valuable insights into how students utilize *ClassPoint* during speaking classes and the challenges they face. Students engaged with *ClassPoint* in various interactive ways, including participating in quizzes, answering real-time questions, creating word clouds, and drawing on slides. These features facilitated a more dynamic and engaging learning environment, allowing students to practice their speaking skills in a stimulating context.

However, the study also highlighted several challenges associated with using *ClassPoint*. Students encountered difficulties related to internet connectivity, which affected their ability to participate effectively in real-time activities. Additionally, some features of *ClassPoint*, such as slide drawing, were initially confusing and required time for students to master. These challenges impacted the smooth integration of the tool into their learning routine and required students to adapt and troubleshoot.

Despite these obstacles, students generally found *ClassPoint* to be a beneficial tool for enhancing their speaking skills and boosting their confidence. The interactive nature of the platform offered significant advantages, such as immediate feedback and a more engaging learning experience. Addressing the technical issues and providing more targeted training could further improve the effectiveness of *ClassPoint* and enhance students' overall experience. Future research could explore these aspects in greater depth to provide additional strategies for optimizing the use of educational technologies in language learning.

The study encountered several limitations that may affect the interpretation and generalizability of the findings. First, the sample size was relatively small, consisting of only ten students from a single school, which may not fully represent the diverse experiences of students across different schools or regions. This limited sample size could impact the robustness of the conclusions drawn and their applicability to broader contexts.

Additionally, the study was conducted at a specific point in time (August 8, 2024), which may not account for long-term effects or changes in students' experiences with *ClassPoint* over time. Longitudinal studies could provide deeper insights into how sustained use of the tool influences learning outcomes and student attitudes.

Technical issues, such as internet connectivity problems, were a significant challenge for many students, which may have influenced their overall experience with *ClassPoint*. These technical difficulties could introduce variability in the data, as students' experiences with the tool might have been affected by external factors beyond their control.

Finally, the students' prior experiences with various educational technologies may have influenced their adaptation to *ClassPoint*. Variations in their familiarity with different tools could impact how they perceived and interacted with *ClassPoint*, potentially introducing a bias in the findings related to their initial responses and overall effectiveness.

5.2 Suggestion

To enhance the effectiveness and integration of educational technologies in schools, several strategic measures are recommended. First, investing in robust technical support and reliable infrastructure is crucial to address the internet connectivity issues and technical challenges identified in the study. By ensuring that students have access to stable internet connections and effective troubleshooting resources, schools can minimize disruptions and enhance the overall learning experience with educational technologies.

Furthermore, facilitating a smoother transition to new tools such as *ClassPoint* necessitates comprehensive training programs tailored to both students and teachers. These programs should accommodate varying levels of technological familiarity and provide practical demonstrations alongside ongoing support to resolve any issues.

Additionally, adopting a balanced approach that merges interactive technological features with traditional teaching methods can offer a more effective

learning experience. Educators should integrate technology in ways that complement and enhance existing pedagogical practices rather than relying exclusively on digital tools.

Lastly, continuous feedback from both students and educators is essential for refining educational technologies. Regularly collecting and analyzing user feedback allows schools and developers to identify areas for improvement, address issues, and ensure that the technology remains effective and responsive to users' needs.

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APPENDICES

Appendix 1

Table 1
Interview Items Based on Seidman's Three-phase Structure

Research Questions	Seidman's Three-phase Structure	Interview Items
Research Question 1: How do students utilize *ClassPoint* during speaking class?	Background and Context	Have you ever used technology in learning English before using *ClassPoint*?
		What did you think when you first started using *ClassPoint* in speaking class?
	Specific Interactions with *ClassPoint*	How do you use *ClassPoint* during your speaking class?
		What features of *ClassPoint* do you find most helpful for improving your speaking skills?
	Impact and Significance	How has using *ClassPoint* affected your confidence in speaking English?
		What do you think is the main benefits of using *ClassPoint* in speaking class?
Research Questions	Seidman's Three-phase Structure	Interview Items
Research Question 2: What challenges do students face in utilizing *ClassPoint* during speaking class?	Background and Context	Can you explain the challenges you faced in learning English before using *ClassPoint*?
		What concerns did you have when you started using *ClassPoint* in speaking class?
	Specific Challenges with *ClassPoint*	What specific challenges have you encountered while using *ClassPoint* in speaking class?
		Were there any parts of *ClassPoint* that were difficult to use or understand?
		Can you recall a time when you experienced technical issues or obstacles using *ClassPoint*?

| Impact of Challenges | How did these challenges affect your experience with *ClassPoint* in Speaking class? |
| | How do you feel about using *ClassPoint*? |

Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 1 (CCY)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 1 : Yes, I have used several applications like Quizizz, Blooket, and Google Forms to learn English before.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 1 : When I first used *ClassPoint*, I felt excited but also a bit confused. There were many new features that caught my attention, and I was curious about how they worked. Initially, I was afraid I wouldn't understand how to use it, but after trying, it turned out to be quite easy and even fun.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 1 : During Speaking class, I use *ClassPoint* for various activities, such as answering real-time quizzes, doing multiple-choice questions, creating word clouds, drawing on slides, and writing short answers. Each activity provided different ways of learning, making it less boring.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 1 : I think the short answer and interactive quiz features are very helpful. With the short answer feature, I have to think quickly and compose sentences well.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 1 : *ClassPoint* makes me more confident because I practice speaking and writing in English frequently. With various activities on *ClassPoint*, I've gotten used to thinking in English and feel more prepared when speaking in public.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 1 : The main benefit is that learning becomes livelier and more interactive. I'm not just sitting quietly and listening; I can actively participate in various activities. This makes me more motivated and excited to learn.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

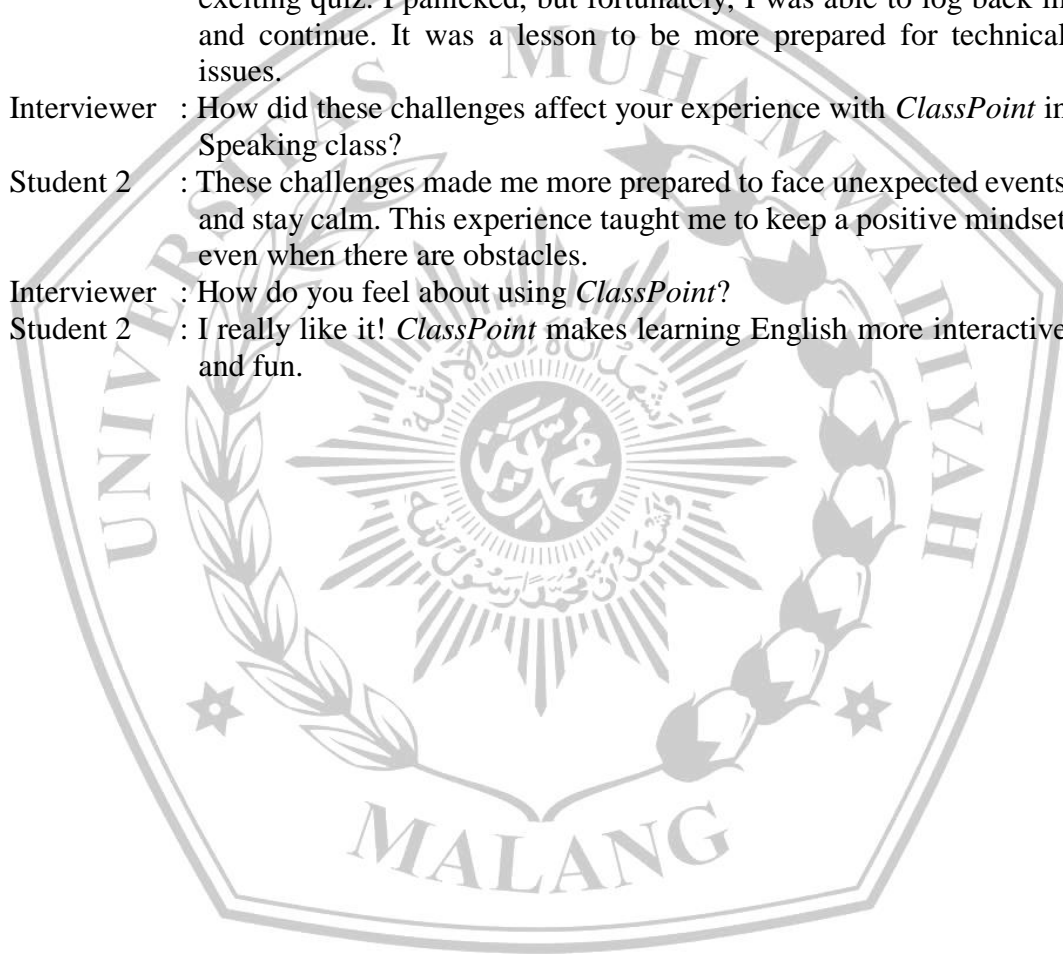Student 1 : Before using *ClassPoint*, I often felt bored because the learning method was monotonous, just listening to the teacher and doing exercises in the book. I also lacked confidence because there were not enough speaking practice opportunities.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 1 : Initially, I was worried about getting confused with all the new features. I feared not being able to follow the lessons well and falling behind because I didn't understand how to use it. But after a few tries, I felt more comfortable and started getting used to it.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 1 : My biggest challenge was the internet connection. When the internet was slow, I struggled to follow real-time quizzes, and sometimes my answers didn't get submitted. It was frustrating, but I tried to stay calm and patient.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 1 : Yes, the slide drawing feature was a bit confusing the first time I used it. I'm not very good at drawing, so it took some time to get used to it. But eventually, I got the hang of it and even started to enjoy it.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 1 : I once had a technical problem during a quiz when my internet connection dropped. I panicked a bit because I was afraid of falling behind, but I managed to reconnect after a few minutes. It taught me to be more patient in dealing with technical issues

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 1 : Despite some technical issues, I still found learning with *ClassPoint* to be quite fun. It made me more flexible and taught me to handle problems calmly.

Interviewer : How do you feel about using *ClassPoint*?

Student 1 : I really enjoy using *ClassPoint* because it makes learning more fun and interesting. Its features are engaging, and I feel more motivated to participate actively in class. Learning doesn't feel boring and is actually enjoyable.

Appendix 3
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 2 (SPW)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 2 : Yes, but only what the teacher introduced at school, like Google Forms.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 2 : The first time I used *ClassPoint*, I felt a bit awkward and afraid of making mistakes, but I was also curious.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 2 : In Speaking class, I use *ClassPoint* to answer quizzes, fill in word clouds, write short answers, and draw on slides. Each activity provides new challenges and makes me more active in learning.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 2 : I think the word cloud feature is very helpful. With this feature, I can see the words my friends often use and learn from them. It also enriches my vocabulary and boosts my confidence when speaking.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 2 : *ClassPoint* helps me feel more confident because I get to practice spontaneous speaking more often. Its features encourage me to think quickly and express ideas in English without fear.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 2 : The main benefit is making learning more interesting and fun. There are many game-like elements that make the class atmosphere less tense and more enjoyable, so I feel more motivated to learn.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 2 : Before using *ClassPoint*, I often felt shy and lacked confidence when I had to speak in front of the class. I was afraid of making mistakes, so I ended up being less active in learning.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 2 : I was worried about falling behind if I didn't quickly learn how to use it. Since its new technology, I was afraid I wouldn't adapt well and would end up being teased by my friends.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 2   : The main challenge was overcoming the nervousness when I had to answer quizzes in front of the class within a limited time. Sometimes I felt panicked because I was afraid of giving the wrong answer.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 2   : Yes, the slide drawing part was a bit tough for me because I'm not the type who likes to draw. It took time to learn how to use this feature effectively.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 2   : There was a time when *ClassPoint* suddenly logged out during an exciting quiz. I panicked, but fortunately, I was able to log back in and continue. It was a lesson to be more prepared for technical issues.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 2   : These challenges made me more prepared to face unexpected events and stay calm. This experience taught me to keep a positive mindset even when there are obstacles.

Interviewer : How do you feel about using *ClassPoint*?

Student 2   : I really like it! *ClassPoint* makes learning English more interactive and fun.

Appendix 4
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 3 (JSA)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 3 : Before, I often used Blooket.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 3 : When I first used *ClassPoint*, I felt enthusiastic but also a little confused with the many features available. It felt like there was a lot to learn, but after trying a few times, I started to enjoy it and felt more comfortable.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 3 : I use *ClassPoint* for various activities, such as answering real-time quizzes, creating word clouds, drawing on slides, and uploading images. These activities help me become more active and engaged in learning.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 3 : The short answer and leaderboard features are my favorites because they motivate me to be active and earn more stars or points.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 3 : Using *ClassPoint* boosts my confidence because I often receive direct feedback from teachers and friends. This helps me feel more prepared and confident when speaking.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 3 : The main benefit of using *ClassPoint* is that it makes the lessons more engaging and interactive. With the various features, learning English becomes more enjoyable and less boring.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 3 : Before *ClassPoint*, I felt I didn't get enough opportunities to speak actively. The methods used were mostly reading and writing, so I rarely practiced speaking directly.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 3 : None, I guess. I'm not the type to worry easily, just relaxed about it.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 3 : One specific challenge I encountered was that certain feature, like slide drawing, were difficult to use smoothly. I also struggled with timed quizzes.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 3 : No, I could follow everything well.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 3 : There was a time when I ran out of time to answer because the connection was unstable, making it slow to submit.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 3 : Although there were some technical problems, I still found learning with *ClassPoint* to be very beneficial. These challenges taught me to remain patient and flexible in facing unexpected situations.

Interviewer : How do you feel about using *ClassPoint*?

Student 3 : I am very satisfied with using *ClassPoint*. Its interactive features make learning English more exciting and fun. I feel more enthusiastic about learning.
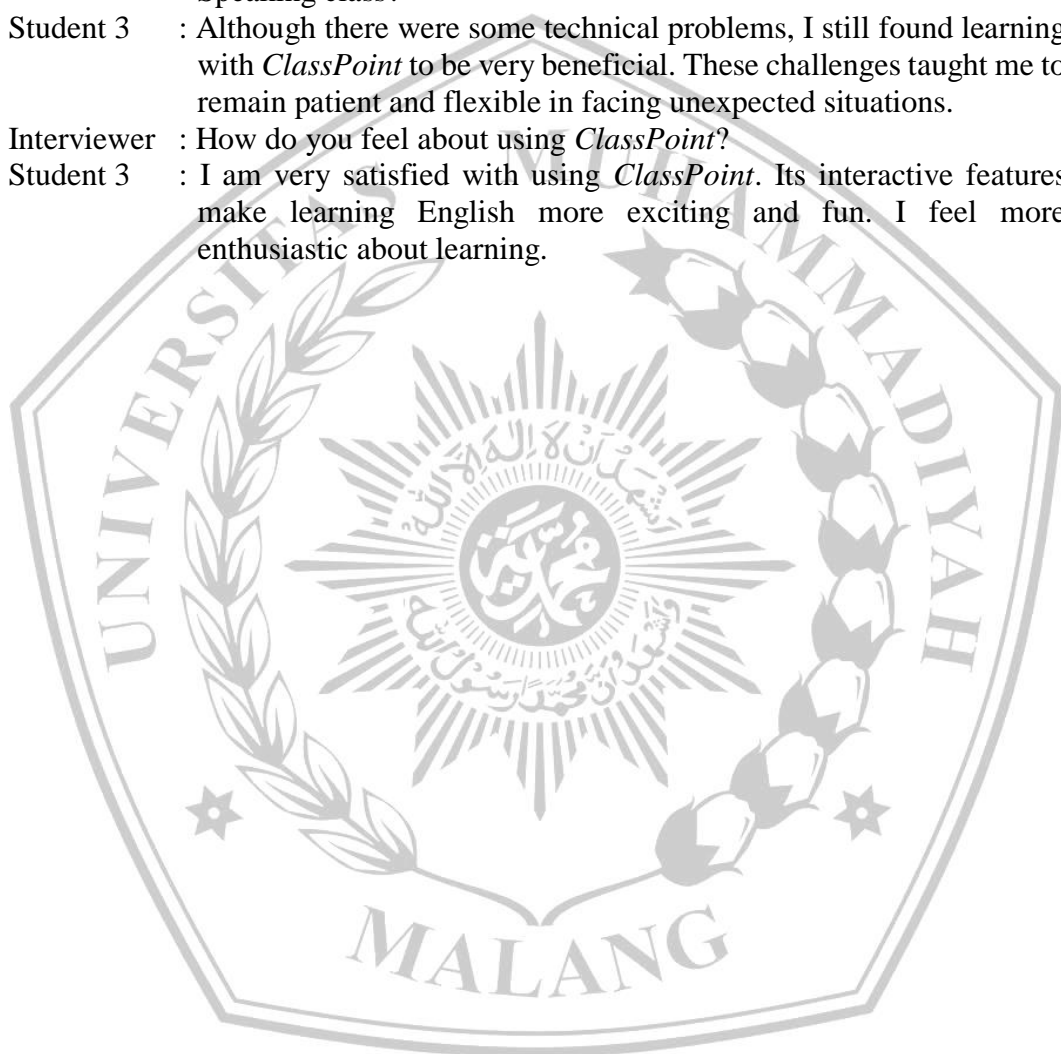
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 4 (PASW)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 4   : Yes, I have used Quizizz and Google Forms before.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 4   : When I first used *ClassPoint*, I was a bit confused but also intrigued. There were many features I didn't know yet, but I was curious to try them all.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 4   : In Speaking class, I use *ClassPoint* to answer quizzes, create word clouds, write short answers, and interact directly with other classmates. This makes learning more interactive and fun.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 4   : The short answer feature, because it helps me think quickly and formulate good sentences in English.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 4   : *ClassPoint* makes me more confident because I often practice using English in speaking and writing. I feel more used to it, and the fear of speaking in public has decreased.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 4   : The main benefit of using *ClassPoint* is making learning more varied and interactive. With different activities, I don't get bored easily and feel more motivated to learn.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 4   : Before using *ClassPoint*, I often felt the class was boring because the learning methods were monotonous. I rarely had the chance to actively speak, which made my speaking skills not develop well.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 4   : Initially, I was worried about not understanding how to use all the features well. I feared that I would be slow in understanding and would end up missing important activities.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 4   : One specific challenge was dealing with the timer on quizzes. I often felt pressured when I had to answer quickly, and sometimes I got nervous.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 4 : At first, I found the slide drawing feature quite difficult because I'm not used to drawing on a screen. But after several attempts, I started to get used to it.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 4 : There was a time when the connection suddenly dropped in the middle of a quiz, making me miss one or two questions. I felt disappointed but tried to stay calm and continue when the connection was back.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 4 : These challenges taught me to be more adaptable and to remain calm when facing technical problems. Despite these obstacles, I still enjoy learning with *ClassPoint* because it's fun and helps improve my skills.

Interviewer : How do you feel about using *ClassPoint*?

Student 4 : I feel very satisfied and happy using *ClassPoint* because it makes learning livelier and more varied. I feel more engaged and motivated to participate in class.
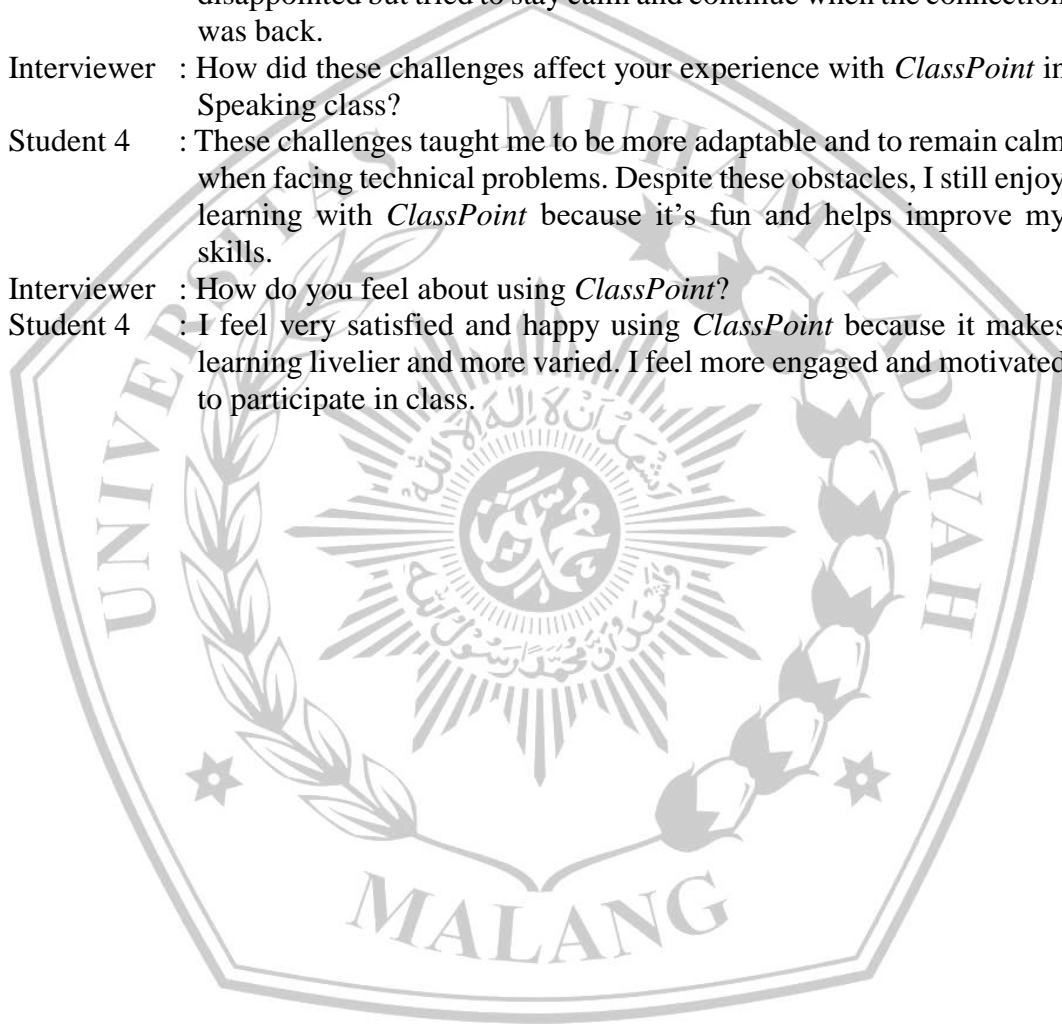
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 5 (DAF)

Interviewer	:	Have you ever used technology in learning English before using *ClassPoint*?
Student 5	:	Previously, I used YouTube videos to learn English.
Interviewer	:	What did you think when you first started using *ClassPoint* in speaking class?
Student 5	:	When I first used *ClassPoint*, I felt challenged to try a new app, although I was a bit confused with all the features at first.
Interviewer	:	How do you use *ClassPoint* during Speaking class?
Student 5	:	During the Speaking class, I used *ClassPoint* for various activities like answering quizzes in real-time, participating in word clouds, and drawing on slides. These features made me more active and engaged in learning.
Interviewer	:	What features of *ClassPoint* do you find most helpful for improving your speaking skills?
Student 5	:	The quiz leaderboard feature makes me feel challenged to be the best. It shows how many stars we have and who is the best in the class.
Interviewer	:	How has using *ClassPoint* affected your confidence in speaking English?
Student 5	:	I feel more prepared and less nervous when I have to speak in front of the class.
Interviewer	:	What do you think is the main benefit of using *ClassPoint* in Speaking class?
Student 5	:	The main benefit is making the lesson more fun and engaging. Features like quizzes and games make learning English more enjoyable and less boring.
Interviewer	:	Can you explain the challenges you faced in learning English before using *ClassPoint*?
Student 5	:	Sometimes it gets boring when learning in class only using books and a whiteboard. There were no games. It was very boring.
Interviewer	:	What concerns did you have when you started using *ClassPoint* in speaking class?
Student 5	:	Not really worried because I can usually ask my friends.
Interviewer	:	What specific challenges have you encountered while using *ClassPoint* in speaking class?
Student 5	:	I only had issues with the internet connection. It affected the speed of accessing features.
Interviewer	:	Were there any parts of *ClassPoint* that were difficult to use or understand?
Student 5	:	Not really. I was a bit confused about the slide drawing feature, but I asked a friend and was able to follow along.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 5 : There was one time, *ClassPoint* lagged while we were doing a quiz. Some friends and I couldn't access the quiz smoothly. But after a few minutes, everything went back to normal.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 5 : I need to learn more about using the app to make learning more exciting. Also, the internet connection needs to be stable for smooth learning.

Interviewer : How do you feel about using *ClassPoint*?

Student 5 : I find *ClassPoint* very fun and exciting. I enjoy learning with this app.

Appendix 7
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 6 (KRDK)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 6 : Yes, before, I used Google Forms for quizzes and surveys.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 6 : The first time I used *ClassPoint*, I felt very excited because there were many new features to use. Although I was a bit confused at first, after a few sessions, I found it a very fun way to learn.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 6 : I used *ClassPoint* to answer quizzes and draw on the slides displayed on the LCD.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 6 : The interactive quiz and leaderboard with stars where you can see your position immediately. So, I know my ranking.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 6 : Using *ClassPoint* made me feel more confident because I often practiced speaking and received immediate feedback from teachers and friends. This helped reduce nervousness when speaking in public.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 6 : The main benefit is that it makes learning more enjoyable, so I don't feel bored during class.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 6 : Long class hours are boring if you only look at the whiteboard and book.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 6 : None, because I like trying new things.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 6 : One specific challenge was internet connection issues that sometimes, caused features not to work properly.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Interviewer : No, everything was normal.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 6   : There was a time when the questions didn't appear, even though I was ready to answer. After a few refreshes, they finally showed up.
Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?
Student 6   : I had to be prepared for technical issues and learn to stay calm in unexpected situations.
Interviewer : How do you feel about using *ClassPoint*?
Student 6   : I really enjoy using *ClassPoint* because the features are fun. Learning becomes more enjoyable.

Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 7 (RAN)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 7 : I have used Google Forms.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 7 : When I first used *ClassPoint*, I was curious about its features.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 7 : I used *ClassPoint* to answer quizzes directly, participate in word cloud activities, draw on slides, and give short answers.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 7 : The interactive quiz and Award stars. It motivates me when I earn a lot of stars.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 7 : Yes, it boosted my confidence because I frequently practiced speaking in front of the class and received direct feedback. This reduced nervousness and made me feel more prepared when speaking.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 7 : The main benefit is that it makes me more excited about learning, keeps me awake, adds fun, and prevents boredom during lessons.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 7 : Finding a fun app to learn while playing.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 7 : None. I could ask the teacher or friends if there were any issues.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 7 : None. The teacher explained everything, so I understood.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 7 : No, everything went smoothly.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 7 : There was a time when *ClassPoint* lagged during a quiz, and some of my answers weren't recorded. It stressed me a bit, but after a few minutes, everything returned to normal.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 7 : When using an internet connection, be prepared to face network issues. You have to be patient.

Interviewer : How do you feel about using *ClassPoint*?

Student 7 : I really enjoy using *ClassPoint* because of its interactive and fun features. Learning English becomes more exciting, and I'm enthusiastic about learning in class.

Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 8 (AZZ)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 8 : Yes, I've used Google Forms the most.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 8 : When I first used *ClassPoint*, I was curious about the available features.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 8 : I used *ClassPoint* to answer quizzes, participate in word clouds, draw on slides, and upload images. All these activities made learning English more dynamic and interesting.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 8 : The interactive quiz and the spin wheel used by the teacher. It helps us practice forming sentences better.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 8 : It increased my confidence because I often practiced speaking and received direct feedback from teachers and friends. This made me feel more prepared and less nervous when speaking in front of the class.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 8 : The main benefit is making English learning more interactive and fun. Features like quizzes and games make classes more exciting, and I feel more motivated to learn.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 8 : Before using *ClassPoint*, the main challenge was the lack of opportunities for active speaking in English. Learning focused more on reading and writing, so I didn't get enough speaking practice.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 8 : I was worried that I wouldn't be able to use it.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 8 : It wasn't too difficult, but sometimes the internet connection issues also affected the live quiz experience.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 8 : Yes, the slide drawing feature a bit confusing at first, but after asking friends and the teacher, I got the hang of it.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 8 : There was a time when *ClassPoint* lagged during a quiz, and I couldn't answer the questions. After a while, it returned to normal, but I missed several questions.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 8 : I felt I had to be prepared to face internet issues and quickly adapt if there were obstacles.

Interviewer : How do you feel about using *ClassPoint*?

Student 8 : I love using *ClassPoint* because it's more interactive and fun than other apps I've used. It makes English learning more exciting, and I'm always enthusiastic about participating in class.

Appendix 10
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 9 (MSS)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 9 : Previously, I used Quizizz and Google Forms in English lessons.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 9 : The first time I used *ClassPoint*, I felt a bit confused about how it worked since it was my first time and I didn't understand how to use it.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 9 : I used *ClassPoint* to participate in word cloud quizzes, draw on slides, and answer short questions. This made me more active in class and helped me learn in a more enjoyable way.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 9 : The interactive quiz and word cloud features are very helpful. The interactive quiz helps me practice speaking quickly, while the word cloud helps me understand new vocabulary that frequently appears in discussions.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 9 : Using *ClassPoint* significantly boosted my confidence. With frequent practice and immediate feedback, I feel more prepared and less nervous when speaking in front of the class.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 9 : The main benefit is making learning more dynamic and engaging. Interactive features like quizzes and competitions make English lessons more fun and increase my motivation to learn.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 9 : I lacked opportunities to actively speak. The lessons mostly focused on reading and writing, so direct speaking practice was limited.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 9 : I was afraid of not being able to use it on my own and falling behind because my phone is a bit outdated, and I worried it might not work.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 9 : I had some difficulty with the slide drawing feature. There were also internet connection issues that affected the smoothness of the lesson.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 9   : The slide drawing feature was a bit confusing at first. I needed time to learn how to draw effectively and understand the various tools available.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 9   : There was a technical issue during a quiz where some of my answers didn't register due to lag. It made me a little frustrated, but the issue was resolved quickly after a few minutes.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 9   : These challenges taught me to stay calm and be prepared for technical problems, so I don't panic easily anymore.

Interviewer : How do you feel about using *ClassPoint*?

Student 9   : I really enjoy using *ClassPoint*. Its interactive features make learning English more fun, and I'm more enthusiastic about learning in class.
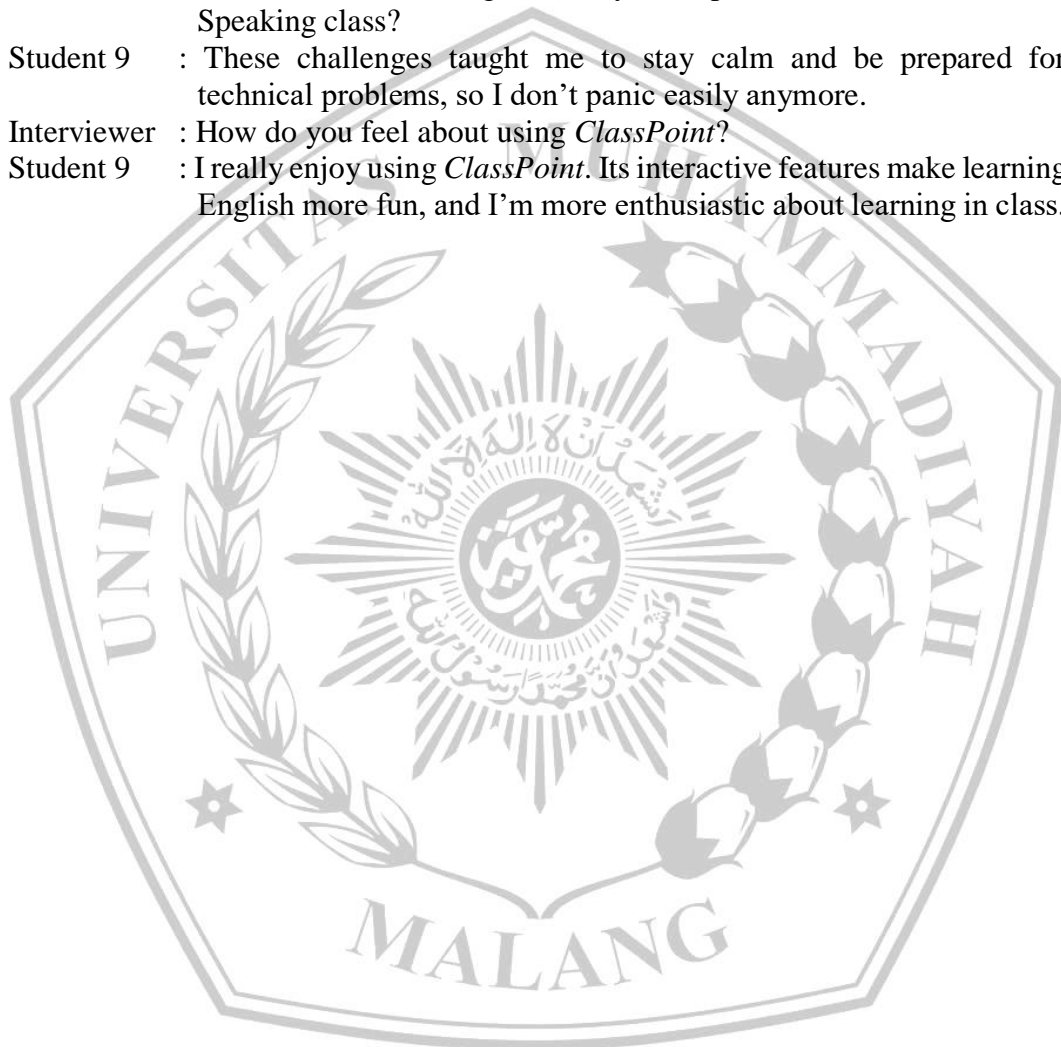
Appendix 11
Interview the Use of *ClassPoint* as the Leaning Medium for Speaking Class in Senior High School

Student 10 (IN)

Interviewer : Have you ever used technology in learning English before using *ClassPoint*?

Student 10 : Yes, I've used Quizizz, YouTube, Booklet, and Google Forms before.

Interviewer : What did you think when you first started using *ClassPoint* in speaking class?

Student 10 : When I first used *ClassPoint*, I was quite impressed with its features. Although I was a bit confused with the many options available.

Interviewer : How do you use *ClassPoint* during Speaking class?

Student 10 : I used *ClassPoint* to answer quizzes, participate in word clouds, draw on slides, and upload images. These activities made me more actively involved in the lessons and helped me practice speaking in a fun way.

Interviewer : What features of *ClassPoint* do you find most helpful for improving your speaking skills?

Student 10 : The interactive quiz and short answer features are very helpful. The interactive quiz helps me practice speaking quickly, while the short answer feature allows me to better construct sentences.

Interviewer : How has using *ClassPoint* affected your confidence in speaking English?

Student 10 : Using *ClassPoint* increased my confidence because I often practiced speaking and received direct feedback. I feel more prepared and confident when speaking in front of the class.

Interviewer : What do you think is the main benefit of using *ClassPoint* in Speaking class?

Student 10 : The main benefit is making English learning more fun and interactive. Features like quizzes and competitions make the lessons more interesting and boost my motivation to learn.

Interviewer : Can you explain the challenges you faced in learning English before using *ClassPoint*?

Student 10 : Before using *ClassPoint*, I usually only used workbooks, which became boring.

Interviewer : What concerns did you have when you started using *ClassPoint* in speaking class?

Student 10 : I wasn't too worried because I'm used to using many apps.

Interviewer : What specific challenges have you encountered while using *ClassPoint* in speaking class?

Student 10 : It wasn't too difficult, just that sometimes the features didn't work properly if the internet connection was unstable.

Interviewer : Were there any parts of *ClassPoint* that were difficult to use or understand?

Student 10 : I didn't find anything particularly difficult. It was pretty standard; just follow the instructions.

Interviewer : Can you recall a time when you experienced technical issues or obstacles while using *ClassPoint*?

Student 10 : There was a time when my internet connection dropped during a quiz, so some of my answers didn't register. It was a bit disappointing, but the issue was resolved after a few minutes.

Interviewer : How did these challenges affect your experience with *ClassPoint* in Speaking class?

Student 10 : Internet connection affects the speed when submitting answers, so I need to have a backup data connection ready.

Interviewer : How do you feel about using *ClassPoint*?

Student 10 : I'm very happy with using *ClassPoint*. Its interactive features make learning English enjoyable.

Appendix 12
Lesson Plan (Speaking Module)

Speaking Module

Everyday Life Discussions

XI Grade

SMA Muhammadiyah 1 Pasuruan

Lesson Information

- **Lesson Title :** Everyday Life Discussions

- **Grade Level:** XI

- **Duration:** 45-60 minutes

Objectives

- Students will be able to discuss daily activities and preferences using appropriate vocabulary.

Materials Needed

- Projector, slides, whiteboard, and markers.

Lesson Procedure

➢ **Introduction (5-10 minutes)**

Activity: The teacher introduces the theme of the day: "Everyday Life Discussions." Highlight that students will discuss daily activities, preferences, and opinions.

Purpose: This engages students and primes them for the speaking activities.

➢ **Warm-Up Poll (5 minutes)**

Slide Activity: Using the "Quick Poll" feature, pose a simple question such as, "What is your favorite game to play?" or "Do you eat breakfast every morning?"

Instructions: Allow students to raise their hands or give quick answers verbally.

Purpose: This helps students become comfortable with speaking and answering questions.

> **Group Discussion (10-15 minutes)**

Slide Activity: Present a thought-provoking statement from the slides, such as "Cartoon movies are only for children."

Instructions: Have students form small groups to discuss whether they agree or disagree with the statement. After 5 minutes, ask one student from each group to share their group's opinion.

Purpose: Encourages critical thinking and group communication.

> **Short Answer Session (10-15 minutes)**

Slide Activity: Display the "Short Answer" prompt, such as "What do you usually do after school?"

Instructions: Students write down their responses individually and then share their answers verbally with the class. Follow up with questions like, "Why do you like to do that?" or "How does it make you feel?" to encourage elaboration.

Purpose: Students practice responding in complete sentences and providing explanations.

> **Word Cloud Discussion (5-10 minutes)**

Slide Activity: Use the "Word Cloud" activity to prompt students with "What is your favorite thing to watch on TV?"

Instructions: After generating the word cloud, ask students to explain why they chose certain words. This can be done as a whole class or in pairs.

Purpose: Helps students think creatively and articulate their preferences.

➤ **Debate Activity (10 minutes)**

Slide Activity: Present a statement like "Snacking is good for your health." Divide the class into two groups: one for the statement and one against it.

Instructions: Each group prepares their arguments for 5 minutes, then engages in a structured debate. Encourage respectful discussion and active listening.

Assessment

Objective: Evaluate student participation and skills in speaking, listening, and critical thinking through group discussions, short answer sessions, word cloud discussions, and debate activities.

Observational assessment during activities

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Participation	Actively participates in all activities, consistently contributes thoughtful responses.	Participates in most activities, offers relevant answers.	Participates but offers limited input.	Rarely participates or engages in activities.
Speaking Skills	Speaks clearly and confidently,	Generally clear, uses complete	Somewhat clear, occasionally	Difficult to understand, often uses

	uses complete sentences, and maintains eye contact.	sentences, and makes some eye contact.	uses incomplete sentences, limited eye contact.	incomplete sentences, avoids eye contact.
Listening Skills	Actively listens to peers, responds appropriately to others' contributions.	Listens to peers and responds to some contributions.	Listens but rarely responds to others.	Often distracted, does not engage with peers.
Critical Thinking	Offers insightful opinions and perspectives, supports arguments with examples.	Provides relevant opinions, occasionally supports arguments.	Limited depth in opinions, rarely supports arguments.	Lacks critical thought, provides irrelevant opinions.
Group Collaboration	Works effectively within the group, encourages others, and fosters a positive environment.	Generally collaborates well, contributes to group discussions.	Participates in group work but lacks engagement.	Does not work well with others, disrupts group dynamics.

Total Score

16-20 points: Excellent understanding and application of discussion skills.

11-15 points: Good understanding with room for improvement in engagement and clarity.

6-10 points: Satisfactory performance; needs to work on participation and speaking skills.

1-5 points: Needs improvement; significant support required to develop discussion skills.

Documentation of Student's Work

🌐 Quick Poll submissions