

The Implementation of ClassPoint to Improve the Students' Grammar Competence to the Freshmen Students Universitas PGRI Ronggolawe Tuban Academic Year 2024

Penerapan ClassPoint dalam Meningkatkan Hasil Belajar Grammar Mahasiswa Baru Universitas PGRI Ronggolawe Tuban Tahun Akademik 2024

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ABSTRACT

This study intends to explore the effectiveness of ClassPoint as one of learning tools and the practical aspects of its implementation to improve grammatical competence of freshmen students. The objective of this study is to utilize Classroom Action Research (CAR) design. The research sample consists of 15 first-year students who are currently registered in the odd semester of the 2023/2024 academic year. Data collection methods include interview and observation by using surveys (Likert Scale), with the latter two conducted using ClassPoint and iSpring interfaces, respectively. The result of the study shows that the implementation of ClassPoint 2 as a learning tool for Basic English grammar has shown promising results. The study demonstrates a significant improvement in student performance from the first cycle to the second cycle, with the percentage of students achieving the minimum passing criteria increasing from 45.15% to 80.64%. The students also believe it can improve learning outcomes compared to traditional methods. It shows that the implementation of ClassPoint can improve Basic English Grammar's performance of the Freshmen Students at UNIROW Tuban.

Keywords: *Basic English Grammar, ClassPoint, Freshmen Students.*

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi efektivitas ClassPoint sebagai salah satu alat untuk meningkatkan pembelajaran Basic English Grammar dan aspek praktis implementasinya. Ini menggunakan desain Penelitian Tindakan Kelas (CAR). Sampel penelitian terdiri dari 15 mahasiswa tahun pertama yang saat ini terdaftar pada semester ganjil tahun akademik 2023/2024. Metode pengumpulan data meliputi wawancara dan observasi dengan menggunakan survei (Skala Likert), dengan dua yang terakhir dilakukan menggunakan antarmuka ClassPoint 2 dan iSpring, masing-masing. Hasil penelitian menunjukkan bahwa penerapan ClassPoint sebagai alat pembelajaran tata bahasa Inggris Dasar telah menunjukkan hasil yang menjanjikan. Studi ini menunjukkan peningkatan kinerja siswa yang signifikan dari siklus I ke siklus II, dengan persentase siswa yang mencapai kriteria kelulusan minimal meningkat dari 45,15% menjadi 80,64%. Para siswa juga percaya itu dapat meningkatkan hasil belajar dibandingkan dengan metode tradisional. Hal ini menunjukkan bahwa penerapan ClassPoint dapat meningkatkan kinerja Tata Bahasa Inggris Dasar Mahasiswa Baru di UNIROW Tuban.

Kata Kunci: *ClassPoint, Mahasiswa Baru, Tata Bahasa Inggris Dasar*

INTRODUCTION

Indeed, technology has become an indispensable component of contemporary civilization, exerting a pivotal influence on our everyday existence and diverse domains, such as education (Selwyn, 2023). Its substantial contributions have established it as a crucial instrument in the 21st century. The inexorable and continuing acceleration of technological progress in the current period of globalization has been established (Schwab & Davis, 2020).

Although technology provides a multitude of advantages, it also poses difficult obstacles (Agustin & Wardhono, 2024). A significant issue in this context is the possibility of addiction, especially among younger cohorts (Montag & Elhai, 2020). Nevertheless, the beneficial effects of technology are significant. It optimizes productivity, automates procedures, and boosts availability in many areas of life (Brynjolfsson & McAfee, 2022).

Technology has one of fundamentally transformed solutions to face conventional learning paradigms in the field of education. Initially, technological progress largely concentrated on improving educational materials. Nevertheless, in recent times, technology has advanced to establish novel approaches and settings for learning (Williamson, Eynon, & Potter, 2023). According to (Holmes, Bialik, & Fadel, 2022), the incorporation of artificial intelligence, virtual and augmented reality, and adaptive learning platforms has revolutionized the field of education by providing customized learning experiences and increasing the availability of high-quality curriculum on a worldwide scale.

Furthermore, the COVID-19 epidemic has expedited the implementation of educational technology, emphasizing its capacity to provide distant and hybrid learning environments (Pokhrel & Chhetri, 2021)(Wibowo & Edi, 2022). Not only has this transition guaranteed the uninterrupted provision of education during periods of crisis, but it has also created new opportunities for adaptable and inclusive learning methods (Dhawan, 2020).

In order to progress, it is imperative to maximize the capabilities of technology in education while simultaneously tackling obstacles like the digital divide and guaranteeing fair and equal availability of technological resources (Reich, 2020). By adopting this approach, we can utilize technology to generate more captivating, efficient, and easily understandable educational opportunities for students spanning the globe.

The present work utilizes Classroom Action Research (CAR), a methodological framework designed to tackle and resolve learning difficulties that arise in the classroom setting (Burns, 2023). In this research paradigm, educators engage in a comprehensive investigation of their own teaching techniques, examination of the efficacy of applied learning models, and formulation of remedies for recognized problems (Mertler, 2022). As the freshmen students their ability are not so good and heterogynous, they never studied Grammar independently. Based on interviews when entering the first semester, it is known that English language skills in high school are integrated between speaking, listening, reading, and writing. While grammar, pronunciation, and vocabulary are language components. They studied English as a mandatory subject when they were as the senior high students. In English study program grammar as a pre-requisite and ideally, they have to pass Basic English Grammar to get the Intermediate Grammar.

The study design adopts a two-cycle framework, centred on the implementation and assessment of educational media, particularly ClassPoint, an interactive tool for presenting and involving learners (ClassPoint, 2023). Methods of data collection include quizzes conducted using ClassPoint and observational techniques. The quiz functionality of ClassPoint is employed to acquire numerical data on student achievement, while quantitative data is gathered by means of a Likert Scale survey. The purpose of this survey is to prompt students to contemplate and articulate their views on the influence of ClassPoint on their educational experiences (Joshi, Kale, Chandel, & Pal, 2023).

The research sample consists of 15 first-year students who are currently registered in the odd semester of the 2023/2024 academic year. Data collecting methods include interview by [ClassPoint recording](#) and quantitative data by using surveys (Likert Scale), with the latter two conducted using ClassPoint and iSpring interfaces, respectively. These computerized instruments enable the effective collection and examination of data in educational research (Jiang, Tong, & Dougherty, 2023).

The analytical approach applies a combination of qualitative and quantitative methodologies. Qualitative analysis is utilized to examine observational data gathered throughout the learning process, whilst quantitative analysis is employed to assess **the influence of the ClassPoint learning multimedia** on student academic performance. The integrated methodology employed in this study enables a thorough evaluation of the efficacy of the educational intervention ([Creswell & Plano Clark, 2023](#)).

Evaluation of individual student performance is conducted to ascertain the impact of the used learning material on academic results. The present analysis is in accordance with prevailing patterns in educational technology that prioritize adaptable and individualized learning experiences ([Holmes, Bialik, & Fadel, 2022](#)).

The present study adds to the expanding corpus of knowledge on technology-enhanced learning in higher education. As educational institutions progressively embrace digital tools to facilitate teaching and learning, research such as this offer significant insights into the efficacy of particular technologies and their influence on student involvement and academic performance ([Williamson, Eynon, & Potter, 2023](#)).

The utilization of ClassPoint as the principal instrument in this research exemplifies the wider pattern of using interactive and collaborative technologies in educational environments. Research has demonstrated that ClassPoint have the potential to improve student engagement, enable immediate feedback, and encourage active learning methods ([Hwang & Fu, 2023](#)).

As the newest innovation the usage of ClassPoint presentation resources is a very important resource to enhance student enthusiasm, interest, and competence in learning, leading to better academic achievement in Basic Grammar classes. During instructional sessions, educators can augment student learning by including the subsequent ClassPoint media presentations: Subsequently, Lecturer provides a demonstration on the conventional process of generating a PowerPoint presentation, followed by an elucidation of the process of integrating ClassPoint with PowerPoint within the same software. Furthermore, it is clarified that there exists a particular software with a wider range of options, namely Canva. Nevertheless, Canva does not include a quiz-style reflection feature as its creators consider it essential to evaluate the material once it has been provided.

As part of the initial assignment, students can access classpoint through the app or website freely on their laptops using several Internet browsing methods before classes start. Subsequently, all individuals must complete the registration process by furnishing their email address in order to have access as users. Subsequently, they amalgamated with the group that had previously engaged in discussions on various subjects, and from those five groups, they commenced the production of content in PowerPoint. In light of the given introduction, presented below are two possible problem statements, firstly How can ClassPoint as an interactive educational tool in basic English grammar that has an impact on the progress of students' academic achievement when compared to the conventional approach? Secondly, How's the implementation of classpoint in basic English grammar for students and lecturers. These challenges must be adequately addressed in order to optimize the educational potential of the technology.

Based on the results of observations and interviews conducted with students, it was found that students need technology to improve the quality of basic grammar teaching so that Classpoint can be implemented and provide benefits in classroom learning.

REVIEW OF RELATED LITREATURE

English Grammar

Numerous theories exist that elucidate the significance of grammar, namely a subset of those principles that dictate the arrangements assumed by the morphology of linguistic vocabulary. These rules are inherent knowledge that is automatically possessed by all native speakers of a language (Murcia & Hills, 988). 2) A lexicon used to discuss language structures. The term 'gramma', which denotes a 'letter', has been transmitted to contemporary usage through many languages (Barbara, 2007). 3) The cognitive framework of internal regulations. 4) The formal specification of the regulations. 5) The societal consequences of their use, commonly referred to as "linguistic etiquette" (Kollin & Funk, 2006) 6) An ancient area of intellectual inquiry (Seaton & Mew, 2007). 7) Lexical rules that establish the manner in which words (or segments of words) are merged or modified to create appropriate units of meaning inside a language. McCoy defined grammar as the examination and application of the principles that control the organization and construction of words and sentences in a language, including both descriptive and prescriptive elements (McCoy, 2023). Hedge emphasized the significance of grammar as the set of regulations that control the traditional organization and linking of words within a phrase. Thus, grammar instructs the speaker on sentence construction, including word order, verb and noun system, modifier, phrases, clauses, and so on. It has become a focus of applied linguists, knowledgeable educators, and materials designers to develop a method for teaching grammar (Hedge, 2003).

The Importance of Grammar in English

The importance of grammar in English lies in its ability to enhance clarity, confidence, and effective communication. Regular practice, modern teaching methods, and the use of literary works are all effective strategies for mastering English grammar. The Process of Grammar Acquisition encompasses several methods for acquiring grammar, specifically: 1) Observation Through this approach, learners selectively identify particular characteristics of language and direct their focus towards them. 2) Analytical thinking and proposing hypotheses There exist several linguistic thinking procedures. Those are: a) Deductive reasoning The language system is clearly structured with rules that learners can infer and apply deductively. c) Comparative Analysis This technique has to be mentally translated during the first and consolidation phases of learning a foreign language. C) Transferring The learners utilize their understanding or production of one language to develop proficiency in another. d) Organization and Reorganization Learners must assimilate new rules into their existing mental representation of English grammar, and this knowledge must be reorganized when learners progress to a new level of skill development. Automating Once learners are able to consistently and reliably respond to a specific sort of input during conversation, it becomes possible to automate the process (Hedge, 2003). Proficiency in grammar and vocabulary is essential for pupils to acquire the fundamental elements of a language. Yunus asserts Proficiency in basic English

grammar serves as a fundamental basis for constructing sentences accurately and enhancing two-way communication abilities (Yunus & Abdollah, 2020).

ClassPoint

ClassPoint is a multifaceted educational technology application that seamlessly combines with Microsoft PowerPoint to convert conventional lectures into interactive and captivating teaching sessions. The software enables instructors to integrate several interactive components, like quizzes, polls, and drawing exercises, directly into their slides, therefore promoting a dynamic learning atmosphere. The objective of ClassPoint is to narrow the divide between passive learning and active involvement by promoting rapid student participation and provide prompt feedback.

The Features of ClassPoint:

1. Microsoft PowerPoint integration:

ClassPoint is specifically developed as an extension for Microsoft PowerPoint, a very versatile presentation software commonly used in educational environments. This connection enables educators to augment their current PowerPoint presentations without the need to acquire unfamiliar knowledge of a whole new platform. This application capitalizes on the familiarity of PowerPoint while incorporating interactive functionalities.

2. Evolution of Conventional Lecture Structures:

ClassPoint seeks to transform the conventional lecture structure, in which information ordinarily circulates unidirectionally from the instructor to the student. The incorporation of interactive components transforms passive listening into active involvement, hence potentially enhancing student engagement and knowledge retention.

3. Elements of Interactivity:

ClassPoint provides a range of interactive activities that may be seamlessly integrated into PowerPoint slides:

- a. Quizzes serve as a means of formative assessment, verifying comprehension, or reevaluating study material.
- b. Polls are valuable tools for collecting opinions, fostering conversations, or facilitating real-time decision-making in the classroom.
- c. Drawing Activities: Enable students to create sketches, resolve problems, or visually represent ideas immediately on their electronic displays.

4. Live Student Engagement:

Students have the ability to engage with the presentation material using their personal electronic devices such as cellphones, tablets, or laptops. This functionality facilitates the adoption of a Bring Your Own Device (BYOD) strategy, therefore simplifying its implementation in diverse educational environments.

5. Prompt Response:

Once students complete quizzes or engage in polls, ClassPoint has the capability to promptly gather and present the results. This prompt feedback is crucial for both instructors and students:

- Educators can promptly assess comprehension and adapt their instruction therefore.

- Students are provided with immediate verification or remediation of their comprehension.

6. Interactive Educational Setting:

ClassPoint intends to augment the classroom environment by integrating these interactive components, therefore fostering a more captivating and vibrant learning environment. The implementation of this strategy can effectively sustain student focus and potentially enhance educational achievements.

7. Integrating Passive and Active Learning Principles:

ClassPoint functions as an intermediary instrument between conventional lecture-style instruction and more engaging, learner-focused methodologies. The technology enables instructors to systematically include more interactive learning components into their current teaching approaches.

8. Adaptability:

Adaptable to a wide range of educational settings, spanning from K-12 to higher education, and encompassing many subject areas. It is suitable for usage in face-to-face instructors, online education, or blended learning environments.

9. Collection and Analysis of Data:

ClassPoint is expected to include functionalities for gathering and evaluating student response data, which can be valuable for monitoring advancement, pinpointing areas of challenge, and guiding future lesson development.

10. User-Friendly Interface:

Designed to seamlessly integrate with PowerPoint, ClassPoint strives to offer a user-friendly interface for educators who may lack technological proficiency, therefore reducing the obstacle to embracing interactive teaching approaches.

11. Prospects for Enhanced Student Involvement:

Incorporating interactive elements into ClassPoint activities has the potential to enhance student motivation and engagement by offering all students the chance to contribute, regardless of their comfort level in speaking up during class.

The Role of ClassPoint in Improving Studying Grammar

1. Interactive Quizzes and Assessments: - Customisable Question styles: ClassPoint provides an array of question styles, such as multiple-choice, short answer, fill-in-the-blanks, voice recording, image upload, and video upload. These forms accommodate diverse learning styles and topic needs, enabling educators to customise examinations for certain grammatical competencies.
2. Immediate Assessment and Evaluation: - Automated Quiz Generation: ClassPoint's AI quiz generator can transform any PowerPoint slide into an engaging quiz instantaneously. This function guarantees that pupils obtain instantaneous feedback on their grammatical comprehension, aiding them in rapidly identifying and rectifying errors.
3. Collaborative Learning Activities: - Grouping and Peer Review: ClassPoint enables educators to organise students into groups, promoting collaborative learning endeavours. This collaborative setting promotes peer review, enabling students to assist one another with

grammar-related tasks, so augmenting their comprehension and application of grammatical rules.

4. Gamification Elements: - Award Stars and Badges: ClassPoint's gamification elements, like the issuance of stars or badges for accurate responses, foster a competitive atmosphere that incentivises students to enhance their grammatical proficiency. This method cultivates a sense of achievement and motivates students to pursue enhanced performance.
5. Engaging Dialogues and Exercises: - Annotations and Inking Tools: The whiteboard functionality and annotation instruments allow educators to deliver immediate feedback and elucidations, hence enhancing students' comprehension of intricate grammatical concepts. This interactive method guarantees that students are actively involved in the learning process, which is essential for retaining and implementing grammatical knowledge.
6. Augmented Engagement and Participation: ClassPoint enhances student engagement and participation by integrating interactive components such as polls, quizzes, and collaborative activities. This increased engagement results in a more immersive learning experience, which is crucial for efficient grammar acquisition

ClassPoint is a comprehensive software application specifically created to update conventional PowerPoint presentations by incorporating interactive and captivating components that facilitate active learning and immediate feedback in educational environments.

METHODOLOGY

Classroom Action Research, even though the data collected can be quantitative (test/exercise is taken from ClassPoint itself). Action research is divided into Individual and Collaborative Action Research when the lecturer and students create a collaboration. Action research aims to improve performance, is contextual in nature and the results are not to be generalized. **However, the results of action research can not be applied by other people or group who have not a similar background to that of the researcher.** It can be expanded as follows:

1. This research is an action study aimed at solving learning problems in the classroom. This research is a process in which lecturer's study and observe their own learning models and solve problems found in the implementation of their learning. First students were given the opportunity to use PowerPoint as they used to. However, they could not present the Exercises in either Canva or PowerPoint, as no Exercise is available either in the form of quiz or short answers. Then the author, who also acted as a tutor, suggested that students download ClassPoint so it can be integrated into PowerPoint along with iSpring.
2. The design of the study is to use two cycles of research that describe the application of learning media using ClassPoint. The research tools used to gather data in this study are a test available in ClassPoint, a survey using the Likert Scale and an interview recorded in the form of a video uploaded from Classpoint. In the test, it is used to obtain data from the training presented by the students themselves, where they present a topic that continues by creating a training using ClassPoint. The problem arose because the students used the free ClassPoint, so they could only make five questions. Therefore, the teacher formed a group of 3 students, so that the number of the 5 groups. While in student learning interviews, students were asked to reveal in recorded form that can be uploaded directly from ClassPoint about

their opinions and experiences about how much influence these ClassPoint media have on their learning. The author also gives the Survey created from the iSping application where the results of the survey are based on the Likert Scale and can be sent directly to the emails of the respective users.

3. The subjects and allocation of time in this study are new students in the first semester of the 2023/2024 academic year in the English Language Education study program at Universitas PGRI Ronggolawe Tuban, which is a total of 15 students.
4. The data collection techniques used in this study are quiz and observation. The techniques used to analyze data obtained through quiz result and observations of ClassPoint media used during learning are qualitatively analyzed. While the data derived from the tests obtaining from ClassPoint itself to analyse the impact of such learning media on student learning improvement by looking for individual values of each student gained from ClassPoint Training already provided in Premium ClassPoint owned by the institution.

TABLE 1 Usage PowerPoint

| No. | Statements | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1 | I am familiar with PowerPoint used in education | | | | | |
| 2 | I think PowerPoint is the simplest learning media | | | | | |
| 3 | I think the feature in PowerPoint given are not confusing | | | | | |
| 4 | I tested my grammar skills with PowerPoint | | | | | |
| 5 | I understand PowerPoint used by the lecturer | | | | | |
| 6 | I feel that my grammar skill has improved using this learning media | | | | | |
| 7 | I can access learning media easily | | | | | |
| 8 | I can communicate with the lecturer interactively | | | | | |
| 9 | I feel my lecturer has fair rules for the class and is very impartial | | | | | |
| 10 | I feel that my lecturer respects me when I work hard to get good grades in exams | | | | | |

TABLE 2 Usage of ClassPoint

| No. | Statements | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1 | I feel comfortable when using the ClassPoint | | | | | |
| 2 | I think the ClassPoint is needed | | | | | |
| 3 | I can install and access ClassPoint quickly | | | | | |
| 4 | This ClassPoint is very helpful in learning grammar | | | | | |
| 5 | I think the ClassPoint used is very effective for learning | | | | | |
| 6 | I think it is easy to learn grammar with this ClassPoint | | | | | |
| 7 | I like using this ClassPoint | | | | | |
| 8 | I feel my lecturer helps me when I don't understand how to use ClassPoint. | | | | | |
| 9 | I believe ClassPoint integration can improve learning outcomes compared to traditional methods. | | | | | |
| 10 | I face some challenges in integrating ClassPoint into my task | | | | | |

Notes:

1= Strongly disagree

- 2= Disagree
- 3= Uncertain
- 4= Agree
- 5= Strongly Agree

The test form used is a double choice test with a number of items about the variative fruit. These tests are carried out in the first and second cycles.

5. Data analysis in this study was carried out during and after the action was done in class. Since the data analyzed comes from two instrumental models, the data is divided into two groups: qualitative data and quantitative data. The data obtained from the observation was analyzed using percentages for student accuracy.

RESULT AND DISCUSSION

Learning evaluation results based on the analysis of the learning results test at first cycle—as many as 5 students or approximately 33% reached and exceeded the minimum standard score (75) skill criteria, the remaining 10 students (67%) still belonged to the low achievement and average not yet reached it, where the test exercises still use conventional applications. Referring to the results obtained on this first cycle, the researchers decided to proceed to the next cycle by using ClassPoint. In general, the learning activities performed are not much different from the learning steps performed in the first cycle. The difference—in the second cycle, all the shortcomings found in the previous cycle are more optimized by giving direct guidance on how to use ClassPoint before the class starts, adding time allocations to certain activities such as the level of understanding formula and giving discussion time. The discussion activity has been done before teaching-learning is done, so that when in the discussion phase, students and teachers can explore unresolved issues or if there are differences of opinion about the material that has been discussed before.

Based on the analysis of the learning results of the second cycle using the ClassPoint application, 13 students, or approximately 86.66% of students have successfully improved the criteria, from Low achievement to average, as well as from average to High achieving higher criteria scores than before. The remaining 20 students (14.34%) have not achieved a satisfactory score. This means that the target of action planned in this study that targets classical accuracy of 80% has been achieved.

Cycle 1:

In pre-cycle activities, researchers reflect on the learning that has been done, identify the problems that exist in the classroom, conduct a library study and design research and formulate the goals that will be achieved. The experience of teaching researchers in implementing learning on the relevant Basic Competences is used as an initial reflection in this research.

1. **Planning.** The planning process involves designing materials from Betty Azar, preparing their own ClassPoint learning media, designing research data recorder tools, preparing test questions, and establishing indicators to determine the success of the study's actions, all within the ClassPoint presentation application.
2. **Action.** The lecturer uses ClassPoint applications to implement problem-based learning in their teaching process. The application prompts students to answer questions about

perception and motivation, then introduces core activities, review material, and tasks. Students are divided into groups for discussion, and the lecturer concludes the learning day. Self-assessment tests are conducted using ClassPoint quizzes, and students download learning journals. Students respond to their experiences through ClassPoint.

3. **Observation and Evaluation.** This study focuses on the lecturer's actions during student activities during the application of the intended method. Observations are made using a prepared checklist and ClassPoint reviews, with evaluations conducted through quizzes after learning.
4. **Reflection.** The researcher conducts a reflection phase, analyzing the outcomes and impacts of their actions, focusing on identifying shortcomings or successes during the implementation, but it's still fail.

Cycle 2

1. **Planning.** At the planning stage in the cycle 1 and 2 is the same, the main activities carried out, include: (1) Design of material taken from Betty Azar used in conducting research. In the course of their learning steps, their learning logic accommodates the steps that will be used through the ClassPoint presentation application. (2) Preparing their own ClassPoint learning media and the students' worksheet application; (3) designing research data recorder tools such as observation checklists and tests derived from their own quiz, (4) preparing the questions for the test at the end of the cycle, following the rubric of scratch. (6) Establish indicators or criteria used to determine the success of actions in this study;
2. **Action.** In the cycle 1 and 2 has the same action. This stage is an important stage in which, the lecturer as a researcher performs action by applying ClassPoint applications in his action process. The learning steps implemented in the implementation of the ClassPoint application can be explained as follows: (1) The lecturer begins learning using the method of problem-based learning. The student has installed the ClassPoint application, and begins asking questions of perception and motivation as a preliminary activity and the student can interact directly through the ClassPoint in answering the question, (2) the lecturer enters the core activity which also asks questions about the subject matter learned, (3) the faculty delivers the material in general, gives the model of the text learned as the review material and gives simple tasks to the student to refresh their initial knowledge of the topic to be discussed, (4) the student is divided into 5 groups, for discussion, (5) the tutor tells the student that they should present the results of their discussion related to the given subject matter, (6) the student jointly lecturer concludes the learning day, (7) the student performs self-assessment tests through the quiz available in ClassPoint, (8) the student downloads the learning journal, (9) the student responds through ClassPoint to the learning experience on that day.
3. **Observation and Evaluation.** This phase covers the actions performed by the Lecturer. The thing observed in this study is to focus on student activities or student activities during the application of the intended method. In this observation, an observer who is a lecturer makes a checklist of the activities performed by the student during the learning process using the observation sheet that has been prepared. An observation activity that is carried out continuously every time learning takes place by observing student activity. Observations can

be taken from reviews recorded in ClassPoint. Evaluation is done after learning by giving quiz.

4. **Reflection.** In this phase, the researcher studies, sees and considers the outcome or impact of the action performed based on the results recorded in the instrument. The reflection phase is performed to identify and study the shortcomings or successes during the implementation of cycle I.
5. **The Questionnaire results** are obtained from the observations performed by the lecturer as an observer at each learning meeting by filling in the observation sheet of participation as follows:

Questionnaire of Effectiveness ClassPoint on Basic English Grammar in English Study Program of UNIRROW Tuban

| No. | Statements | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|----|---|---|---|
| 1 | I feel comfortable when using the ClassPoint | 7 | 8 | - | - | - |
| 2 | I think the ClassPoint is needed | 6 | 8 | 1 | - | - |
| 3 | I can install and access ClassPoint quickly | 6 | 6 | 3 | | |
| 4 | This ClassPoint is very helpful in learning grammar | 5 | 7 | 3 | - | - |
| 5 | I think the ClassPoint used is very effective for learning | 4 | 6 | 4 | 1 | - |
| 6 | I think it is easy to learn grammar with this ClassPoint | 7 | 4 | 4 | - | - |
| 7 | I like using this ClassPoint | 4 | 7 | 4 | - | - |
| 8 | I feel my lecturer helps me when I don't understand how to use ClassPoint. | - | 1 | 2 | 6 | 6 |
| 9 | I believe ClassPoint integration can improve learning outcomes compared to traditional methods. | 6 | 8 | 1 | - | - |
| 10 | I face some challenges in integrating ClassPoint into my task | 4 | 10 | 1 | - | - |

Notes:

- 5 : Strongly Agree
- 4 : Agree
- 3 : Uncertain
- 2 : Disagree
- 1 : Strongly Disagree

Here the writer provides a more detailed explanation for each item in both questionnaires, using numbers for clarity:

PowerPoint Questionnaire:

Statement 1. 8 strongly agree, 4 agree, and 3 are uncertain about their familiarity with PowerPoint in education. This suggests that most students are comfortable with PowerPoint as an educational tool.

Statement 2. 7 strongly agree, 6 agree, 1 is uncertain, and 1 disagrees that PowerPoint is the simplest learning media. This indicates that most students find PowerPoint easy to use, but there's some variation in opinion.

Statement 3. 7 strongly agree and 8 agree that PowerPoint features are not confusing. This suggests that students generally find PowerPoint intuitive and easy to navigate.

Statement 4. Responses are more varied for testing grammar skills with PowerPoint: 1 strongly agrees, 5 agree, 8 are uncertain, and 1 disagrees. This indicates that PowerPoint may not be widely used or recognized as a grammar testing tool.

Statement 5. 7 strongly agree and 7 agree that they understand PowerPoint used by the lecturer, with 1 uncertain. This suggests that lecturers are generally effective in using PowerPoint for instruction.

Statement 6. Opinions are mixed on whether grammar skills have improved using PowerPoint: 4 strongly agree, 6 agree, 4 are uncertain, and 1 disagrees. This indicates varied perceptions of PowerPoint's effectiveness for grammar improvement.

Statement 7. 7 strongly agree and 7 agree that they can access learning media easily, with 1 uncertain. This suggests that PowerPoint is generally accessible to students.

Statement 8. 4 strongly agree and 9 agree that they can communicate interactively with the lecturer, with 2 uncertain. This indicates that PowerPoint facilitates interaction between students and lecturers.

Statement 9. 8 strongly agree and 5 agree that the lecturer has fair rules and is impartial, with 2 uncertain. This suggests a positive perception of the lecturer's fairness.

Statement 10. 8 strongly agree and 6 agree that the lecturer respects their hard work, with 1 uncertain. This indicates a positive student-lecturer relationship.

ClassPoint Questionnaire:

Statement 1 I feel comfortable when using the ClassPoint 7 students strongly agree and 8 agree that they feel comfortable using ClassPoint. This suggests high user comfort with the tool. This item assesses the comfort level of students when using ClassPoint. Most respondents strongly agree or agree, indicating a high level of comfort with the tool.

Statement 2. I think the ClassPoint is needed 6 students strongly agree and 8 agree that ClassPoint is needed, with 1 uncertain. This indicates that students generally perceive ClassPoint as valuable. This statement gauges the perceived necessity of ClassPoint. The majority of respondents agree or strongly agree that it is needed.

Statement 3. I can install and access ClassPoint quickly 6 students strongly agree and 6 agree that they can install and access ClassPoint quickly, with 3 uncertain. This suggests that while most find it easy to use, some may face challenges. This item evaluates the ease of installation and access to ClassPoint. Most respondents find it quick and easy, though some are uncertain.

Statement 4. This ClassPoint is very helpful in learning grammar 5 students strongly agree and 7 agree that ClassPoint is helpful for learning grammar, with 3 uncertain. This indicates a generally positive perception of ClassPoint's utility for grammar learning. This statement measures the perceived helpfulness of ClassPoint in learning grammar. Most respondents find it helpful, with a few uncertain.

Statement I think the ClassPoint used is very effective for learning 5. Opinions are more varied on ClassPoint's effectiveness: 4 strongly agree, 6 agree, 4 are uncertain, and 1 disagrees. This suggests room for improvement in demonstrating ClassPoint's effectiveness. This item assesses the effectiveness of ClassPoint for learning. Opinions are more varied, with most agreeing but some uncertain or disagreeing.

Statement 6. I think it is easy to learn grammar with this ClassPoint 7 students strongly agree and 4 agree that it's easy to learn grammar with ClassPoint, with 4 uncertain. This indicates that while many find it helpful, some are still unsure. This statement evaluates the ease of learning grammar with ClassPoint. Most respondents find it easy, though some are uncertain.

Statement 7. I like using this ClassPoint 4 students strongly agree and 7 agree that they like using ClassPoint, with 4 uncertain. This suggests generally positive reception, but with room for improvement. This item gauges overall liking of ClassPoint. Most respondents like using it, with some uncertain.

Statement 8. I feel my lecturer helps me when I don't understand how to use ClassPoint. Responses are notably negative regarding lecturer help: 6 disagree and 6 strongly disagree, with 2 uncertain and 1 agreeing. This indicates a significant lack of perceived support from lecturers in using ClassPoint. This statement assesses lecturer support in using ClassPoint. Interestingly, most respondents disagree or strongly disagree, suggesting a lack of perceived support.

Statement 9. I believe ClassPoint integration can improve learning outcomes compared to traditional methods. 6 students strongly agree and 8 agree that ClassPoint can improve learning outcomes compared to traditional methods, with 1 uncertain. This suggests strong confidence in ClassPoint's potential. This item evaluates the perceived improvement in learning outcomes compared to traditional methods. Most respondents agree or strongly agree that ClassPoint can improve outcomes.

Statement 10. I face some challenges in integrating ClassPoint into my task 4 students strongly agree and 10 agree that they face challenges integrating ClassPoint into tasks, with 1 uncertain. This indicates that while students see value in ClassPoint, they also experience difficulties in its practical application. This statement assesses challenges in integrating ClassPoint into tasks. Most respondents agree that they face some challenges, indicating room for improvement in integration. Overall, the responses suggest that ClassPoint is generally well-received and perceived as useful, though there are areas for improvement, particularly in lecturer support and ease of integration.

If we break down these statements and examine it in more detail based on the questionnaire results into some parts:

"ClassPoint is generally well-received":

This is evidenced by several responses:

- In item 1, all 15 respondents either strongly agreed (7) or agreed (8) that they feel comfortable using ClassPoint.
- In item 2, 14 out of 15 respondents either strongly agreed (6) or agreed (8) that ClassPoint is needed.
- In item 7, 11 out of 15 respondents either strongly agreed (4) or agreed (7) that they like using ClassPoint.

These responses indicate a positive reception among the majority of students.

"Perceived as useful":

This perception is supported by:

- In item 4, 12 out of 15 respondents either strongly agreed (5) or agreed (7) that ClassPoint is very helpful in learning grammar.
- In item 9, 14 out of 15 respondents either strongly agreed (6) or agreed (8) that ClassPoint integration can improve learning outcomes compared to traditional methods.

These responses suggest that students see value in ClassPoint as a learning tool.

"Areas for improvement":

The statement identifies two main areas for improvement:

a. "Lecturer support":

This is a significant area of concern, as evidenced by item 8:

- 12 out of 15 respondents either disagreed (6) or strongly disagreed (6) that their lecturer helps them when they don't understand how to use ClassPoint.
- Only 1 respondent agreed, and 2 were uncertain.

This indicates a clear lack of perceived support from lecturers in using ClassPoint.

b. "Ease of integration":

This is highlighted by responses to item 10:

- 14 out of 15 respondents either strongly agreed (4) or agreed (10) that they face challenges in integrating ClassPoint into their tasks.

This suggests that while students see the potential of ClassPoint, they struggle with its practical application in their coursework.

Additionally, some other areas show room for improvement:

- In item 5, opinions on ClassPoint's effectiveness were mixed, with 4 strongly agreeing, 6 agreeing, 4 uncertain, and 1 disagreeing.
- In item 6, while 11 respondents found it easy to learn grammar with ClassPoint, 4 were uncertain, indicating that some students may need additional support.

In conclusion, the statement accurately summarizes the overall positive reception of ClassPoint while highlighting the critical areas that need attention to enhance its effectiveness and user experience. The most pressing issues appear to be improving lecturer support in using ClassPoint and helping students integrate it more seamlessly into their learning tasks.

Test:

The results of the test are derived from the result of the exercises that was carried out on each and every meeting of the learning process by presenting the results of the test that was carried out by the observer. The Average of Cycle 1 is 68% (under Minimum Standard Criteria=75%). In the Cycle 2 showed that students could achieve Minimum Standard Criteria (*Kriteria Ketuntasan Minimal: KKM*). According to the results of the result regarding the activities, which were analysed using the data stated below:

| No | Name | Cycle 1 | Cycle 2 |
|----|------------|---------|---------|
| 1 | Student 01 | 60 | 88 |
| 2 | Student 02 | 60 | 84 |
| 3 | Student 03 | 65 | 90 |
| 4 | Student 04 | 60 | 80 |
| 5 | Student 05 | 60 | 85 |
| 6 | Student 06 | 65 | 90 |
| 7 | Student 07 | 70 | 90 |
| 8 | Student 08 | 85 | 100 |
| 9 | Student 09 | 60 | 88 |
| 10 | Student 10 | 75 | 88 |
| 11 | Student 11 | 85 | 100 |
| 12 | Student 12 | 75 | 90 |
| 13 | Student 13 | 60 | 80 |
| 14 | Student 14 | 75 | 92 |
| 15 | Student 15 | 65 | 75 |

| | | | |
|--|---------|----|----|
| | Average | 68 | 88 |
|--|---------|----|----|

Based on the aforementioned results, it can be inferred that the student engagement in the teaching and learning process was 68% in the initial cycle. Furthermore, during the second cycle, the student engagement rate rose by 20% to reach 88%, surpassing the Minimum Standard Criteria of 75%. This reflects the successful attainment of the Minimum Standard Criteria (KKM).

CONCLUSION AND SUGGESTION

Conclusions:

1. The implementation of ClassPoint as a learning tool for Basic English Grammar has shown promising results. The study demonstrates a significant improvement in student performance from the first cycle to the second cycle, with the percentage of students achieving the minimum passing criteria increasing from 68% to 88%. ClassPoint integration with PowerPoint has positively impacted student learning outcomes. It offers various interactive features that engage students more effectively than traditional methods. Students generally perceive ClassPoint as useful and comfortable to use.
2. Students believe it can improve learning outcomes compared to traditional methods. The transition from high school to university-level grammar studies presents gaps that affect student performance and confidence.

Suggestions:

1. The increase from the original 68% to 88% shows that the use of ClassPoint is very useful so there is a need for workshops or training for teachers or lecturers to maximize the use of ClassPoint in teaching not only Basic Grammar, but also other subjects. Because this will assist educators to grasp new features and how best to integrate them into the curriculum.
2. By integrating technology in learning, it is hoped that student involvement in the learning process can continue to increase, and their learning outcomes will improve. The adoption of creative and participatory teaching methods will create a more pleasurable and effective learning environment for students in learning basic English grammar through ClassPoint.

By implementing these suggestions, the English Language Education program can potentially enhance the effectiveness of ClassPoint as a learning tool, improve student engagement and performance, and address the current challenges in its implementation.

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Others Resource/Students' response:

<https://app.classpoint.io/activity/vu20240516023703893WKTF>
<https://app.classpoint.io/activity/vu20240926143926488CYRP>
<https://app.classpoint.io/activity/vu20240422034248591HKJV>
<https://app.classpoint.io/activity/vu20240424011424419PFNM>
<https://app.classpoint.io/activity/vu20240422064228011EGCK>