



NEARPOD WEBSITE STRATEGY IN INCREASING STUDENTS' LISTENING ABILITY

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ABSTRACT

The main problem of this study was "Is there any significant effect on the students' listening achievement after being taught by using Nearpod and those who are not?". The method used in this study was quantitative or quasi-experimental method. The data collected by using written test and online based test on Nearpod Website. The data were analyzed through matched t-test formula and percentage of analysis to find out the effectiveness of teaching listening through Nearpod and Conventional Method. It was found out that the value of t-obtained was 8.12 where the value of the t-table at 0.05 significant level for two tailed with 18 (df) was 2.100. It means that there was significant difference between the result of pre-test and post-test especially the experimental class. It can be stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It is indicated that Nearpod Website Strategy could increase students' listening ability.

Keywords: Nearpod Website, Listening Ability

1. INTRODUCTION

During pandemic situation, students didn't have any chance to have offline class to study. Therefore, most of the schools especially in Indonesia began implementing online-based learning to replace the offline class in the classroom. It is because schools are closed to avoid students and teachers from the virus. However, teachers and students still need to have learning activity during that time. One of the waysto keep the learning process run well is having online class at home.

Moreover, studying at home and doing online class can be started by using technologies. According to Cristol & Gimbert (2013), during the last years smart technologies have become a part of our daily life. Therefore, in order to improve students' ability, teachers have started to use devices or technologies and computer program while

teaching. Besides, according to Kay & Schellenberg (2019), mentioned that students' iPads, laptops, tablets, and smartphones have been used in students' daily learning at the classroom and learning setting.

In order to stimulate the students to involve in a learning activity during pandemic, teacher used some applications for teaching by using gadgets such as: zoom meeting, google classroom, e-learning, and many more. Besides, there are also many application and website that can be used to support the online learning activity, one of them is Nearpod.

Nearpod is a cloud-based program or application which can involve educators and students to access the lesson with any kind of smart devices or personal computer. According to Perez (2017), Nearpod provides the educators to create a lesson or a

Vol 6, No 1 (2023): ESTEEM

presentation to individual and group activities. Nearpod also helps educators (teacher and lecturer) to make any lesson become more interactive whether in the classroom or virtual. A teacher could create interactive presentations with Quiz's, Pollings, Videos, Collaborate Boards, and another interactive lesson which can be used to teach the students. Besides, educators could also search videos or listening section (audio) as the material for students to be learned or the used during the class. This strategy could be applied to teach the students four abilities in English, such as: speaking, reading, writing, and listening.

Moreover, among these four abilities in English, listening is one of the abilities that need to be master by students. The ability to listen and understand a person talking in English in communication is important. Listening is the ability to receive and interpret a message accurately in the communication process. Moreover, listening is not only about hearing something, according to Schwartz (2004, p.2) argues that it has been estimated that adults spend almost half of their communication time listening. In this case, students might receive as much as 90% of the information through listening to instructors and to one another. In addition, listening is one of the ability that is used most frequently because it was easier for the students if they could understand what the students' listen.

Therefore, Nearpod Website can be used as one of the media or strategies to support the online class especially in listening section. Teacher can add audio file as an individual slide during the Nearpod lesson and also add the audio file as reference media to support the activity during the class, or add audio to content and even add the audio file before or after the image slides. That is the reason why the writer wanted to evaluate whether there was any significant result or not in before and after using Nearpod Website Strategy.

The writer will use Nearpod Website Strategy as the way to teach the students during the class and also compare it to another class which will not get the same

treatment (not using Nearpod Website Strategy). So, there will be one class which use the Nearpod during listening section during the class. Meanwhile, the other class will get conventional treatment.

2. METHOD

The researcher conducts a research at Pembangunan YPT Vocational High School of Palembang especially the eleventh grade students. The researcher took two classes for this study, there is experiment and control class. The population of this study was 60 students; 30 students of experiment class and 30 students of control class.

The object of this study to get the treatment by using Nearpod Website and those who are not is the eleventh grade students at Pembangunan YPT Vocational High School of Palembang.

The method used in this study is quantitative or quasi-experiment method. The quantitative research was including the audio of listening activity. The data in this study were listening test; written and online based test by using Nearpod Website Strategy. In this study, the researcher used the latest version of SPSS 25 to analyze the data.

3. TECHNIQUE OF COLLECTING DATA

Collecting the data for this study, the writer used a listening test. The test given to the students to find outwhether is there any significant different score between experimental class and control class by applying Nearpod Website Strategy in teaching listening to the Eleventh Grade Students of Vocational High School Pembangunan YPT Palembang. There will be two kinds of test; they are pretest and post test.

The writer compared the students' score before and after the treatment to know that the application of Nearpod Website Strategy is effective or not. In this test, the

Vol 6, No 1 (2023): ESTEEM

writer used fill in the blanks and multiple choice questions that contain 20 items.

4. TECHNIQUE OF ANALYZING DATA

In terms of analyzing the data, the writer used paired samples t-test and independent samples t-test by using manual calculating of t-test formula in analyzing data. The writer compared the students' score in pre-test and post-test both of experimental and control group in this study. Independent samples t-test is used to find out the significant difference of the students' mean scores of pre-test and post-test between experimental and control group. Then, the paired sample t-test was used to investigate the significant difference between the students' achievement in pre-test and post-test for each group.

According to Fraenkel, et al., (2012 : 236), "t-test is a parametric statistical test used to see whether a difference between the mean of two samples is significance." In analyzing the data, the writer will use t-test in order to investigate the students' listening achievement. The paired samples t-test and the independent samples t-test were used to find out whether or not there were significant different scores obtained by the students who were taught listening texts using Nearpod Website Strategy and those who are taught through lecture method.

Sugiyono (2015 : 274), states the formula of paired sample t-test was shown as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Whereby:

t = The value whereby the statistical significance between two means will be judged

\bar{X}_1 = The average of sample before treatment

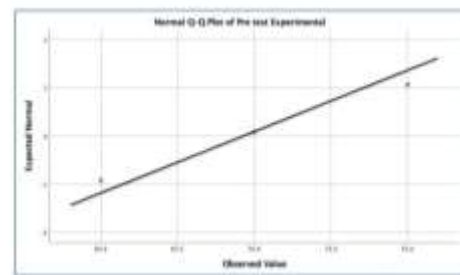
\bar{X}_2 = The average of sample after treatment

s_1 = Standard deviation before treatment

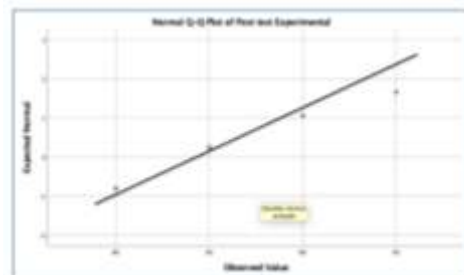
s_2 = Standard deviation after treatment

5. FINDING AND DISCUSSION

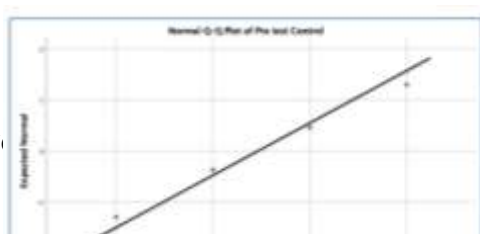
The data were collected from the students at SMK Pembangunan YPT Palembang. Two classes were chosen and used during the research, they are 11 TITL 1 (as the experimental class) and 11 TITL 2 (as the control class). The population was 60 (sixty) students in total both of the class. Meanwhile, the sample for experimental and control class was also 60 (sixty) students. It is considered by the population which was below 100 (a hundred) participant so the writer took all the students as the sample of this study. Furthermore, the writer also used different treatment to teach during the class, Nearpod Website Strategy in Experimental Class and Conventional Method in the Control Class. Especially for the control class, the conventional method that the writer used was by giving the students two stages of listening test, they are pretest and posttest in different time. The students were getting the same treatment by listening to the audio and answering the questions related to the audio. Moreover, kinds of questions on the test were the same meanwhile the questions on the pretest and posttest were not in the same order

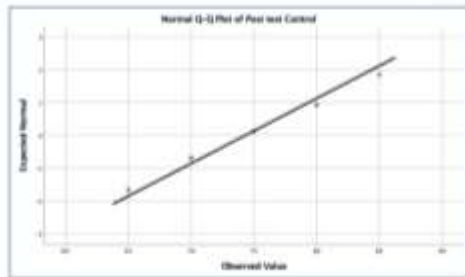


(The result of pretest in Experiment Class)



(The result of posttest in Experiment Class)



(The result of pre test in Control Class)**(The result of post test in Control Class)**

Based on the research finding, it can be concluded that the students' listening ability before being taught by using Nearpod Website Strategy was getting better if it compared to the students' listening ability after being taught by using Nearpod Website Strategy. Furthermore, the result of the data analyzes showed that t-value -1.006 , meanwhile, the t-table from its critical value at 0.05 significant level for two tailed with 18 (df) was 2.100. Since the significant score from the t-table < 0.05 (lower than t-value), H_a was accepted and H_o was rejected.

In the treatment process, the students in experimental class could improve their score in the listening test by using Nearpod Website Strategy. The students could learn more about listening activity by using their own gadgets including listen to the audio, read the variance of questions (e.g Fill in the blanks, Multiple choice, True or False questions, Matching questions with the answer, etc), and do it via online or offline class as long as there was availability of gadget. Besides, teacher also could observe the students by monitoring them online with the teachers' own gadgets and evaluating the students' result. Meanwhile, the students in control class didn't improve much in

listening by using conventional method based on the result. The students got the same treatment twice during listening activity and answering the questions related to the audio.

As the final result of this study, the Nearpod Website Strategy made a significant difference on students' listening ability of eleventh grade in Vocational High School of Pembangunan YPT Palembang who were taught by using Nearpod Website Strategy and who were not. However, there was more significant score for students in Eleventh Grade of Pembangunan YPT Vocational High School Palembang who were taught by using Nearpod Website Strategy. Meanwhile, the students who were taught by using conventional method also got different score but it was not as higher as the students who were taught by using Nearpod Website Strategy.

6. CONCLUSION

Based on the findings and discussions, the writer concluded that there was a significant difference on the result of eleventh grade students' score in Pembangunan YPT Vocational High School Palembang between those two classes (experimental and control class). Moreover, the students who were taught by using Nearpod Website Strategy got bigger score than those who were taught by using Conventional Method during learning activity. It could be proven by looking at the result on the students' post-test score in the experimental class compared to the result on the students' post-test score in the control class. Therefore, it can be concluded that Nearpod Website Strategy for listening activity was useful to be applied to students during the learning activity both online or offline classes as long as there were availability of gadgets for each students. Besides, this strategy could improve students' listening ability and catch students' attention to enjoy the learning process through fun activity presented by the Nearpod Website Strategy.

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