

**"MY BUNCÉE" : A WEB-BASED PRESENTATION TOOL TO
IMPROVE ET-12 STUDENTS' MOTIVATION, ENGAGEMENT,
AND ACHIEVEMENT**

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Abstract: The Comet Series of textbooks for the Intermediate levels of LB LIA's English for Teens Program is prepared to suit the needs of students between thirteen and fifteen years of age. Despite this psychological breakthrough stage, students of ET-12 encountered some problems in understanding the value of the task to them, especially when they did the presentation task. It was found that they were less motivated and engaged to do it, and it influenced their achievement. In line with the principles behind the course, motivation and confidence, fun but more serious and insightful tasks are definitely things that the students need in order that the objectives of the teaching and learning are successfully achieved. To address the issues, Buncee application, a web-based presentation tool, was used to improve these students' motivation and engagement. How "Buncee" helped the students to achieve the goal was conducted in eight meetings. The process was recorded using observation, journal, and questionnaires and the data was analyzed by using SPSS. The results showed that the Buncee was as an effective tool to improve students' motivation and engagement. Gen Z is accustomed to personalize everything by choosing what they want (and just as important, what they don't want). These attitudes will inevitably influence education. Therefore, teachers need to adapt their pedagogical approaches.

Keywords: *Buncee, Motivation, Engagement, Achievement*

I. INTRODUCTION

The Comet Series of textbooks for the Intermediate levels of LB LIA's English for Teens Program is prepared to suit the needs of students between thirteen and fifteen years of age. Despite this

psychological breakthrough stage, students of ET-12 encountered some problems in understanding the value of the task to them, especially when they did the presentation task. It was found

that they were less motivated and engaged to do it, and eventually it influenced their achievement.

Motivating students is one of the major challenges teachers face on a daily basis. Conceptualized as students' energy and drive to engage, learn, work effectively, and achieve their potential at school, motivation and engagement play a large role in students' interest and enjoyment of school (Martin2006, pg cited Stephens 2015). Understandably, both also play huge roles in academic achievement (Martin 2001; Martin & Marsh 2003, cited Stephens 2015). Consequently, those students who are motivated by and engaged in learning tend to perform considerably higher academically and are better behaved than unmotivated and un-engaged peers (Fredricks, Bulumenfeld, & Paris 2004 cited Stephens 2015).

II. LITERATURE REVIEW

The purpose and importance of motivation should be clearly understood by the teacher. The fundamental aim of motivation is to stimulate and to facilitate learning activity. Learning is an active process that needs to be motivated and guided toward desirable ends (Mondal).For instance, if the

In line with the principles behind the course , motivation and confidence, fun but more serious and insightful tasks are definitely things that the students need in order that the objectives of the teaching and learning are successfully achieved. To address the issues, Buncee application, a web-based presentation tool, was used to improve these students' motivation, engagement, and achievement. Using Buncee motivates students to solve and create problem solving tasks, support inquiry and wonder and provide access to grade level content. It also helps students to demonstrate understanding of core content and instruction, along with promoting student engagement and self-motivation. We must create meaningful learning experiences for students with special needs and help build connections between the real world and academic learning (Festa, 2016).

instructor can explain to the students how a specific subject matter can relate to real life situations, the students are more likely to have a personal interest in learning what's being presented to them. While some students are motivated by extrinsic factors, others may be motived purely by intrinsic

factors. In these situations, the student may have a goal that they want to reach by a certain time. In order to accomplish their goals, the information that they learn is of great value to them (Stedul, 2013).

Jaya (2017) Students must be actively engaged and show interest in classes to achieve effective learning in school. For this they must be highly motivated and interested in classes. What is expected from students during the teaching-learning process is to have intrinsic motivation and authentic engagement in classes. Therefore, teachers must be aware of their students' motivation and employ motivation strategies to ensure their authentic engagement in classes. Student engagement, a phenomenon that cannot be directly observed (Schlechty, 2002 cited Nayir 2017), is a process that facilitates learning and increases academic success (Marks, 2000 cited Nayir 2017). Engagement is an important predictor of success. The more students engage themselves in academic activities, the more they will be successful (Harboura, Lauren, Chris & Lindsay, 2015 cited Nayir 2017). The fact that students focus on assignments and subjects means that teachers have achieved their intended purpose and

students are actively engaged in the learning process. An engaged student dedicates himself to the subject and performs with enthusiasm and care during the learning process because he attributes a value to it. Even when faced with challenges while doing the assignment, a student continues to study and finds a personal value and meaning in his assignment (Schlechty, 2002 cited Nayir 2017). Student engagement also means a student's enthusiasm to engage in the learning process gives him a need to learn, voluntary engagement in learning, and the will to succeed (Bomia, Beluzo, Demeester, Elander, Johnson, & Sheldon, 1997, p. 294 cited Nayir 2017).

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Motivating students in school can be challenging today, however, there is a classroom tool that encourages digital natives to maintain interest and gain

knowledge with relevant tasks. This creative collaborative tech tool is called Buncee. Buncee is a web-based tool for creating interactive multimedia presentations. The user can integrate content from both external and internal sources as well as create content directly on each slide. In doing so, Buncee makes technology accessible to

both teachers and students of all proficiency levels. Using Buncee in a classroom has not only increased motivation, but has also engaged students to take steps towards their achievement. Just simply visit <https://app.edu.buncee.com/> how to sign up Buncee.

III. RESEARCH PROCEDURES

The action research was conducted in 8 meetings. The data collection methods used in this study was observation, interview, teaching journal, questionnaire, and test as can be seen in Table 1.

Table 1
Teaching Journal

Meeting	Activity
1	<p>Lesson 4 (1st meeting): Observation</p> <ul style="list-style-type: none"> • Students learned to talk about isolated tribes in Indonesia (or elsewhere) • Teacher explained some expressions used to start a talk, change a talk, and end a talk. • Students discussed with their groups to perform a talk on the next meeting. (students seemed reluctant when they knew they would performed a talk)
2	<p>Lesson 4 (2nd meeting): Observation & Pre-test</p> <ul style="list-style-type: none"> • Students performed a talk. • Teacher used oral presentation rubric to score the students' presentation (appendix 1) that was used as the pre-test score. • Students looked bored. (presenters and audience were not interested in the activity) • There was only one group out of 5 used media (pictures) • There was one group out of five used one gadget (tablet to show

	<p>the pictures), but it was not effective because audience could not see it clearly.</p> <ul style="list-style-type: none"> • Three other groups presented the talk without using any media. • It made some problems arose such as having no eye contact with audience, speaking in low volume, being not able to grasp the information, showing no interest in topic, having the failure of engaging the audience and understanding of knowledge of the topic.
<p>3</p>	<p>Lesson 6(1st meeting): Observation and interview</p> <ul style="list-style-type: none"> • Teacher interviewed the students about doing a presentation. <p>Results of the interview:</p> <ul style="list-style-type: none"> • Students stated that they started doing a presentation when they were in ET-4 level. • Some students like doing a presentation individually and some like doing it in a group. • Students who liked delivering a presentation individually said that it was because they didn't want the other students just relied on them to prepare the presentation. • Students who liked doing a presentation in a group said that it was because they could choose which parts they wanted to present because the rest would be presented by others. Others said that they could rely on their group to prepare the presentation. • Students said that doing a presentation in a group did not really give them opportunity to help each other because sometimes only one or two people worked on the presentation. • Students said that they didn't use any media when they presented because they didn't discuss about preparing it. They just focused on which part was going to be presented by each person. • Students said that they didn't pay attention to their friends' presentation because the topic was not interesting. • Students said that they never used power point slide to do a presentation. • Surprisingly, students said they were bored to do a presentation

	<p>because they always did that before.</p> <ul style="list-style-type: none"> • Students said that if they were absent on the day to perform , they just could skip their performance, free from their responsibility to present. • In this lesson,Students learned how to give a valedictory speech • Teacher gave students some options how would they perform their valedictory speech, to perform it live in front of public in the lobby, to perform it in their class live, or to record it using “BUNCEE” , a web-based tool for creating interactive multimedia presentations. • Teacher introduced “Buncee” and explained how to use it to students. • Students preferred to use Buncee for their performance. • Teacher told students that they could submit their work anytime because it was made using a web-based tool.
4	<p>Lesson 6(2nd meeting):</p> <ul style="list-style-type: none"> • Teacher gave students opportunity to see their friends’ valedictory speech on Buncee. • Teacher and students could give oral and written feedback to the students’ presentation using features provided on their buncee. • Students could edit and share the links of their first Buncee. • One of examples of the student’s Buncee https://app.edu.buncee.com/buncee/f16f5e3ed4e4408fa51c11e0f31fd2b9
5	<p>Lesson 7(1st meeting):</p> <ul style="list-style-type: none"> • Students learned to handle questions about traditional textiles. • Students used the expressions of giving a talk (review) and expressions for handling a talk. • Teachers asked students in groups to present about other traditional textiles using Buncee
6	<p>Lesson 7 (2nd meeting):</p> <ul style="list-style-type: none"> • Students used buncee slides and performed their presentation lived.

	<ul style="list-style-type: none"> • Teacher and other students gave feedback. • One of examples of the student's buncee https://app.edu.buncee.com/buncee/41ddf325eb4c4c6082491b6b848c9787
7	<p>Lesson 9:</p> <ul style="list-style-type: none"> • Students learned to talk about traditional costumes • Teacher introduced the format of presentation that could be used as the outline. • Students could choose to present it in groups or individually.
8	<p>Lesson 9: (post)</p> <ul style="list-style-type: none"> • Students delivered their presentation using buncee • Teacher and students gave feedback • One of the student's buncee slide https://app.edu.buncee.com/buncee/92675cc4772b45969fa35024d527c839 • Teacher used oral presentation rubric to score the presentation. The score was used as post-test score • Students gave response to a questionnaire about motivation and engagement (appendix 2)

Quantitative data were used in this study to analyze the data from the questionnaires and tests. In analyzing the data, the writer used SPSS 23 for Windows.

An oral presentation rubric was used to collect the pre-test and post-test data. The results of pre-test and post-test compared by using t-test. As a result, it was known whether or not

there is a significant difference in terms of students' achievement in doing a presentation using Buncee.

A questionnaire was distributed in this study (**See appendix 3**). The purpose of giving this to them was to know whether or not Buncee could motivate and engage the students in learning process.

The outline of scoring of the questionnaire can be seen below:

Table 2

Scoring System of Questionnaire of Motivation and Engagement

No	STATEMENTS	ITEMS	SCORING				
			Strongly disagree	Disagree	Neutral	agree	Strongly agree
1	POSITIVE	1,2,3,4 ,5,6,7, 9,12,1 3,14,1 5,16,1 7,18,1 9,20,2 1,22,2 3,24,2 5,26,2 7,28,2 9,30	1	2	3	4	5
2	NEGATIVE	8,10,1 1	5	4	3	2	1

IV. FINDING AND INTERPRETATION

Based on the results of the data analysis, the following is the interpretation to strengthen the value of

the study. The interpretation covers: is Buncee, a web-based tool for presentation effective to improve

students' motivation, engagement, and achievement?

Based on the data analysis, the lowest score of the pretest was 4 and the highest score of the pretest was 16. Whereas, the lowest score of the

posttest was 8. And, the highest score of the posttest was 16. In addition, the result of the pretest mean score was 8.26, and the result of the posttest mean score was 13.16, as can be seen in table 3.

Table 3

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	19	4	16	157	8,26	3,106
posttest	19	8	16	250	13,16	2,566
Valid N (listwise)	19					

The significance level was .000. It showed that there was an improvement indicated by the results of the posttest. As can be seen in Table 4

Table 4

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	19	,726	,000

<i>Questionnaire Score</i>					
No	1	2	3	4	5
1		1	8	26	5
2		1	7	26	6
3		1	7	26	6
4		2	12	19	7
5			12	25	3

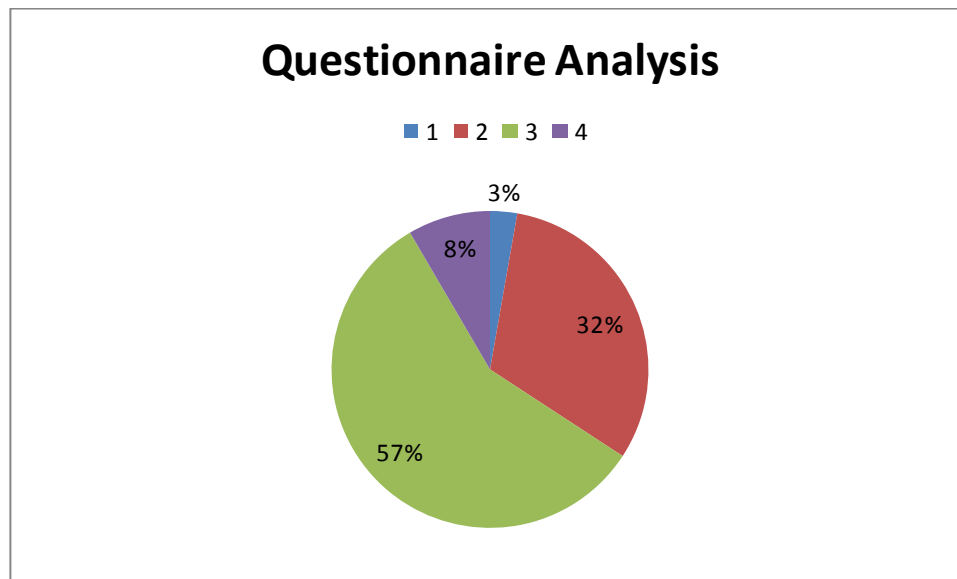
6		1	15	17	7
7		2	21	17	
8		1	9	25	5
9		2	23	15	
10		1	27	12	
11		2	21	10	7
12		1	11	28	
13		1	8	31	
14		1	9	30	
15		3	9	14	14
16		1	11	28	
17			12	28	
18			3	36	1
19			14	23	3
	Total	21	239	436	64

Moreover, the results of questionnaire of motivation and engagement in using Buncee strengthen the value of the study (Table 5)

Table 5

The scores of the questionnaire were interpreted as in chart 1

Chart 1



3% of the total students disagreed with the statements, 8% of the total students didn't agree nor agree, 57% of the total students agreed with the statements, and 32% of the total students strongly agreed with the statements.

In short, Buncee, a web-based presentation tool can significantly improve students' motivation, engagement, and achievement.

V. CONCLUSION

Gen Z is accustomed to personalize everything by choosing what they want (and just as important, what they don't want). They all learn in a different way at a different pace. These attitudes will inevitably influence education. Therefore, teachers need to adapt their pedagogical approaches. Buncee offers ways to help build students' motivation, engagement, and eventually achievement. In short, Varying your approach can make it more enjoyable and encourage students to participate more fully.

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Appendix 1

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Name: _____ Score: _____

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> Holds attention of entire audience with the use of direct eye contact, seldom looking at notes Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> Consistent use of direct eye contact with audience, but still returns to notes Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> Displays minimal eye contact with audience, while reading mostly from the notes Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> Holds no eye contact with audience, as entire report is read from notes Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> Demonstrates full knowledge by answering all class questions with explanations and elaboration Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> Is at ease with expected answers to all questions, without elaboration Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> Is uncomfortable with information and is able to answer only rudimentary questions Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> Does not have grasp of information and cannot answer questions about subject Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> Demonstrates strong enthusiasm about topic during entire presentation Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> Shows some enthusiastic feelings about topic Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> Shows little or mixed feelings about the topic being presented Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> Shows no interest in topic presented Fails to increase audience understanding of knowledge of topic
Use of media	<ul style="list-style-type: none"> Visual aid is clear, relevant and well-designed. Creative effort is evident in making the presentation more captivating. 	<ul style="list-style-type: none"> Most visual are clear and/or relevant. use of media is effective and professional. 	<ul style="list-style-type: none"> Most visual are less clear and/or less relevant. use of media is less effective and less professional. 	<ul style="list-style-type: none"> Most visual are not clear and/or not relevant. use of media is not effective and not professional.

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ESTEEM: JOURNAL OF ENGLISH STUDY PROGRAMME**P-ISSN 2622-9323****E-ISSN 2622-2213****QUESTIONNAIRE : Motivation and Engagement**

This questionnaire is anonymous. Please do not write your name, or any other comments that will make you identifiable on it. By completing this questionnaire you are consenting to take part in this research.

Please rate the items according to the following response format.

1=strongly disagree 2=disagree 3= neutral 4= agree 5= strongly agree

No	For my presentation....	1	2	3	4	5
1	I study hard as much as I can					
2	I think about what I want to present in my class					
3	I set for myself high scores which I believe I can achieve when doing a presentation					
4	I try different ways to do a presentation					
5	When I do a presentation well, I work hard to make it better					
6	If I don't attain my goals to do a presentation, I try again and again					
7	I do study outside (beyond) class homework					
8	I just aim to complete my task to do a presentation					
9	I try to do all efforts which I think I might succeed my presentation					
10	I attempt only the average of my studies which I might succeed my presentation					
11	I only choose the easy parts of presentation which I think I will succeed					
12	I make strong demand on myself to do a presentation well					
13	I prepare myself to do a presentation well					
14	When I have no enough time to prepare, I think about the importance of doing a presentation for my future academic and work life					
15	I have confidence That I do my presentation well					
16	I receive encouragement on my presentation from my teachers					
17	I receive encouragement from at least one friend					
18	I show genuine interest in doing a presentation					
19	I get interested in question and answer session as well as the topic					
20	I get honor and praise from my friends and teachers					
21	I participate in classrooms discussions					
22	I participate in small group work/discussions					
23	I ask questions on topics I do not understand from others					
24	I try to learn from others who are better than me					
25	I seek help from experts (e.g., teachers)					

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26	I like the social relationships involved in preparing and doing a presentation					
27	I keep updating with friends for my presentation					
28	I work with other students on project during class					
29	I work with other students outside class to prepare assignments					
30	I use email, social media, or forum to communicate with teachers					
31	I use email, social media or forum to communicate with my friends					
32	I receive prompt written or oral feedback from friends					
33	I receive prompt written or oral feedback from teachers					
34	I discuss my grades or assignments with teachers					
35	I prepare drafts before handling it.					
36	I anticipate my absence to perform a presentation with my groups					
37	I anticipate my group member's absence to perform a presentation					
38	I put together different ideas or concepts from my friends					
39	I use any on-line learning resources to help complete my assignment					
40	I examine the strenghts and weaknesses of my own views					

Adapted from Engagement and motivating: Questioning students on study-motivation, engagement and study strategies, Frauke Kubischta