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The Influence Of Using Nearpod To Improve Student's Vocabulary In Learning English As Foreign Language

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Abstrak

Banyak hal yang dapat membantu seseorang untuk belajar bahasa Inggris dengan memanfaatkan barang dan teknologi yang ada di sekitar kita. Salah satu yang bisa digunakan adalah dengan menggunakan Nearpod. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan nearpod pada peningkatan kosa kata siswa dalam belajar bahasa Inggris. Metode: Metode penelitian ini berjenis eksperimen dengan teknik pengambilan sampel berupa total sampling kepada siswa sekolah menengah pertama di Yos Sudarso Do.Hasil penelitian ditemukan adanya pengaruh yang signifikan pada siswa yang menggunakan Nearpod dengan nilai signifikansi 0,000 (p<0,05) dan terdapat perbedaan pada siswa laki-laki. -Pria dan wanita menggunakan Nearpod dengan nilai signifikansi masing-masing 0,001 dan 0,000 (p<0,05).
Kata Kunci : *Bahasa Inggris, Kosa Kata, Nearpod, Bahasa Inggris Sebagai Bahasa Asing.*

Abstract

Many things can help someone to learn English by utilizing goods and technology that are around us. One of the things that can be used is using Nearpod. This study aims to find out the effect of using nearpod on increasing students' vocabulary in learning English. Method: The research method is experimental type with the sampling technique in the form of total sampling to students at Yos Sudarso Dobo Junior High School. The results were found that there was a significant effect on students who used Nearpod with a significance value of 0.000 (p <0.05) and there were differences in male students. -men and women using Nearpod with a significance value of 0.001 and 0.000, respectively (p<0.05).
Keywords : *English, Vocabulary, Nearpod, English as a Foreign Language*

INTRODUCTION

When pupils lack language knowledge, they quickly learn that it drastically limits their capacity to understand or communicate correctly (Nasution & Sukmawati, 2019). Many students today struggle to master English vocabulary for a number of reasons (Savira et al., 2018). One of them is a lack of drive and interest to grow so that they can learn new things in an engaging method (De La Cruz et al., 2022). Student interest and motivation in studying are crucial because they can promote learning motivation and improve learning outcomes (Rahayu et al., 2022). The utilization of external elements by a teacher to teach these students in the form of different teaching strategies is one of the things that can influence a student's enthusiasm in learning (Sari & Aminatun, 2021). Technology advancement is a prime example of something that can be done to improve student interest in studying because there are so many exciting things that can be used to do so (Suhandi, 2017);(Hakami,

2020).

One form of interactive learning media is called Nearpod, and it may be used both within and outside of an internet or online network. It offers a number of intriguing features, including the ability to learn English and expand one's vocabulary. *(Lembaga Penjaminan Mutu Pendidikan Provinsi Sumatera Utara, 2020).* According to Mattar (2018), one of the key advantages of using the Nearpod is that it fosters active learning in the classroom by offering a range of options to engage students (Celce-Murcia & McIntosh, 1991);(Pupah & Sholihah, 2022). Because of this, Nearpod is thought of as one of the apps that could enhance collaboration and interaction in the classroom (Dong et al., 2018). because it makes it possible for teachers and lecturers to coordinate, present, and manage in-class materials like slides and videos(Shehata et al., 2020). Additionally, Nearpod reports on student actions in class, enabling teachers to evaluate how well their charges are learning (Susanto et al., 2022). By giving students additional chances to participate in learning activities and enabling them to interact with one another in a lively manner, it can also enhance their learning experiences and raise their happiness with their learning (Jing & Yue, 2016). According to a study by Layali, K., & Al-Shlowiy, A. (2020), 90% of students believed that using Nearpod in conjunction with the video-conferencing system will increase class interaction. About 87 percent of students reported having a better understanding of lectures as a result of Nearpod's improved collaborative activities among classmates (Lestari & Sihombing, 2022);(Bai, 2018). A study conducted by Berliani and Katemba regarding the use of a similar web application called the Quizlet Application as a means of conducting learning where students learn to use the application, it was found that in the experimental group there were significant differences before using the Qiuzlet Application and after using the application. using the application with a significance value of 0.001 ($p<0.005$) (Berliani & Katemba, 2021).

In the results of observations made by researchers on students at Yos Sudarso Dobo Junior High School, it was found that most students had less interest in learning and lacked motivation to learn, as well as boredom with the old methods used, thus requiring creativity from teachers to increase interest in learning by utilizing existing technology, especially by using Nearpod media to help students to learn. Researchers are interested in raising a research problem in the form of whether there are differences in student learning outcomes before and after using Nearpod, as well as differences in the scores of male and female students after using Nearpod at Yos Sudarso Dobo Junior High School.

METODE

This research is a quantitative research with an experimental design. The sampling technique used is quota sampling, namely by determining the number of students who will be included in this study with a total of 60 people consisting of 30 experimental group samples consisting of 17 female students and 13 male students, and another 30 students are part of the experimental group. control group. The data collected in this study were in the form of pre-test scores before using Nearpod and post-test scores after using Nearpod for the experimental group, as well as pre-test and post-test scores using the conventional method in the control group. The instrument used in the form of several questionnaire questions addressed to students (Civelek & Karatepe, 2021).

RESULT AND DISCUSSION

Table 1. Mean Value and Standard Deviation Experimental Group & Control Group

	Experimental		Control	
	mean	**SD**	**mean**	**SD**
Pre-test	45.83	19.70	51.67	20.44
Post-test	81.50	13.075	70.33	15.55

In the table above, it is found that the average pre-test score in the experimental group is 45.83, while the post-test mean for the experimental group is 81.50. The mean value of the pre-test of the control group was at 51.67 while the score of the post-test of the control group was at the value of 70.33.

Table 2. data analysis of learning outcomes using Lecture Method

	Man		Woman	
	mean	**SD**	**mean**	**SD**
Pre-test	50.38	16.52	42.35	21.64
Post-test	85.00	13.23	78.82	12.70

In the table above, it is found that the average pre-test score for male students is 50.38, while the post-test average score for male students is 85. The average pre-test score for female students is at the value of 42.35 while the post-test score of female students is at the value of 78.82.

Table 3. Wilcoxon Experimental Group Test Results

	Variable	**mean**	**SD**	**Sig**
Wilcoxon	Pre-test	45.83	19.70	0.000
	Post-test	81.50	13.075	

In the table above, it is found that the significance value is at a value of 0.000 (p <0.005) which means that there is a difference before and after learning using Nearpod in the experimental group.

Table 4. Wilcoxon Control Group Test Results

	Variable	**mean**	**SD**	**Sig**
Wilcoxon	Pre-test	51.67	20.44	0.000
	Post-test	70.33	15.55	

In the table above, it is found that the significance value is at a value of 0.000 (p <0.005) which means that there is a difference before and after learning using the nearpod in the control group.

Table 5. Wilcoxon Test Results Male Students

	Variable	**mean**	**SD**	**Sig**
Wilcoxon	Pre-test	50.38	16.52	0.001
	Post-test	85.00	13.23	

In the table above, it is found that the significance value is at a value of 0.001 (p <0.005) which means that there is a difference before and after learning using Nearpod on male students.

Table 6. Female Student Wilcoxon Test Results

	Variable	Mean	SD	Sig
Wilcoxon	Pre-test	42.35	21.64	0.000
	Post-test	78.82	12.70	

In the table above, it is found that the significance value is at a value of 0.000 (p <0.005) which means that there is a difference before and after learning using Nearpod for female students.

DISCUSSION

Table 3 above shows data regarding the results of the Wilcoxon test in the experimental group and a significance value of 0.001 with an alpha value of 0.05 is found so that the Wilcoxon test results in the experimental group can be interpreted that the significance value is smaller than the alpha value, which means that there is a difference before and after learning using Nearpod (p<0.005). In a similar study conducted by Rahayu et al, it was also found that the use of Nearpod has an effective role in students' interest in learning (Rahayu et al., 2022). Nearpod media is one of the learning media that is highly recommended to help the learning process because it has various features and large storage so that it can make it easier for teachers to use it in the learning process. Interactive and interesting learning media are needed as the right way out to overcome the declining student interest in learning caused by students' boredom of the conventional learning process. The learning process carried out can run more actively and in accordance with the initial learning objectives (Feri & Zulherman, 2021).

Table 4 above shows the data from the Wilcoxon test in the control group with the conventional learning method and found a significance value of 0.000 so that the Wilcoxon test results in the control group can be interpreted that there is a difference before and after learning in the control group (p <0.005). There are several things that can increase students' motivation and interest in learning, one of which is the ability of teachers to liven up the classroom atmosphere so that students' enthusiasm for learning can arise again. A teacher needs to carry out an interactive learning pattern or have a two-way pattern between teacher to student and student to teacher so that students have the opportunity to express their opinions according to their respective styles (Savira et al., 2018).

Table 5 above shows the data from the Wilcoxon test in the male student group where the results show that there are differences in the results before and after the test on learning using nearpod on male students with a significance value of 0.000 (p <0.005). The increase in interest in learning that occurs in male students occurs because of differences in learning patterns that use nearpod as one of the new learning media used, giving rise to a special attraction for male students, most of whom have an interest in new things and tech stuff (Ahmad et al., 2020).

Table 6 above shows the data on the Wilcoxon test results in the female student group where the results show that there are differences in the results before and after the test on learning using nearpod on female students with a significance value of 0.000 (p <0.005). This increase in value occurs because female students are students who are active and have high participation in class compared to male students who rarely have a high sense of motivation and interest in learning compared to women (Citra et al., 2021).

CONCLUSION

In this study, it was found that the difference before and after the test on learning using Nearpod on students at Yos Sudarso Dobo Junior High School with a significance value of 0.000 (p <0.005). Likewise, similar results were obtained in the control group, the male student group and the female student group. It is hoped that the use of teaching aids in the form of Nearpod or the like for learning media can be used so that the teaching and learning process is more interactive and the motivation and interest in learning of both male and female students can increase.

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