

**ENGLISH DEPARTMENT STUDENTS' PERCEPTIONS OF USING
CLASSPOINT IN ACADEMIC SPEAKING CLASSES
AT UNIVERSITAS LANCANG KUNING**

THESIS

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One of the Requirements
to Obtain a Degree of *Sarjana Pendidikan (S.Pd)***



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ABSTRACT

Dhea Aninda O N, 2026 : English Department students' perceptions of using classpoint in academic speaking classes at universitas lancing kuning.

This study analyzes the perspectives of English Department students on the use of ClassPoint in the Academic Speaking class at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The integration of interactive technology in speaking classes is progressively implemented; however, its efficacy is significantly influenced by students' perceptions of its application in the classroom. This study found to investigate students' perceptions using three indicators: self-efficacy, expectation of outcomes, and attention. This study used a quantitative descriptive design with a sample of one class of 36 individuals. A 20-item Likert-scale questionnaire was used to gather data, which was then evaluated with descriptive statistics like the mean and standard deviation. The results showed that the grand mean score was 4.23, which falls within the positive range. This indicates that students generally have a positive perception of using ClassPoint in the Academic Speaking class and view it as a supportive tool for speaking activities.

Key words: Academic Speaking, ClassPoint, Students' Perception.

ABSTRAK

Dhea Aninda O N, 2026 : *Persepsi mahasiswa Jurusan Bahasa Inggris tentang penggunaan ClassPoint dalam kelas berbicara akademik di Universitas Lancang Kuning.*

Penelitian ini menganalisis perspektif mahasiswa Jurusan Bahasa Inggris tentang penggunaan ClassPoint dalam kelas Speaking Akademik di Fakultas Pendidikan dan Studi Vokasi, Universitas Lancang Kuning. Integrasi teknologi interaktif dalam kelas speaking semakin banyak diimplementasikan; namun, efektivitasnya sangat dipengaruhi oleh persepsi mahasiswa terhadap penerapannya di kelas. Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa menggunakan tiga indikator: efikasi diri, harapan hasil, dan perhatian. Penelitian ini menggunakan desain deskriptif kuantitatif dengan sampel satu kelas yang terdiri dari 36 individu. Kuesioner skala Likert 20 item digunakan untuk mengumpulkan data, yang kemudian dievaluasi dengan statistik deskriptif seperti mean dan standar deviasi. Hasil penelitian menunjukkan bahwa nilai rata-rata keseluruhan adalah 4,23, yang berada dalam kisaran positif. Hal ini menunjukkan bahwa siswa secara umum memiliki persepsi positif terhadap penggunaan ClassPoint di kelas Academic Speaking dan memandangnya sebagai alat pendukung untuk kegiatan berbicara.

Kata kunci: *Academic Speaking, ClassPoint, Persepsi Mahasiswa*

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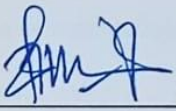
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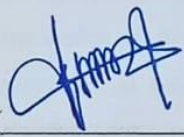
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PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan:

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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is widely recognized as one of the most important but difficult skills for EFL (English as a Foreign Language) students. Students in higher education, particularly in English departments, are expected to communicate ideas fluently while also demonstrating confidence, critical thinking, and clarity when speaking in academic settings. However, many EFL students continue to struggle in speaking classes, citing limited vocabulary, low confidence, fear of making mistakes, and anxiety when speaking in front of others. These difficulties frequently result in passive classroom participation and impede the development of students' academic speaking skills.

In addition to linguistic challenges, the traditional teaching approach commonly used in speaking classes may not adequately support students' engagement and confidence. Conventional lecture-based instruction and static presentation slides frequently fail to foster interactive learning environments that promote active participation. As a result, students tend to become passive listeners rather than active speakers, which goes against the communicative goals of speaking instruction in EFL classrooms. As a result, innovative instructional strategies are required to promote interaction, motivation, and meaningful speaking practice.

The rapid advancement of educational technology has created new opportunities for improving language learning, particularly speaking instruction. Technology-assisted learning tools have been shown to increase student engagement, interaction, and motivation by fostering dynamic and learner-centered environments (Clark, 2008). Interactive presentation technologies, in particular, enable instructors to incorporate multimedia elements, real-time responses, and interactive activities that encourage students to actively participate in classroom discussions (Abumosa, 2024).

ClassPoint is an emerging interactive presentation tool that has received a lot of attention in recent studies. ClassPoint is an interactive add-in for Microsoft PowerPoint that allows lecturers to include quizzes, polls, word clouds, and other interactive elements directly on presentation slides. Several studies have demonstrated ClassPoint's effectiveness in increasing student engagement, motivation, and active learning in a variety of educational settings (Bong, E. Y., & Chatterjee, 2021; Ananayo, 2024). ClassPoint, by transforming traditional PowerPoint presentations into interactive learning experiences, has the potential to support communicative activities in speaking classes.

Previous research has also shown that using ClassPoint increases students' motivation and satisfaction with learning English. According to studies conducted in EFL contexts, students generally perceive ClassPoint as an engaging and enjoyable tool that promotes participation and reduces classroom anxiety (Hong & Chau, 2023; Ramadhani et al., 2024). Furthermore, ClassPoint has been shown to promote active learning and improve student learning experiences by allowing them to respond anonymously and interact without fear of making mistakes (Abdelrady, 2022).

In terms of speaking instruction, several studies have investigated the use of ClassPoint to improve communication skills and classroom interaction. Implementation et al., (2025) and (Mazlan et al., (2023) found that ClassPoint, when used as a form of gamification, can increase students' motivation and participation in speaking activities. Similarly, (Oktadela, 2023) found that using ClassPoint in English learning improved classroom dynamics and encouraged students to express their ideas more confidently.

Students in higher education, particularly in academic speaking classes, are expected to present arguments, give structured presentations, and actively participate in academic discussions using formal language. These skills are critical for students' academic communication and critical thinking abilities. Academic speaking requires confidence, clarity, and effective idea organization. As a result, lecturers are encouraged to use instructional strategies that assist students in improving their speaking skills. One approach is to incorporate interactive

learning media into classroom activities. The use of technology in academic speaking classes is thought to improve student engagement and participation. As a result, interactive presentation tools have become increasingly important in assisting students' speaking development at the university level.

ClassPoint has been used in instructional practice to support students' presentation activities at Universitas Lancang Kuning's Faculty of Education and Vocational Studies. ClassPoint is used during presentation sessions in the Academic Speaking course, as determined by direct communication with the course lecturer, Miss Derin Tatum. Although the course focuses on Speaking skills, presentation activities are included to help students improve their public speaking abilities. The interactive features of ClassPoint enable students to participate more actively during presentations. This application encourages student participation by providing real-time responses and feedback. As a result, ClassPoint is used not only as a presentation tool, but also as a way to boost students' confidence in academic speaking. This practice demonstrates the institution's efforts to incorporate technology into speaking-related academic activities.

Despite the growing number of studies on the use of ClassPoint, the majority of previous research has focused on its effects on student motivation, engagement, vocabulary mastery and overall learning outcomes at the school level. Several studies have shown that ClassPoint has a positive impact on classroom interactions and student participation. However, few studies have been conducted to investigate its use in academic speaking classes at the university level. In particular, research into English Department students' perceptions of ClassPoint in higher education contexts is limited. Understanding students' perceptions is important because their attitudes toward instructional technology influence its effectiveness in the classroom. As a result, there is a research gap in understanding how third-semester English Department students perceive their use of ClassPoint. This study seeks to close this gap by looking into students' perceptions in a university setting.

B. Identification of the Problem

Based on the Background of the Research, several problems can be identified as follows :

- a) Students continue to struggle with academic speaking activities, particularly fluency, confidence, and the ability to communicate clearly during presentation sessions.
- b) Time constraints, classroom conditions, and student anxiety all limit traditional presentation practices in speaking-related classes, potentially reducing opportunities for active participation.
- c) While interactive presentation technologies are available to support academic speaking activities, their effectiveness in meeting students' engagement and confidence-building needs has yet to be determined.
- d) ClassPoint has been implemented to support presentation activities in the Academic Speaking course; however, students' experiences, perceptions, and challenges with using ClassPoint for academic speaking have not been thoroughly examined.
- e) Previous research has not specifically examined third-semester English Department students' perceptions of the use of ClassPoint in academic speaking classes at Universitas Lancang Kuning.

C. Focus of the Research

This research focuses on examining third-semester English Department students' perceptions of the use of ClassPoint in an academic speaking class at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The participants of this study are limited to third-semester students who have experienced the use of ClassPoint during presentation activities in speaking-related courses. By focusing on a specific academic level, this research aims to obtain a clear and contextual understanding of students' perceptions toward the use of ClassPoint in supporting academic speaking activities.

The focus of the research is directed toward how students perceive the use of ClassPoint during presentation sessions, how they evaluate its role in enhancing their engagement and confidence, and how they interpret its contribution to their academic speaking performance. This study does not measure students' speaking achievement but emphasizes students' subjective views and experiences regarding the use of ClassPoint as an interactive presentation tool.

D. Formulation of the Problem

Based on the study's background and focus, the problem is formulated into the following main research question: "How do third-semester English Department students perceive the use of ClassPoint in an academic speaking class?" This research question seeks to elicit students' overall perceptions, experiences, and evaluations of the use of ClassPoint during presentation activities. The study's specific goal is to learn how students perceive ClassPoint's role in promoting engagement, confidence, and participation in academic speaking activities. By focusing on students' perceptions, this study aims to describe how ClassPoint is perceived in supporting academic speaking activities at the university level.

E. Purpose of the Research

The goal of this study is to look into third-semester English Department students' perceptions of the use of ClassPoint in an academic speaking class at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The purpose of this study is to investigate students' perspectives and experiences with ClassPoint in relation to their presentation activities, particularly in terms of increasing their engagement and confidence in academic speaking contexts.

F. Significance of the Research

This study is expected to make both theoretical and practical contributions to the field of English language education, particularly in the context of academic speaking instruction using interactive presentation technology such as ClassPoint.

a. Practical Significance

a) For Lecturers

This study is expected to provide lecturers with practical insights into students' attitudes toward using ClassPoint in academic speaking classes. The findings may assist lecturers in determining the effectiveness of ClassPoint as an instructional tool and optimizing its use to increase students' engagement, confidence, and participation during presentation activities.

b) For Students

The results of this study may help students better understand the role of ClassPoint in supporting their academic speaking development. By reflecting students' experiences and perceptions, this research highlights how interactive presentation tools can contribute to improving confidence and participation in academic speaking contexts.

b. Theoretical Significance

Theoretically, this study adds to the existing literature on technology-assisted language learning by collecting empirical data on university students' perceptions of ClassPoint during academic speaking classes. The findings may contribute to theoretical discussions about students' attitudes, acceptance, and experiences with interactive presentation tools in higher education. Furthermore, this study may serve as a foundation for future research into the integration of instructional technology in speaking instruction in similar EFL contexts.

G. Definition of Key Terms

To avoid misunderstandings and ensure clarity, several key terms used in this research are defined as follows :

a. Students' Perceptions

Students' perceptions are the thoughts, opinions, attitudes, interpretations, and personal judgments of third-semester English Department students at Universitas Lancang Kuning about their experiences with ClassPoint during

academic speaking activities. Perceptions in this study include how students evaluate ClassPoint's usefulness, effectiveness, and practicality as an instructional tool. Students' perceptions include their thoughts on how ClassPoint affects their engagement, confidence, and participation in presentation sessions. Understanding students' perceptions is important because their attitudes toward instructional media influence how effectively they are used in the classroom. According to Creswell, (2018), perception based research reveals learners' experiences and responses to educational practices from their own perspectives.

b. Classpoint

ClassPoint is an interactive presentation tool built into Microsoft PowerPoint that enables real-time interaction between lecturers and students during classroom activities. The application includes a variety of interactive features, such as live quizzes, polls, short answer questions, and instant feedback, which can be accessed directly during presentations. ClassPoint is specifically used during presentation activities in the Academic Speaking course at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The goal of using ClassPoint is to support presentation-based learning while also creating a more interactive and student-centered classroom environment. Previous research has shown that using ClassPoint as a presentation support tool can increase student engagement and classroom interaction (Abdelrady, 2022; Bong, E. Y., & Chatterjee, 2021).

c. Academic Speaking

Academic speaking refers to students' ability to express themselves verbally in formal academic settings such as classroom presentations, academic discussions, and question-and-answer sessions. This skill requires the ability to organize ideas, use appropriate academic language, and communicate messages clearly and confidently. Academic speaking requires students to present academic content with fluency, coherence, and audience awareness. In this study, academic speaking focuses on students' presentation activities, which are aided by the use of ClassPoint, an interactive presentation tool. The emphasis is not on measuring

speaking ability, but on understanding how the use of ClassPoint affects students' speaking experiences in an academic classroom setting (Clark, 2008).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The aim of this study was to look at how English Department students felt about using ClassPoint in the Academic Speaking class at the Faculty of Education and Vocational Studies at Universitas Lancang Kuning. The descriptive statistical analysis indicated that students held favorable views regarding the use of ClassPoint, especially for the enhancement of their self-efficacy, the reinforcement of their outcome expectations, and attention. This study did not assess students' actual speaking performance; however, the findings indicate that incorporating ClassPoint into Academic Speaking classes can bolster students' confidence, concentration, and positive learning expectations. This implies that interactive presentation tools may be effectively utilized to enhance student engagement in higher education.

B. Suggestions

Based on the conclusions above, several suggestions are proposed :

a. For Teachers

Academic Speaking teachers are urged to use ClassPoint as a tool to help students study in a more interactive and interesting way and to get more students involved.

b. For Students

To get the most out of ClassPoint's benefits for building confidence and interest in speaking activities, students should actively participate in the learning activities it offers.

c. For Researchers in the Future

Future researchers are advised to undertake additional investigations about the utilization of ClassPoint by implementing diverse research methodologies, engaging larger samples, or concentrating on particular speaking competencies and educational outcomes to achieve more thorough findings.

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