

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

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ABSTRACT

This study examines English Department students' perceptions of using ClassPoint in Academic Speaking classes at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The incorporation of interactive technology in language education, especially in speaking classes, has been progressively adopted to boost student engagement and participation yet, its efficacy is predominantly contingent upon students' perceptions of its application in the learning process. Therefore, this study aims to investigate students' perceptions based on three key indicators self efficacy, outcome expectations, and attention. This study utilized a descriptive quantitative approach with 36 students from a single class in the English Language Education Study Program. We used a 20 item Likert scale questionnaire to collect data and descriptive statistics, such as mean and standard deviation, to find out how students tended to respond overall. The results showed that the overall mean score was 4.23 out of 5, which is in the positive range. This means that students usually think that using ClassPoint in Academic Speaking lessons is a good idea. Specifically, students showed that they believed they could utilize the tool self efficacy, that they thought it would help them learn better, and that they paid more attention during class activities. In conclusion, ClassPoint is seen as a useful and helpful tool that keeps students interested and makes it easier for them to talk, which suggests that adding interactive technology can help students participate more and stay focused in speaking sessions.

Keywords: Academic Speaking; ClassPoint; Students' Perception

1. INTRODUCTION

The advancement of technology in education has profoundly altered the teaching and learning dynamics, especially in English as a Foreign Language (EFL) classes. Speaking is often considered one of the most important but difficult language skills for pupils to learn. In college, especially in English departments, students are expected to be able to express their thoughts clearly and confidently while also showing that they can think critically in academic settings. Many EFL students still have trouble speaking activities, though. This is because they don't know enough words, don't feel confident, are afraid of making mistakes, or are anxious when they have to talk in front of other people. These problems typically make students less active in class, which makes it harder for them to improve their academic speaking skills. So, making kids better at speaking is still an important part of learning a language.

Along with language problems, the way speaking classes are taught also has a big effect on how students learn. Traditional methods, such lectures and static presentation slides, don't always make learning environments that are interactive. These strategies often make students passive listeners instead of active participants, which goes against the communicative goals of speaking training in EFL courses. Because of this, kids might not have enough chances to practice speaking in a meaningful way and build their confidence. This scenario underscores the necessity for novel

pedagogical approaches that foster contact, engagement, and active participation. As a result, adding interactive learning tools to speaking lessons is an important thing to think about.

The fast growth of educational technology has made it possible to increase language learning in new ways, especially when it comes to teaching speaking. It is thought that technology-assisted learning tools can make students more interested, motivated, and interactive by making learning environments that are dynamic and centered on the learner (Clark, 2008). Teachers can use these tools to make learning exercises more interactive, which will get students more involved in class. Also, technology can help people learn in many ways by giving them visual, aural, and interactive features. Because of this, kids might be more inspired and willing to share their thoughts during speaking events. As a result, more and more people think that using technology in EFL classrooms is a good way to help students learn a language.

ClassPoint is an interactive presentation tool that is built into Microsoft PowerPoint. It is one of the new technologies that are being used in the classroom. ClassPoint lets teachers add interactive elements like quizzes, polls, word clouds, and short-answer questions right into their presentation slides. With these capabilities, teachers and students can talk to one other in real time, which makes classroom activities more interesting and interactive. Bong, E. Y., and Chatterjee (2021), as well as Ananayo (2024), say that ClassPoint has been found to make students more interested and encourage active learning in a number of different educational settings. ClassPoint turns typical presentations into interactive learning experiences, which gives students more chances to get involved. So, it could help in speaking lessons that involve communication.

Earlier research has shown that using ClassPoint can also make students more motivated and happier with their study. In EFL settings, students typically regard ClassPoint as an engaging and entertaining resource that fosters engagement and alleviates classroom anxiety (Hong & Chau, 2023; Ramadhani et al., 2024). Abdelrady (2022) also observed that ClassPoint encourages active learning by letting students react anonymously, which makes them feel less afraid of making mistakes. This function is especially helpful in speaking classes, as students typically worry about saying what they think. ClassPoint can help students feel more comfortable taking part in class activities by making the classroom a more welcoming place to learn. So, using interactive technologies like ClassPoint can help make learning more fun for pupils.

Several research have examined the function of ClassPoint in improving communication skills and classroom interaction within the framework of speaking education. Implementation et al. (2025) and Mazlan et al. (2023) found that using ClassPoint as a gamification tool can make students more interested in and willing to talk. In the same way, Oktadela (2023) observed that using ClassPoint to learn English makes the classroom more dynamic and makes students feel more comfortable sharing their thoughts. These results indicate that ClassPoint not only facilitates interaction but also cultivates a more stimulating and communicative educational atmosphere. Consequently, it may be regarded as a significant resource in oral communication education. But more research is still needed to look into how it may be used in other situations.

In academic speaking, especially at the university level, students have to use formal language to make arguments, give structured presentations, and take part in intellectual discussions. These skills are necessary for helping pupils improve their ability to think critically and communicate in school. To do this, teachers need to use good teaching methods that will help pupils get better at speaking. One way to do this is to use interactive learning tools that can make students more interested and involved. People think that using technology in academic speaking sessions makes learning more relevant. As a result, interactive presenting tools like ClassPoint have become more important for helping college students improve their speaking skills.

Universitas Lancang Kuning has used ClassPoint in the Academic Speaking course to help students with their presentations. ClassPoint is used during presentations to get students to talk to each other and participate. This is based on direct communication with the course instructor. The main

goal of the course is to assist students improve their speaking skills, but there are also presenting tasks to help them get better at public speaking. ClassPoint's interactive features let students get more involved by giving them real-time responses and feedback. Because of this, ClassPoint is not only a tool for giving presentations, but also a way to help students feel more confident while speaking in front of others. This practice shows how the school is trying to use technology in speaking-related learning activities.

While ClassPoint is being utilized more and more in schools, most of the research that have come before this one has looked at how it affects motivation, engagement, vocabulary acquisition, and overall learning outcomes at the school level. Although these studies have yielded favorable outcomes, there exists a paucity of research investigating the application of ClassPoint specifically in university-level academic speaking courses. Specifically, research examining English Department students' impressions of ClassPoint in higher education settings is limited. It is crucial to know how students feel about instructional technology because their attitudes toward it affect how well it works in the classroom. Consequently, it is imperative to examine students' perceptions about the utilization of ClassPoint in facilitating their academic speaking endeavors. This gap underscores the necessity for additional research in this domain.

This study is to examine the perspectives of third-semester English Department students regarding the utilization of ClassPoint in an Academic Speaking class at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning, in light of the stated gap. This study examines students' perceptions of ClassPoint regarding engagement, confidence, and participation in presentation activities. This study aims to enhance the comprehension of interactive technology's function in speaking training by analyzing students' perceptions. The results of this study are anticipated to enhance teaching methodologies in EFL classrooms, specifically with the utilization of interactive presenting tools. Moreover, this work may function as a reference for subsequent research on technology-assisted language acquisition within higher education settings.

2. METHOD

This study utilized a quantitative research design, namely a survey methodology, to examine students' perspectives regarding the use of ClassPoint in the Academic Speaking course. Quantitative survey research is deemed suitable as it allows the researcher to methodically gather numerical data concerning students' opinions, assessments, and experiences via organized instruments. The primary aim of this study is to elucidate students' views rather than to investigate causal linkages or treatment effects. Using a survey design, subjective views can be measured with Likert-scale replies, which makes it possible to find general trends and patterns. This strategy makes sure that everyone answers the same questions, which makes data collection more consistent and objective. Surveys are commonly employed in perception-based research to encapsulate learners' perceptions towards instructional media and educational technology.

The study took place at the Faculty of Education and Vocational Studies at Universitas Lancang Kuning in Pekanbaru, Indonesia. The research was conducted over a duration of approximately three months, from December 2025 to February 2026. This setting was chosen since ClassPoint had already been used in the Academic Speaking course, which made it a good place to look at how students feel about it. The Academic Speaking course helps students improve their speaking skills, especially when it comes to giving presentations. The incorporation of ClassPoint into this course offered a pragmatic framework for analyzing students' experiences and perceptions regarding the utilization of interactive technology. Consequently, the research environment was deemed suitable to facilitate the aims of this investigation.

The participants in this study comprised all third-semester students from the English Education Study Program participating in the Academic Speaking course. These students were selected due

to their direct experience using ClassPoint in presentation activities, rendering them appropriate volunteers for the research. There were 36 students in the population. Because the population size was modest and manageable, this study used a complete sampling method. In total sampling, every member of the population is included in the study sample, making sure that no important individuals are left out. This method makes the results more accurate and trustworthy because the data show how the whole group feels.

The main tool used to collect data for this study was a structured questionnaire that asked students how they felt about utilizing ClassPoint in the Academic Speaking course. There were 20 questions on the questionnaire, and they were all focused on three key indicators: self-efficacy, outcome expectations, and attention. We used a 5-point Likert scale to get students' answers, with 1 being "Strongly Disagree" and 5 being "Strongly Agree." This scale lets people show how much they agree or disagree with their learning experiences. Creswell (2017) asserts that Likert scales are appropriate for perception-oriented research as they offer a systematic method to quantify subjective viewpoints. This scale also lets the researcher turn qualitative perceptions into numbers that can be measured.

The items on the questionnaire were based on earlier research on ClassPoint and interactive presentation tools used to teach English. The research of Ramadhani et al. (2024) advanced the formulation of indicators pertaining to motivation and engagement. Furthermore, research conducted by Abumosa (2024) and Abdelrady (2022) influenced the development of items centered on students' learning satisfaction and classroom engagement. The adaptation procedure required changing the original elements so that they fit with the framework of Academic Speaking, especially activities that include giving presentations. This made sure that each item appropriately described how students felt about using ClassPoint for speaking activities. Consequently, the instrument was deemed pertinent and suitable for fulfilling the research aims.

It used Google Forms to send out an online questionnaire to collect data. This strategy was chosen since it is quick and easy, and most college students are already accustomed with internet platforms. The link to the questionnaire was sent to participants via class WhatsApp groups and direct messaging, so students could fill it out whenever it was convenient for them. Before filling out the questionnaire, participants were told what the study was about and that their answers would be kept private. This step was necessary to make sure that the data collecting was ethical and to get honest answers. Previous studies on ClassPoint and technology-enhanced learning have employed analogous online data gathering methodologies (Oktadela et al., 2024; Ananayo, 2024).

It used Microsoft Excel to examine the data we got from the questionnaire using descriptive statistics. The goal of the analysis was to find the mean, standard deviation, minimum, maximum, and grand mean of the students' answers. The mean was used to find out how students generally felt about something, whether their answers were favorable, neutral, or negative. We utilized standard deviation to find out how much the answers varied or spread out around the mean. We used Sugiyono's (2017) classification rules to figure out what the mean scores meant. The researcher utilized descriptive statistical analysis to discern patterns and trends in students' impressions of employing ClassPoint in the Academic Speaking course. This method gave a clear and organized way to solve the study topic.

3. RESULTS

This section shows what the study found about how students felt about using ClassPoint in the Academic Speaking class. The results were gathered using a structured questionnaire administered to 36 third-semester students enrolled in the English Language Education Study Program at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The investigation utilized descriptive statistics, such as mean scores and standard deviation, to discern patterns in student replies. Also, assessments of validity and reliability were done to make sure

the research tool was good. The results give a clear picture of how students feel about using ClassPoint to help them with their academic speaking assignments. Overall, the results show that students have a good opinion of how ClassPoint is being used.

Before examining the primary data, validity and reliability assessments were performed to verify the instrument's accuracy and consistency. The validity test indicated that all of the questionnaire items had r-count values that were higher than the r-table value of 0.3291 at a significance level of 0.05. This means that all of the items were valid. This result shows that each item was good for measuring the factors that were being looked at. Also, the reliability test using Cronbach's Alpha gave a coefficient of 0.971 for 20 items, which is much higher than the permitted level of 0.70. This shows that the products are fairly consistent with one other. Consequently, the questionnaire was deemed both valid and reliable for subsequent data analysis.

The descriptive statistical study was predicated on three indicators: self-efficacy, result expectations, and attention. The analysis of mean scores adhered to Sugiyono's (2017) classification to assess the level of students' perceptions. The findings indicated that all three indications were classified as positive. Also, the standard deviation numbers were rather low, which means that the students' answers were similar across all of the items. These results indicate that students predominantly hold similar favorable opinions regarding the utilization of ClassPoint in Academic Speaking classes. The regularity of the responses makes the overall conclusions more reliable.

The self-efficacy indicator has a mean score of 4.22, which is considered good. This shows that the students were sure they could utilize ClassPoint during Academic Speaking assignments. The consistent standard deviation figures also imply that the majority of students had comparable levels of confidence. Students said that interactive features like quizzes and real-time response systems helped them get used to participating before speaking in front of the class. This progressive participation may lessen fear about speaking and boost students' confidence. So, it looks like ClassPoint helps students build their self-efficacy when it comes to speaking in class. The outcome expectations indicator also had a mean score of 4.22, which is also in the favorable range. This result shows that students thought that using ClassPoint helped them learn better. Students said that interactive activities and getting feedback right away helped them learn the topic better and get more involved in speaking assignments. The low standard deviation numbers show that the pupils' answers were consistent. These results indicate that students possess favorable expectations concerning the advantages of utilizing ClassPoint. So, many see ClassPoint as a useful tool for improving learning in Academic Speaking.

The attentiveness indication had the highest mean score of the three indicators, with a total mean of 4.26, which is also a good result. This means that students were more focused on what they were doing in class when ClassPoint was implemented. People thought that the interactive parts were good in keeping kids interested and stopping them from learning passively. The fact that the answers were the same confirms this finding even more. The grand mean score of 4.23 also shows that students generally have good things to say about using ClassPoint in the Academic Speaking class. Overall, these results show how ClassPoint can help students become more interested, confident, and involved.

4. DISCUSSION

The results of this study show that students have a good opinion of utilizing ClassPoint in Academic Speaking lessons, as shown by the high mean ratings for all indicators. The majority of students chose "Agree" or "Strongly Agree," indicating that ClassPoint was a popular learning tool. This finding suggests that ClassPoint is not just a way to give presentations, but also a helpful teaching tool that makes the classroom more interactive. The low standard deviation numbers

show that the replies were consistent, which makes these conclusions even more reliable. These results show that interactive technology has a big impact on how pupils learn. So, ClassPoint can be seen as a useful tool for helping with Academic Speaking lessons.

The results indicate that ClassPoint enhances students' self-efficacy by boosting their confidence in engaging in speaking activities. This finding aligns with Warni et al. (2024), which indicated that motivational support bolsters students' confidence in language acquisition. ClassPoint has interactive features like quizzes and real-time replies that let students get used to speaking in front of others before they do it. This technique might help people feel less anxious, which is a common problem when speaking English as a second language (Al-Hassaani & Al-Saalmi, 2022). ClassPoint helps students gain confidence bit by bit by giving them a low-pressure setting. So, the fact that students feel confident in their ability to talk means that ClassPoint is a crucial part of helping them get mentally ready to do so.

When it came to outcome expectations, students thought that ClassPoint helped them study better. This finding is consistent with Abdelrady and Akram (2022), who indicated that ClassPoint improves students' pleasure and perceived learning efficacy in EFL contexts. Students can better understand the subject and stay involved in the learning process when there are interactive exercises and feedback right away. Students are more likely to take part in class activities when they think they will have good results. This is especially significant in Academic Speaking, where you need to be involved in order to improve your skills. So, students' hopes for a good outcome show that they believe ClassPoint is a beneficial learning tool.

The results also showed that attention was the strongest of the three indicators, with the highest mean score. This indicates that ClassPoint is very good at keeping students' attention during class activities. This finding corroborates Clark (2008), who underscored the significance of interactive presenting methods in maintaining student engagement in higher education. Chau and Pham (2023) also discovered that ClassPoint encourages active learning and participation in the classroom. Using quizzes, real-time responses, and interactive presentations keeps students mentally engaged and stops them from passively learning. In Academic Speaking, it's very important to keep your focus since pupils need to follow directions and answer questions correctly. Because of this, ClassPoint is a very important tool for keeping students focused throughout learning activities.

In general, the discussion shows that students had a positive view of ClassPoint on all measures, such as self-efficacy, outcome expectations, and attention. These results align with the findings of Oktadela et al. (2024), which indicated that ClassPoint enhances participation in EFL courses. This study does not quantify actual enhancement in speaking performance; rather, the favorable perceptions indicate that ClassPoint fosters a helpful and engaging learning atmosphere. The fact that the answers were all the same makes the results even more believable. So, ClassPoint can be seen as a useful extra instrument for teaching Academic Speaking. When used in the classroom, it could make students more interested and improve their learning.

5. CONCLUSION

This study aimed to investigate English Department students' perceptions of using ClassPoint in the Academic Speaking class at the Faculty of Education and Vocational Studies, Universitas Lancang Kuning. The findings revealed that students generally held positive perceptions, as indicated by high mean scores across all three indicators: self-efficacy, outcome expectations, and attention. These results suggest that the use of ClassPoint helps students feel more confident in participating in speaking activities, fosters positive expectations toward their learning outcomes, and enhances their focus during classroom sessions. Although this study did not measure students' actual speaking performance, the positive perceptions indicate that ClassPoint has the potential to support important aspects of the learning process, particularly in creating a more

engaging and interactive classroom environment. Therefore, it can be concluded that ClassPoint serves as an effective instructional tool that contributes to improving student engagement and participation in Academic Speaking classes.

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