**USING NEARPOD TO ENRICH STUDENTS' VOCABULARY:**
**STUDENTS' PERCEPTIONS**

**A PAPER**

Submitted to English Language Education Study Program, Faculty of Teacher
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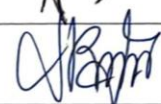
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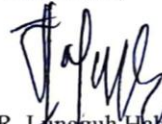
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# DECLARATION

I hereby declare that the paper entitled **"Using Nearpod to Enrich Students' Vocabulary: Students' Perceptions"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

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# PREFACE

*Alhamdulillahirabbil'alamin*, all praises, and gratitude to Allah for all the graces and blessings that provide health and wisdom to the researcher that this research entitled Using Nearpod to Enrich Students' Vocabulary: Students' Perceptions can be completed properly in accordance with the planned time.

This paper is written to fulfill one of the requirements for *Sarjana Pendidikan* Examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper is still far from being perfect. He hopes that this paper is useful for the researcher in particular and the readers in general. Therefore, he accepts any suggestions and critics for the completion of this paper.

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# ABSTRACT

This research aimed to explore students' perceptions of using Nearpod to enhance their vocabulary, with a specific focus on individual skills, awareness, and cognitive structure. The research adopted a qualitative methodology, employing questionnaires and interviews as research instruments among 30 students at SMKS 1 Dasa Semesta Bogor. The interpretation of data from the research instruments was employed to identify students' perceptions of the use of Nearpod in the context of vocabulary development. The research findings concerning individual skills, students perceived that Nearpod assisted them in memorizing vocabulary regarding the positive use of it. In terms of awareness, students perceived that they became more aware of their strengths and weaknesses in learning vocabulary. In relation to cognitive structure, the students' perceptions led to changes in vocabulary learning style that affected students' strategies for remembering vocabulary. The findings indicated that the majority of respondents expressed a high interest in the use of Nearpod in vocabulary learning. However, not all students perceived that using Nearpod motivated them to enrich their vocabulary. In addition, Nearpod is advisable to involve more student interaction in creative and project-based activities which can be tested at various grade levels and subjects to understand if the results can be expanded.

Keywords: nearpod, perceptions, vocabulary

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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

In learning English, vocabulary is one of the important things that have to be mastered by the learners because mastering vocabulary can make them easier to understand English. Salawazo et al. (2020) stated that vocabulary is a very important aspect of learning English. Knowledge of vocabulary requires not only quoting words but also meanings based on specific contexts and is often regarded as an important tool for second language learners. As mentioned by Alqahtani (2015) it is very important for second language learners to learn vocabulary and view it as a tool for learning because a limited vocabulary in a second language impedes successful communication. To support that statement, Schmitt & Trent (2017) mentioned that vocabulary is the foundation for all language use, therefore it must be learned in a certain way so that learners become communicative in learning a new language. It means that vocabulary becomes the first aspect that has to be learned by the learners.

In learning vocabulary, learners need a tool or platform that is useful to support them. Especially in this era, learning vocabulary can be done using the newest technology. Technology becomes an important part of the teaching and learning process because technology provides unlimited incredible tools, resources, and useful information at our fingertips. As mentioned by Ahmadi

(2018) technology assists educators and learners in developing the learning process. Technology provides educational resources and brings a new learning experience to the learners. It can be used to provide learners with more genuine material and motivate them to learn a language. In addition, he claimed that technology is an essential part of the teachers' profession and they can use it to facilitate and improve English classes to adapt to the modern era.

Moreover, Kieu et al. (2021) claimed that technology assists educators and learners in learning English. Technology-supported teaching allows learners to expand their learning process because teachers can manage learning easily through the technology provided and learners can easily learn through learning platforms which are more attractive in the teaching and learning process. This is in accordance with Larsen-Freeman and Anderson's statement cited in Ahmadi (2018), students can be more motivated to learn languages through the use of technology that has a lot of authentic and interesting materials.

On the other hand, the use of technology in learning English language is becoming more common. The reason technology is so widely used in learning English is that it has many advantages, for instance, using the vocabulary test website will improve students' vocabulary mastery (Kieu et al., 2021). By using a web tool to learn vocabulary, students can improve their interest in learning English language. However, a web tool provides a lot of learning platforms that can engage students to be more active in the teaching

and learning process. Taibi et al. (2017) emphasized that the use of search engine websites for learning cross-language can increase the availability of sources in certain languages. In addition, learning web tools are helping to expand education, they assist students to achieve a lot of experiences in future learning, especially learning English through web tools.

Furthermore, learning web tools provides a variety of adequate vocabulary learning necessary. As mentioned above in learning vocabulary, students need a tool or platform that is useful to support them. One of the tools is Nearpod that is widely used in other research studies and assists students to learn vocabulary effectively. Nearpod becomes one example regarding the use of Nearpod as a learning web tool that has become the main point of this research because Nearpod is one of many web tools that provides a lot of features to assist teachers and students in mastering vocabulary.

According to Setiawan (2021), Nearpod is useful for preserving an interactive teaching and learning process. He mentioned that Nearpod can be used as a platform to learn vocabulary because the variety of its features is so great for applying interactive teaching and learning. The features can be used as a vocabulary learning platform that contains presentation tools, games, quizzes, and others. Based on the previous research conducted by (Faradisa, 2021). She claimed that learning by using Nearpod will become more interactive because it provides various tools to use in the learning process that can support students in improving their vocabulary mastery. With various tools provided in Nearpod, learning vocabulary will be a lot of concepts in

learning English. Therefore, the researcher wants to investigate students` perceptions of using Nearpod to enrich their vocabulary.

Based on pre-observation that had been done by the researcher at SMKS 1 Dasa Semesta, Bogor, the researcher found a phenomenon about the use of Nearpod in 10th grade. According to an English teacher in SMKS 1 Dasa Semesta, the students are more enthusiastic when learning by using Nearpod than conventional teaching-learning that does not use any media or platform in the teaching-learning process. They are more active to ask questions than learning without Nearpod. Moreover, the students easily understand the topic that the teacher gives by using videos and games. Even though the teacher is already using Nearpod to support the learning process, but the researcher believes that students have different perceptions toward the use of Nearpod to enrich vocabulary. Therefore, the researcher has two reasons for choosing the topic.

First, one of the teachers in SMKS 1 Dasa Semesta has started using Nearpod as her learning media. She is already using Nearpod for one semester and the researcher wants to know students' perceptions toward the use of Nearpod to enrich students' vocabulary.

Second, based on the theory, Nearpod has been used in several studies for instance. Sanmugam et al. (2019) did a study about the "The Use of Nearpod as an Interactive Learning Method". They compared the use of Nearpod and conventional teaching which did not use any tools in the learning process. The comparison shows significant learning processes. The result of

their research is that Nearpod is recommended to apply an interactive teaching-learning that can be achieved in large classrooms using technology-integrated learning tools. Learning by using Nearpod is more interactive than conventional teaching-learning. In addition, using Nearpod appears to offer an alternative teaching approach that engages students for a better and enhanced learning experience compared to a conventional method. Therefore, Nearpod is quite effective good for increasing vocabulary and the researcher wants to know the use of Nearpod because it provides teachers with the opportunity to provide materials and evaluate learning outcomes with the same application.

## B. Research Question

According to the background discussed, the research question of this research is "How do students perceive the use of Nearpod to enrich vocabulary?"

## C. Aim of the Research

Based on the problem above, this research aims to investigate students' perceptions of using Nearpod to enrich vocabulary.

## D. Research Focus

This research focuses on metacognitive approaches of students' perceptions towards the use of Nearpod to enrich vocabulary which includes individual skills, awareness, and cognitive structures.

## E. Operational Definition

Based on the title of this research, the researcher defines keywords that can be used to make the content of the paper easy to understand. The keywords of the researcher mean are as follows:

1. Vocabulary enrichment refers to the process of increasing and expanding one's vocabulary through deliberate and systematic efforts. This involves acquiring new words, understanding their meaning, and incorporating them effectively into one's use of language (Clouston, 2013).

2. Nearpod is an interactive web-based technology platform that allows teachers to integrate various features in teaching teaching-learning process including selecting, combining, and presenting multimedia content such as text, images, audio, and video in a presentation format (Faradisa, 2021).

3. Perception is the process of receiving something through the five senses so that each individual can choose, organize, and interpret information to create an image meaningful world (Elinda, 2019).

## F. Research Significance

In conducting this research, the researcher will get knowledge and experience in investigating the students' perceptions of using Nearpod to enrich students' vocabulary. This research can be a reference to another researcher on investigating the next research with the same topic as well. On the other hand, this research provides a new perspective to the students in learning vocabulary by using Nearpod. In addition, it can be considered as a reference for English teachers to establish fun teaching and enjoyable learning.

# CHAPTER II

# THEORETICAL FOUNDATION

## A. Vocabulary

### 1. Definition

Vocabulary is a group of combined words that has meaning that contains individual elements or phrases, or parts of multiple words, that convey specific meanings (Clouston, 2013). Moreover, vocabulary is an essential part of learning a foreign language, where students are required to master each word they learn. According to Hutton (2008), there are three levels of vocabulary to learn, namely basic, low frequency, and high frequency.

Level one consists of the most basic words. These words rarely require direct reference and usually do not have multiple meanings. Sight words, nouns, verbs, adjectives, and first-reading words occur at this level. For example, first-level words are book, girl, sad, run, dog, and orange. There are approximately 8,000 language families in English at level one.

Level two consists of words that occur frequently in various domains. In other words, these words are often used in mature language situations such as; conversation and literature with adults and it greatly affects speaking and reading. Schmitt & Trent (2017) claimed that level two is the most important direct demonstrative because it is a good indicator of a student's progress in school and it has approximately 7,000-word families.

Level three consists of words that occur infrequently in a particular domain. Domains include school subjects, hobbies, jobs, geographic regions, technology, weather, and more. These words are usually learned for a specific need. Duff & Brydon (2020) defined that level three of vocabulary level is purposed to learners that approximately have 8000+ word families. In addition, vocabulary is one of many aspects of learning English that has to be learned continuously in order to master a lot of vocabulary.

2. Types of Vocabulary

Montgomery (2007) claimed that there are 4 types of vocabulary namely, listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

   a. Listening vocabulary

   The words that people hear and understand from the womb until they are born are listening vocabulary. Brysbaert, Mandera & Keuleers (2018) claimed that it is about 20 years old native speakers have known approximately 11.000-word families. By the time people reach adulthood, most of them recognize and understand close to 50,000 words. Young children find it easier to accept new vocabulary in life. Since a baby, what parents say will be recorded in the baby's brain and become new vocabulary.

b. Speaking Vocabulary

The words and sentences that people use in speaking are speaking vocabulary. Montgomery (2007) defined that speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. In speaking vocabulary, people do not get a lot of new vocabulary unlike listening vocabulary.

c. Reading Vocabulary

Reading vocabulary will be got and mastered when the learners read something formed as a text. Learners can read and understand many words that they do not use in speaking vocabulary. This is the 2nd largest vocabulary to be a reader.

d. Writing Vocabulary

Writing vocabulary is strongly influenced by the words that can be spelled. It can be trained by writing down the words that students get from lessons. Furthermore, writing is one tip to increase someone's memory to remember something. Salawazo et al. (2020) described vocabulary plays an important role in language learning. Without sufficient vocabulary, people cannot express their ideas to communicate in spoken and written form effectively.

In conclusion, vocabulary generally has 4 important aspects where students must be able to understand these four aspects. These aspects include listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

3. The number of Vocabulary learners must master

   According to Hutton (2008), the standard vocabulary is developed as follows:

| Level | Words |
|---|---|
| Beginners | 600 words |
| Basic | 1000 words |
| Pre-Intermediate | 1500-2000 words |
| Medium | 2000-3000 words |
| Upper-Intermediate | 3000-4000 words |
| Advanced | 4000-8000 words |
| Proficiency | More than 8000 |

Low level — Beginners, Basic

Middle level — Pre-Intermediate, Medium, Upper-Intermediate

High level — Advanced, Proficiency

*Table 2.1 Standard of Vocabulary*

Based on Table 2.1, learners aim to occupy the advanced level to proficiency level that has approximately 4000-8000 word families. Brysbaert, Mandera, and Keuleers (2018) estimated that the average 20-year-old native English speaker will know 42,000 lemmas derived from 11,000-word families. This indicated that Table 2.1 is purposed to non-native speakers that learn from the beginner level.

**B. Nearpod**

1. Definition

Nearpod is a very interactive learning web tool application for teaching and learning. Interactive refers to the vast amount of content available inside the Nearpod itself. Rosidah (2022) claims that Nearpod is one of the learning platforms that offer a very unique teacher-student interaction. To support the statement, Minalti and Erita (2021) claimed that Nearpod is the application for online and offline learning which is a web-based interactive media creation application that enables teachers and students to interact directly or indirectly during teaching and learning. According to Sanmugam et al. (2019), Nearpod is useful for preserving an interactive teaching and learning process. In addition, she mentioned that Nearpod can be used as a platform to learn vocabulary. To support that statement, Faradisa (2021) claimed that learning by using Nearpod will become more interactive because it provides various tools to use in the learning process that can support students in improving their vocabulary mastery. With a lot of features, teachers can create presentations with pictures, text videos, and even quizzes that can be played together.

In conclusion, the use of technology in the classroom, such as interactive whiteboards and educational apps, can have a positive impact on vocabulary acquisition (Dujardin et al., 2022). Nearpod takes this concept one step further by enabling educators to create and deliver lessons specifically designed to engage students and encourage active learning. By

using interactive features such as quizzes, polls, and collaborative activities, students are encouraged to actively participate in the learning process, which can lead to greater understanding and retention. Nearpod allows the students to ask for everything anonymously. That might have been reticent to speak out in front of the learning section. McClean & Crowe (2017) stated that students will be more active in speaking up in Nearpod because the teacher does not know the student who is asking. Therefore, It promotes active learning by giving students more opportunities to participate in learning activities and engage in lively interactions (Le 2023).

Based on the definitions above, it can be concluded that Nearpod is an interactive platform that offers a lot of functions that can be used for learning that can attract students' attention.

2. The Benefit of Nearpod in Language Learning

Nearpod provides two types of options for interactive learning; content and activity. Vinolo-Gil et al. (2023) stated that content materials allow the user to add great interactive features that can be inserted into the presentation such as reading slides, adding videos, inserting web content, teaching materials 3D shape simulation, adding virtual reality content, adding material from Microsoft office, audio, and others. Kidder (2021) stated that activity slide has amazing features, and allows for personalized and fun instruction. The features that can make lessons more active and interactive namely, time to climb, open-ended questions, quizzes, matching tests, polls, and others. Nearpod provides teachers the flexibility to switch

between presentation/lecture mode and student mode.

Presentation mode provides features to design slides directly in the application or upload current PowerPoint, PDF, and image files (using user-friendly drag-and-drop functionality) (Barbara, 2019). In addition to basic content, users can also add web content and various activities such as quizzes and polls.

According to Burton (2019), multimedia content and assessment can engage students in learning English through Nearpod. However, the student's mode is limited for accessing the features because those are controlled by the teacher. To access sessions synchronously or asynchronously, students are given a code that they must use when accessing the website to participate in a particular lesson. Students can access it on their devices and take notes on each slide (which are then emailed or saved to specs).

In conclusion, there are 2 features inside the Nearpod that can be said as an interactive learning platform namely, content and activity. Content offers a lot of features such as web materials, PDFs, videos, audio, etc. while activity offers some fun instructions such as games, quizzes, time to climb, and others.

3. The use of Nearpod

Nearpod is applied to deliver interactive and engaging lessons to students that have many applications in language learning, especially when it comes to teaching vocabulary (Setiawan, 2021). One of the main benefits

of using Nearpod in vocabulary instruction is that it allows teachers to create dynamic and interactive lessons that keep students engaged and motivated to learn.

According to Kidder (2021) inside the Nearpod application, teachers can create multimedia presentations that incorporate different types of content, including images, videos, audio clips, and interactive quizzes. This can help students better understand the meaning of new vocabulary, as well as provide a more immersive and engaging learning experience. Additionally, the platform provides tools for formative assessment, allowing teachers to track students' progress and customize their instruction.

The use of technology in language learning has a positive impact on student engagement and motivation (Barry, Murphy, & Drew, 2015). The use of Nearpod in particular is effective in increasing vocabulary mastery (Ferdig et al., 2016). However, it is important to note that technology alone cannot replace the need for effective teaching strategies and well-designed curricula.

In conclusion, Nearpod is a valuable tool for teachers looking to incorporate technology into their vocabulary teaching. By creating dynamic and interactive lessons, teachers can help students better understand and retain new vocabulary, while increasing engagement and motivation. While it is important to be aware of the limitations of the technology, the use of Nearpod can be an effective complement to traditional teaching methods.

## C. Perception Concepts

1. Definition

Perception can be interpreted as a process about a variety of highly relevant past experiences intended to provide a structured illustration of a particular situation (Wathoniah, 2022). To support that statement, Apriyanto (2017) described perception as the process of people thinking toward a certain phenomenon after perceiving the surrounding environment through the senses. As identified by Viljoen (2003) individual characteristics of students' perceptions include individual skills, attitudes, moods, motivations, self-awareness, interests, and cognitive structures.

Individual skill refers to the special abilities and competencies possessed by individual students. These skills include academic skills (reading, writing, problem-solving) and non-academic skills (communication, critical thinking, time management). Meanwhile, attitude can be defined as the feelings, beliefs, and evaluations toward a particular subject, situation, or experience. Attitudes can be positive, negative, or neutral and can influence how students approach and engage in learning.

Moreover, the definition of mood is the emotional state or feeling experienced by an individual at a certain time. Mood can affect students' acceptance of learning and their overall involvement in the learning process. Mood will also affect a person's motivation to do something. This is in line with the statement from Martin, et. al (1993), that someone will lose motivation when they are in a bad mood, so he or she will tend to stop doing

something in the middle of the process. Therefore, motivation can be described as reasons that influence the behavior and actions of individual students. Motivation can be intrinsic (internal desire and interest) or extrinsic (external rewards or pressure) and plays an important role in students' willingness to participate in learning activities.

The next characteristics of student perceptions are self-awareness and interests. Self-awareness refers to students' individual abilities to recognize and understand their own thoughts, feelings, strengths, weaknesses, and overall identity. Ines & Yousra (2020) claimed that self-awareness can be interpreted as being conscious towards something to discover more knowledge. Self-awareness allows students to reflect on their learning experiences and make decisions to improve their learning. Meanwhile, Interest relates to the topics, subjects, or activities that interest and engage individual students. Having an interest in a specific area can increase motivation and result in a more effective and enjoyable learning experience.

Cognitive structure as the last characteristic of student perception can be interpreted as the strategies or framework that students use to organize and process information. Cognitive structure influences how students understand and interpret new information and can affect their learning outcomes.

Moreover, Qiong (2017) defined perception which is described in philosophy, psychology, and cognitive science that perception as the

process of perceiving sensory information and the apprehension of perceiving the information as sense through the mind. Perception is a process related to the entry of messages or information into the human brain, through which human perception is constantly associated with its environment (Slameto, 2010).

Moreover, Popovici & Mironov (2015) perception has 3 aspects, cognitive, affective, and conative. cognitive related to knowledge, affective related to feelings, and conative related to behavior. The understanding of perception is the ability of an individual to organize an observation, the ability to distinguish the point of view, the ability to group, and the ability to focus on something. Therefore, a person may have a different perception, even if the object is the same. This is possible due to differences in the value system and personality traits of the individual concerned. Sianipar (2020) claimed that perception can be a positive and negative form which is a stimulus that comes from the individual and the surrounding environment. It can be said that the perception comes to individuals which is formed as positive or negative things depending on the surrounding environment and the people themselves. Bernstein (2008) defined that every single human has different perceptions in sensing and perceiving the world. Hence, people will define something in different ways that will have different results from what they define to.

Riadi (2020) described that perception is a cognitive process that is experienced by each individual in selecting, organizing, and interpreting

information and sensations received through sight, hearing, smell, touch, feeling, and appreciation to understand a meaningful picture of the world. In conclusion, perception is the process of accepting, distinguishing, and meaningful stimuli that the senses receive, so that humans can infer and interpret the particular object they observe.

According to the definitions above, it can be concluded that perception is an act of consideration in a person after receiving a stimulus from what is felt by his five senses. The stimulus develops into a thought that eventually makes a person have a point of view regarding a case of something that he has experienced.

2. The Process of Perception

There are 3 stages for a human to process their perception. According to BonJour & Lyons (2011), the 3 stages of the process are selection, organization, and interpretation. The human brain has limited capacity, therefore, it cannot attend to all stimuli. In the first stage, the human brain will select some stimuli and ignore others. It depends on the organization of information that people have. Some people will have different interpretations because they have different information and different intentions. Thus, in the selection stage, people will have different assumptions about something.

The second stage is organization. After going through the selection stage, humans need to organize it in a certain way by finding certain meaningful patterns. This stage is done by categorizing objects or people

according to the knowledge they have. For example, when someone is asked about what is human, then the answer will be different from others. They may answer humans from the perspective of race, skin, or nationality. The answer could be different if asked other people because every human being has a different way of categorizing things. Qiong (2017) stated that perception at this stage enjoys two characteristics. First, the organizing process gives human perception structure. People always put raw stimuli from the outside world into a structured meaningful experience. Second, the process shows that human perception possesses stability. In conclusion, after selecting stimuli and putting them into categories, the selected stimuli become durable.

The last step of the process of perception is interpretation. This stage is subjective, and different individuals may interpret the same stimulus differently. This is due to the interpretation of stimuli based on one's experiences, expectations, needs, beliefs, and other factors.

3. Metacognitive Approach

Metacognitive is part of perception which plays an important role in determining one's point of view in the learning process. Generally, metacognitive is someone's skills to control cognitive processes inside his or her mind. According to Deroy, Spence, and Noppeney (2016), Metacognitive refers to cognitive processes about other cognitive processes, knowing about knowing, or beliefs about one's own beliefs. Metacognitive Approach emphasizes the importance of students' awareness and

understanding of their own learning processes. As such, research has explored the relationship between students' perceptions of their metacognitive skills and their academic performance. For example, a study by Balcikanli (2011) found that students who reported higher levels of metacognitive awareness also had higher grade point averages, suggesting that metacognitive skills may be an important factor in academic success.

In addition to academic performance, the researcher has also explored how students' perceptions of their metacognitive skills relate to their motivation and engagement in learning. A study by Kimmet et al. (2023) found that students who perceived themselves as having higher levels of metacognitive skills were more likely to be motivated to learn and engage in self-regulated learning behaviors, such as setting goals and monitoring their progress toward those goals.

Furthermore, the research has also explored how teachers can help support and develop students' metacognitive skills by providing opportunities for reflection and self-assessment. For example, a study by Wang, Chen, and Huang (2023) found that when teachers provided opportunities for students to reflect on their learning and provided feedback on their progress, students showed improvements in their metacognitive skills and academic achievement. Priyankara & Perera (2020) stated that metacognitive is a person's ability to control, monitor and regulate their cognitive and learning process.

In summary, metacognition refers to cognitive processes and

strategies that involve thinking about and organizing one's cognitive activity. This includes awareness, monitoring, and control of one's cognitive processes and the ability to reflect on and control one's learning and problem-solving. Metacognitive skills enable individuals to plan, set goals, monitor progress, evaluate performance, and adapt their learning strategies based on self-assessment and feedback. It plays an important role in effective learning, independent learning, and academic success.

**D. Related Research**

The researcher found another researcher who discussed students' perceptions and learning media. The first was conducted by Wahyuni (2017) entitled "Senior High School Students' Perceptions About The Use of Smartphones in Learning the English Language". Wahyuni formulated the research question of her title, which said "How do the students perceive the use of smartphones as a medium to learn English?" The population in her study were 27 high school students and other equivalent schools such as Vocational High Schools (SMK), and Madrasah Aliyah (MA) in the west Bogor. The researcher used purposive sampling as a sampling technique and chose 20 respondents as the research sample. The researcher applied a qualitative method in her study and there were two techniques to collect the data, observation and interview. The result showed that the use of smartphones to learn English was not effective because the students mostly used their smartphones as entertainment only in order to prevent their boredom.

The second one is from Srisakonwat (2022) entitled "The Effects of Nearpod Application on Improving Vocabulary Knowledge of Mathayom Suksa 3 Students at Sansaiwithayakom School in Chiang Mai Province". The purpose of her study is to develop vocabulary lessons via the Nearpod application to enhance vocabulary knowledge and compare the students' vocabulary knowledge before and after learning vocabulary via the Nearpod application. By using the mixed method, Srisakonwat combined quantitative and qualitative terms to strengthen the data that she got. She collected the data using a vocabulary knowledge test (pre-test and post-test), and a satisfaction questionnaire. The result of Srisakowat's study shows that the developed vocabulary lessons, pre-, and post-test vocabulary lessons via Nearpod application had the efficiency of all at 1 and 0.7 by using the Index of Item-Objective Congruence (IOC). The acceptable conformance index value must be 0.50 or higher. Furthermore, students' English vocabulary knowledge was improved significantly as there was a significant difference in the mean scores before and after learning with the developed vocabulary lessons via the Nearpod application at the 0.05 level. In her conclusion, Nearpod can help students to improve their English vocabulary knowledge.

The two studies above are very helpful to conduct this study. By having the same variables, the researcher intends to deepen previous research by developing it using a qualitative approach. Therefore, the researcher wants to know more about students' perceptions of using Nearpod in vocabulary enrichment.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Method and Design

In conducting this research, the researcher applied a qualitative approach to interpret and analyze data. Qualitative research is exploratory as its purpose is to discover new ideas and insights or develop new theories. It focuses on understanding the specific contexts and does not necessarily try to generalize the results to other contexts (Malik, 2013). The research question was not defined at the beginning of the research because it likely imposed its framework on the research context. Data collection, analysis, and interpretation were done almost simultaneously until the researcher had the exact new information and facts about their understanding that contributed to the topic (a point known as data saturation).

According to the explanation above, this research was conducted by using a questionnaire and interview. To clarify the research process, the following table is the research design of this research:

| **Identifying social phenomenon** |
|---|
| Investigating Students' Perceptions Toward the Use of Nearpod to Enrich Students' Vocabulary |

⇩

| **Constructing Research Question** |
|---|
| "How do students perceive the use of Nearpod to enrich vocabulary?" |

⇩

| **Determining Research Focus** |
|---|

⇩

| This research focuses on metacognitive approaches to students' perceptions toward the use of Nearpod to enrich vocabulary. |
| --- |

| **Choosing Site and Participant** |
| --- |
| The research is conducted in SMKS 1 Dasa Semesta and the participants are X-grade students who have used Nearpod since the first semester. |

| **Making the Instruments** Identifying indicators |
| --- |

| **Conducting the Research** | |
| --- | --- |
| **Distributing questionnaire** | **Interviewing** |
| Analyzing the answer to questionnaires that were given to the participants | Transcribing record of an interview about students' perceptions into the transcript |

| **Validating the Data** |
| --- |

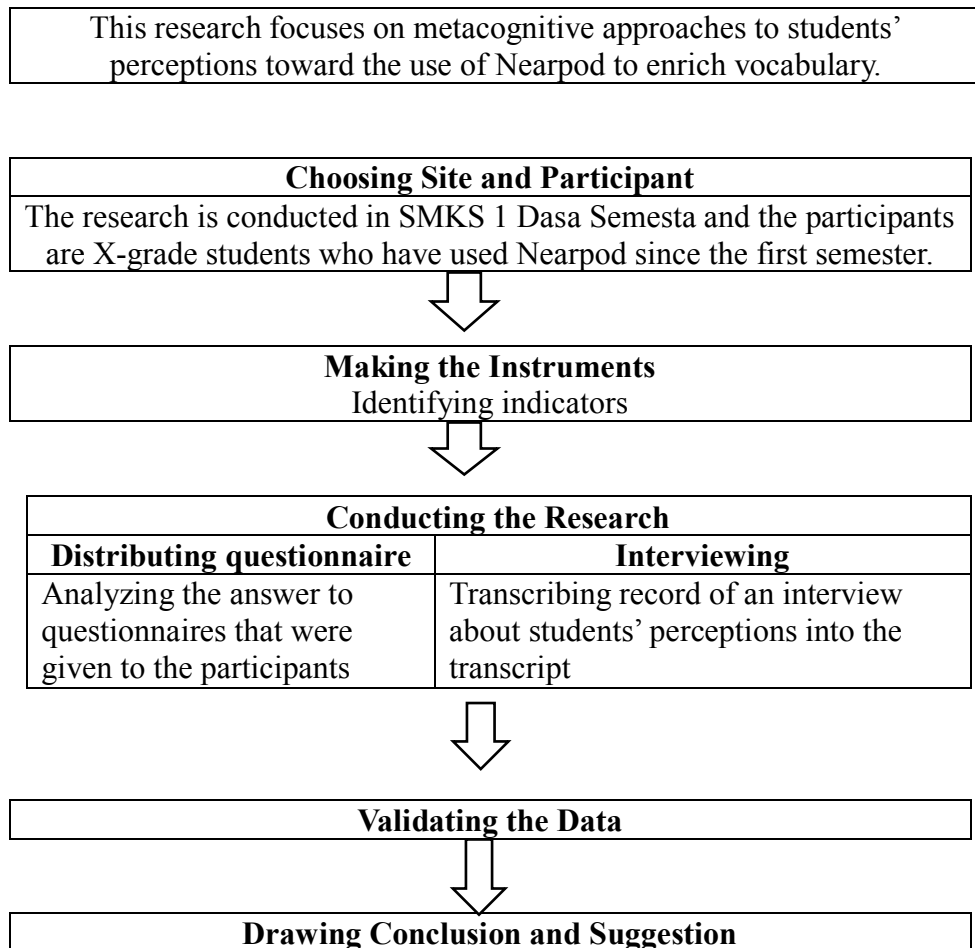| **Drawing Conclusion and Suggestion** |
| --- |

*Table 3.1 Research Design*

After obtaining the phenomenon and research focus, the researcher determined the appropriate instruments. As mentioned above the researcher used a questionnaire and an interview as the instrument that was distributed to the respondents.

**B. Research Site and Participants**

This research was conducted at SMKS 1 Dasa Semesta, Bogor. The participants in this research were a class of tenth-grade students of vocational high school at the beginner to basic level of vocabularies. The questionnaire was distributed to 30 students, and the interview was conducted to certain students in a class that are in lower level, middle level, and high level based on their English score. Two students of each level were taken in order to get more detail of their perceptions.

**C. Research Instruments**

This research is a qualitative research study. Accordingly, this research applied non-test instruments. The non-test instruments are questionnaires and interviews.

1. Questionnaire

    The first instrument was a questionnaire. The main goal of this step was to get the data from the students' perceptions that included individual skill, awareness and cognitive structure which were the indicators of this research. The type of instrument that the researcher used was closed-ended questions to get specific data. Lidiana (2011) defines that by using a close-ended question, the data will be explicit and cannot be altered. The scale that the researcher used in this research was the Guttman Scale which explained that in collecting the data, the respondents were provided with 2 (two) alternative answers which were "yes" or "no". And the questions were more directed at increasing students' skill, awareness and cognitive structure.

2. Interview

The second instrument was an interview. There were three indicators adopted from Viljoen (2003) which were individual skill, awareness and cognitive structure. The researcher interviewed the students at the school about their perceptions of using Nearpod in the classroom to enrich their vocabulary. In conducting this step, the researcher used a structured interview. A structured interview is a data collection method that uses a set of questions in order to collect data from the participants.

**D. Research Procedure**

In conducting this research, the data was collected through a questionnaire and interview section. For the first step, the researcher distributed questionnaires, nine questions in total to 30 students about their perception of using Nearpod to enrich their vocabulary.

After the data from the questionnaire was obtained, the researcher interviewed for approximately fifteen minutes to answer ten questions. Two students of high level, two students of middle level, and two students of low level were taken as representatives of thirty students. The researcher recorded the answers by using a voice recorder and took some notes to get accurate data.

In addition, the researcher made a research report after collecting and analyzing data consisting of research findings, research results, and conclusions using qualitative descriptions.

**E. Data Analysis**

This research applied the descriptive method to interpret the data. As mentioned by Lambert (2013) descriptive method consists of phenomenology, grounded theory, and ethnography that tend to draw the naturalistic inquiry which means the phenomenon that occurs naturally based on the facts in the field. The aim is to obtain cases that are considered rich in information to saturate the data. In addition, the researcher applied purposive sampling to collect data, which means the researcher only chose certain samples to answer research questions, or the samples were chosen as a source of the research data. The research data was analyzed inductively which interpreted the specific facts into general facts.

1. Questionnaire

   The researcher applied a coding technique to analyze data and documentation from the questionnaire.

   a. The frequency is determined by counting each response provided in the questionnaire.

   b. Counting the percentage by using $\sum x / n \cdot 100\%$ adopted from (Kumalasari, 2022).

      Note: $\sum x$ = total of the respondents who responded YES

      n= total of the participants

   Transcribing the data from the questionnaire.

2. Interview

The data collected from the interview was analyzed by transcribing and coding it. The researcher coded the data based on the indicators of metacognitive which was the focus of this research. Moreover, to separate the data, the researcher transcribed and coded the data into a descriptive. He examined the recording of the interview, and the results were in the form of a paragraph based on the indicators.

# CHAPTER IV

# DATA DESCRIPTION AND ANALYSIS

## A. Data Description

In this chapter, the results were described in two parts, data description from the questionnaire and interview. Analysis of the data was collected from both instruments. Furthermore, the aspects or elements of Nearpod that could affect students' perceptions are drawn in detail. In addition, the findings that had been found were described in a discussion.

1. Data from the Questionnaire

The questionnaire was designed as a close-ended question by using Google Forms and it was delivered on Thursday, September 14th. It consisted of 9 statements related to students' perceptions about the use of Nearpod to enrich vocabulary. This research had three indicators of perception aimed to draw the result of this research. The indicators included Individual skill, awareness, and cognitive structure. The data findings are described below

a) Individual Skill

The students were asked about their skills after they had learned vocabulary through Nearpod. The result shows that 80% of the students responded that Nearpod assisted them in enriching their vocabulary. Moreover, students' understanding of vocabulary that had been learned by using Nearpod

was improved a lot. Most of the students perceived that Nearpod made them easier to memorize new vocabulary. However, 20% of the students perceived that Nearpod could not assist them in improving their vocabulary, in the end, they perceived that the use of Nearpod was easy to use as a learning platform.

Moreover, Nearpod was also effective in enriching students' vocabulary. When the students were asked about the effectiveness of using Nearpod to enrich vocabulary, 93% of the students responded that Nearpod was effective in improving their vocabulary. On the other hand, 7% of the students did not agree that Nearpod was effective because they felt that Nearpod could not improve their skills significantly.

Nevertheless, students' understanding of arranging vocabulary into simple sentences had improved significantly. 87% of the students had a high interest in learning vocabulary. Their understanding improved a lot since they had been learning vocabulary by using Nearpod. On the other hand, there were 13% of the students did not have a high interest in using Nearpod to enrich their vocabulary.

In addition, Nearpod helped the students arrange the vocabulary they already possessed into various sentences. According to the students' responses, there were 59% of the students were helped by Nearpod in arranging their vocabulary into various sentences. The rest, there were 41% of the students

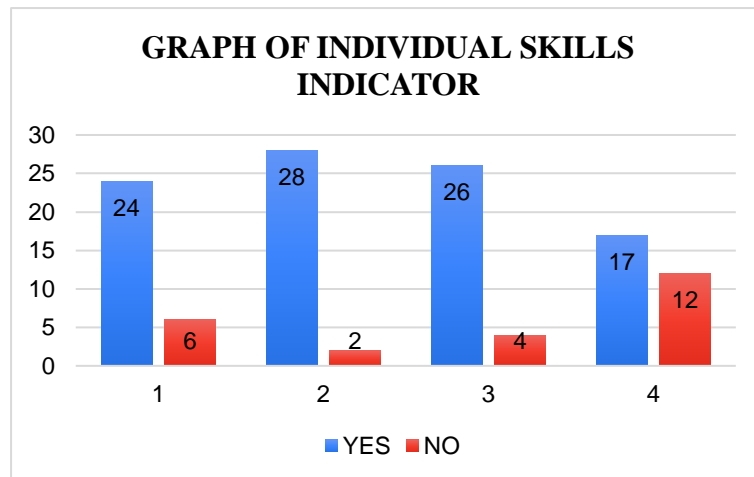perceived that Nearpod did not assist them in arranging vocabulary they already had into various sentences.



**GRAPH OF INDIVIDUAL SKILLS INDICATOR**

*Figure 4.2 Individual Skill*

b) Awareness

Students' awareness was enhanced a lot since they learned vocabulary through Nearpod. Students became more aware of their vocabulary enrichment carried on by Nearpod. It was found that 73 % of the students perceived that Nearpod helped them to become more aware of their vocabulary enrichment. The rest of them that were 27% of students did not realize any changes after learning vocabulary by using Nearpod.

On the other hand, the students became aware of the limited vocabulary they possessed. Based on the students' responses, 83% of students became more aware of the limited vocabulary they had. Meanwhile, 17% of students were not aware of their limited vocabulary after learning by using Nearpod.

Another statement from awareness was responded by the students whether they recognized their strengths and weaknesses or not. It was found that 87% of students perceive that Nearpod helped them to recognize their strengths and weaknesses in learning vocabulary. On the other hand, 13% of students were not assisted in recognizing their strengths and weaknesses in learning vocabulary by using Nearpod.

**GRAPH OF AWARENESS INDICATOR**
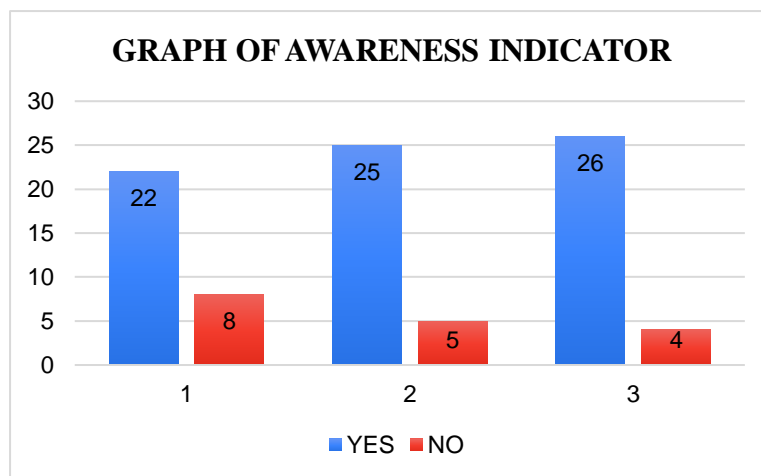


*Figure 4.2 Awareness*

c) Cognitive Structure

Students were asked about their cognitive structure and whether they were able to arrange new vocabulary with the vocabulary knowledge that they already had or not. It was found that 67% of students were able to connect new vocabulary with the vocabulary knowledge that they already possessed. Meanwhile, 33% of students did not agree that Nearpod helped them to attach new vocabulary with their vocabulary knowledge.

The last statement of this research revealed how students remember and process new vocabulary in learning by using Nearpod. It was counted that 83% of students perceived that Nearpod changed their style in remembering and processing new vocabulary. Moreover, the rest of them which were 17% of students did not agree that Nearpod affected their way of remembering and processing new vocabulary.



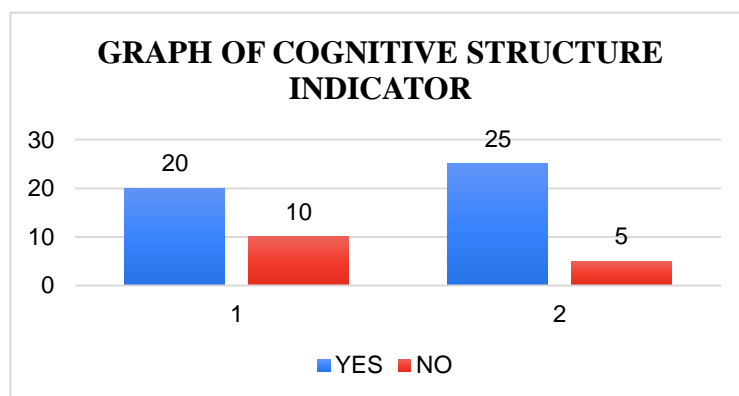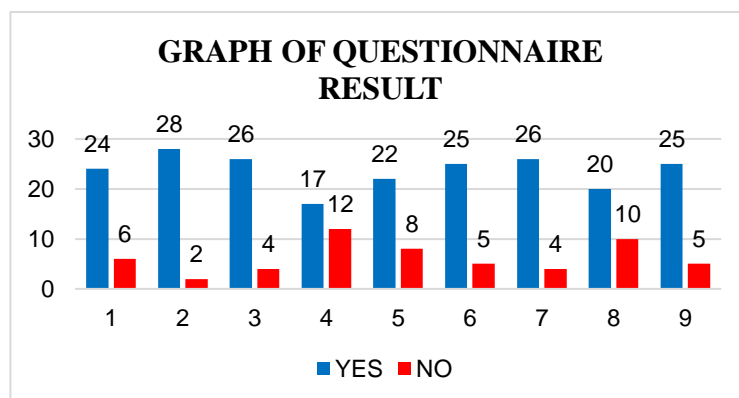*Figure 4.3 Cognitive Structure*



*Figure 4.4 Questionnaire Result*

2. Data from the Interview

After distributing the questionnaire, the researcher obtained other data from the interview section. Six students in a class of X-PM2 were chosen and divided into two students at the high level, two students at the middle level, and two students at the low level based on their English scores. The interview

section was conducted directly in the class and then recorded by the researcher. It aimed to obtain more information from the students after learning vocabulary by using Nearpod. Ten questions in total were divided into three indicators: Individual skills, awareness, and cognitive structure that focused on the metacognitive approach.

a) Individual Skill

Students were asked about their skills after learning vocabulary by using Nearpod. The question dealt with whether Nearpod helped them to increase their vocabulary or not. They perceived that learning by using Nearpod provided many features that make it easier for students to learn vocabulary in a fun way. Therefore, their vocabulary increased since they had learned through Nearpod, as it was said by a student in excerpt#1

Excerpt#1

> ”*Menurut saya Nearpod membantu pembelajaran kosakata saya dengan baik karena fiturnya yang bagus. Fitur seperti pembelajaran melalui video dan games yang menjadi minat saya. Selain itu, Nearpod memudahkan saya juga untuk mengingat dan memahami kosa kata yang sedang dipelajari dikarenakan memang menyenangkan belajar menggunakan Nearpod dibandingkan pembelajaran biasa yang hanya melalui buku dan papan tulis.”*
>
> [“In my opinion, Nearpod helps me to learn vocabulary because the feature is good. Learning through video and games has become my interest. Moreover, Nearpod makes it easier for me to remember and understand the vocabulary that is being studied because it is really fun to learn using Nearpod compared to regular learning which only uses books and whiteboards.”]

Moreover, the students were asked about their perceptions toward the use of Nearpod which changed the learning styles. They perceived that the use of

Nearpod was good to be applied as a learning platform. One of them responded that Nearpod had changed his learning style to be more fun. In addition, another perception from a student said that learning through Nearpod motivated them to learn vocabulary in a fun way. Their opinions led to the positive use of Nearpod as a learning platform, as it was described by one student in excerpt#2.

Excerpt#2

> *"Menurut saya belajar menggunakan Nearpod merupakan hal yang baru. Sebelumnya pembelajaran biasa tanpa menggunakan media tambahan, terasa sangat membosankan. Ketika belajar kosa kata menggunakan Nearpod, pembelajaran terasa menyenangkan."*
>
> ["According to my opinion, learning by using Nearpod was a new experience. The previous learning vocabulary was carried out without a learning platform, it felt boring to learn. When learning vocabulary by using Nearpod, the learning process felt fun to do."]

On the other hand, the use of Nearpod also affected the students in understanding of the vocabulary that they already possessed. All of the students perceived that Nearpod affected the way they learned vocabulary. One of them responded that Nearpod had a good influence on them. The attraction of fun learning was the one of the reasons for them to carry out learning vocabulary through Nearpod.

Nevertheless, the students were asked about how confident the students were in mastering the vocabulary that had been learned through Nearpod. It was found that most of them were assured of the vocabulary they had learned in Nearpod. Meanwhile, it was found that all of them did not remember all of

the vocabulary that had been learned because nearpod was not also compatible with students' learning styles, as it was responded by one student in excerpt#3.

Excerpt#3

> ”Saya tidak terlalu yakin untuk mengingat semua kosakata yang dipelajari di aplikasi Nearpod, tetapi saya memahami kosakata yang saya ingat dan saya bisa menggunakannya.”
>
> [“I am not too sure to remember the vocabulary that has been learned in Nearpod. But I certainly understand about the vocabulary that I have learned, and I can use it.”]

b) Awareness

The students were asked about their awareness of the use of Nearpod to enrich their vocabulary. The question dealt with how aware they were of the changes in their vocabulary enrichment after using Nearpod. The students perceived that they were aware of the changes in their vocabulary. The students took advantage of features in Nearpod that could make them easier to memorize. Moreover, it was found that the students exhibited a high interest in using Nearpod to learn vocabulary. They claimed that the learning experience through Nearpod was enjoyable, contributing significantly to their interest in learning English, as it was described by one student in excerpt#4.

Excerpt#4

> ”Pengalaman saya belajar kosakata melalui Nearpod, saya selalu teringat kosakata yang baru dipelajari karena cara penyampaiannya yang membuat saya selalu teringat akan kosa kata tersebut. Ditambah, setiap kali kosakata yang dihafal, akan diujikan kembali melalui vocabulary tes.”
>
> [“My experience in learning vocabulary through Nearpod that is I always remember the vocabulary that I have learned because the way of conveying

> the vocabulary makes me remember it. Moreover, every time I memorize the vocabulary, that will be tested on a vocabulary test."]

After the students were asked about how aware they were of the changes in vocabulary, they were asked about their interest in using Nearpod to enrich their vocabulary. Based on the students' responses, it was found that all of the students perceived that they enjoyed learning vocabulary by using Nearpod. The students claimed that learning by using Nearpod was something new. Moreover, another response from a student stated that Nearpod greatly improved her interest. It was fun and easy to memorize the vocabulary, as it was said by one student in excerpt#5.

Excerpt#5

> *"Minat saya belajar kosakata melalui aplikasi Nearpod sangat besar, karena suasana belajar mengajar jadi sangat menyenangkan. Ditambah kosakata yang yang terdapat di Nearpod pun mudah diingat."*
>
> ["My interest in using Nearpod to learn vocabulary is very high because the learning environment becomes very enjoyable. Moreover, the vocabulary that is learned through Nearpod is easy to be memorized."]

Based on the positive responses from the students, Nearpod became their focus in enriching vocabulary because they had got used to in learning vocabulary. This became a reason why the students were asked about how far they realized their strengths and weaknesses in learning vocabulary through Nearpod. According to the interview data, the students perceived that they had realized their strengths and weaknesses since they had been learning vocabulary through Nearpod in one semester. Most of them claimed that they had lack of vocabulary, but they had a high interest in enriching their

vocabulary by learning it through Nearpod. On the other hand, another response from a student claimed that she realized her weaknesses after learning by using Nearpod. Limited vocabulary became a problem for all the students. However, it was just a problem because they had recognized that they had a high interest in learning vocabulary through Nearpod, as it was described by one student in excerpt#6.

Excerpt#6

*"Setelah belajar kosakata melalui aplikasi Nearpod, saya menjadi sadar akan kurangnya pemahaman kosakata saya. Selain itu saya pun sangat sulit mengingat kosakata jika hanya ditulis di papan tulis biasa. Tetapi ketika belajar kosakata menggunakan Nearpod, saya menjadi antusias untuk belajar kosakata. Ditambah dengan games yang membuat saya mudah mengingat kosakata."*

["After learning vocabulary through Nearpod, I realize that I have lack of vocabulary mastery. Moreover, I have difficulty memorizing vocabulary that has been learned through the whiteboard. But when I memorize vocabulary through Nearpod, I become enthusiastic to learn. Nevertheless, some games make me easier to memorize vocabulary."]

c) Cognitive Structure

The students were asked about their cognitive structure which was how Nearpod impacts their ability to remember new vocabulary. The students perceived that Nearpod motivated them to learn vocabulary. Nearpod helped to describe the material in detail so that the students were more confident in memorizing the vocabulary. Moreover, the students explained that Nearpod motivated them to be more explorative in using the vocabulary they already had. Based on data from interviews, 5 of 6 students responded that using Nearpod could motivate them to explore and increase their vocabulary. On the

other hand, there was a student who stated that Nearpod did not motivate him to discover new vocabulary. He was not ready to adapt to different styles of learning vocabulary, as it was said in excerpt#7

Excerpt#7

> *"Saya rasa nggak begitu sih. Karena saya kurang ekploratif dan kurang beradaptasi dengan perubahan pembelajaran, jadi saya belum terbiasa dengan pembelajaran menggunakan Nearpod."*
>
> ["I do not think so because I am less explorative and less adaptable to changes in learning styles. Hence, I am not getting used to with different learning style carried by using Nearpod."]

## B. Data Analysis

After interpreting the data obtained from the instruments which were questionnaires and interviews, the data were analyzed to discern students' perceptions of using Nearpod to enrich their vocabulary. The data was analyzed based on three indicators in this research which included individual skill, awareness, and cognitive structure, as follows:

a) Individual Skill

Based on the data obtained, there was a synchronization between the results of the questionnaires and interviews. It was revealed that the students' skills in enriching vocabulary improved significantly. They perceived that Nearpod greatly assisted them in memorizing vocabulary. As conducted by Faradisa (2021) learning by using Nearpod will become more interactive because it provided various tools to use in the learning process that could

support students in improving their vocabulary mastery. Moreover, the effectiveness of Nearpod was proved by the students that they had enriched their vocabulary after learning by using it. The questionnaire and interview results showed the same responses that most of the students perceived Nearpod as an effective platform to enrich their vocabulary. This is in accordance with Brock & Rebecca (2016) that the effectiveness of Nearpod has a positive impact on students' learning which makes including active learning strategies in a lesson much easier for the teacher than when having to use multiple pieces of equipment for one lecture. Furthermore, the questionnaire result showed conformity towards the interview result that the students were helped to arrange a simple sentence and various sentences after learning by Nearpod. The students perceived the positive impact of using it to learn vocabulary which made them easier to arrange the sentences. This is the same with Sianipar (2020) that perception can be a positive and negative form which is a stimulus that comes from the individual and the surrounding environment.

b) Awareness

Nevertheless, the result of the questionnaire of awareness indicator showed that most of the students became more aware of their skills in learning vocabulary by using Nearpod. On the other hand, the interview results described the same responses that most of the students agreed that their awareness improved significantly. The coherence between the results of the questionnaire and interview showed that the students perceived that the use of Nearpod made them more aware of their strengths and weaknesses. They were

aware of their vocabulary enrichment but at the same time, they realized the lack of their vocabulary. According to Ines & Yousra (2020) self-awareness can be interpreted as being conscious of something to discover more knowledge. Self-awareness allows students to reflect on their learning experiences and make decisions to improve their learning.

c) Cognitive Structure

Furthermore, the responses between the questionnaire and interview came to an agreement that the students were explorative in learning vocabulary by using Nearpod. The questionnaire results described that most of the students were able to attach the new vocabulary with their vocabulary which was already possessed. Meanwhile, the interview results showed the dominant of positive responses of using Nearpod in enriching students' vocabulary. This indicated that Nearpod has a positive impact in achieving students' strategies in enriching their vocabulary. According to Barry, Murphy & Drew (2015) The use of technology in language learning has a positive impact on student engagement and motivation. The technology used is Nearpod which is effective in increasing vocabulary mastery.

Moreover, based on the questionnaire and interview data, most of the students perceived that Nearpod greatly affected students' styles in managing their vocabulary. The questionnaire data showed the dominant agreement of the positive use of Nearpod. On the other hand, the interview data described that the students perceived Nearpod as the best platform to be used in enriching

vocabulary. This indicated that Nearpod affected students' strategies for managing their learning outcomes significantly. According to Viljoen (2003), cognitive structure can be interpreted as the strategies or frameworks that students use to organize and process information. Cognitive structure influences how students understand and interpret new information and can affect their learning outcomes.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. Conclusion**

This research investigates students' perceptions of using Nearpod to enrich their vocabulary. Based on the results of the questionnaire and reinforced by interview data, the use of Nearpod to enrich students' vocabulary at SMKS 1 Dasa Semesta Bogor has successfully provided insights into students' perceptions from various aspects, such as individual skills, awareness, and cognitive structure.

In terms of individual skills, students perceived that the use of Nearpod greatly assists them in memorizing vocabulary. It is effective to be used as a learning platform considering based on the students' perceptions, Nearpod has a positive impact on students' learning. It makes them easier to arrange a sentence from the vocabulary they possess. Furthermore, regarding awareness, students perceived that the use of Nearpod makes them more aware of their strengths and weaknesses. They also perceived that limited vocabulary became their weakness in learning vocabulary by using Nearpod. Nevertheless, in relation to cognitive structure,  the students perceived that Nearpod affected their learning styles in managing vocabulary. Moreover, they were also able to attach new vocabulary to the vocabulary that already possess.

In addition, the findings indicate that the majority of respondents expressed a high interest in the use of Nearpod in vocabulary learning.

However, not all students perceived that using Nearpod motivates them to enrich their vocabulary. This could happen because every single student has different perceptions of learning vocabulary by using Nearpod.

## B. Suggestion

Based on the research findings, Several recommendations and suggestions are made to add some aspects that may not yet exist in this study. First, it is suggested to the next researcher to go further finding out the improvement of the students' vocabulary after they have been given tests of vocabulary. It becomes the additional instruments in the form of documentation as research evidence regarding students' perceptions of using Nearpod to enhance their vocabulary. Second, this research could be tested towards students' perceptions not only focused on their metacognitive but also their cognitive and affective aspects. Moreover, future research is expected to include more theories related to data analysis to make it easier to conclude the research data. These suggestions are expected to contribute positively to assist other researchers in obtaining more data in investigating the same topic.

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# APPENDICES

## A. Appendix 1: Research Instrument

**QUESTIONNAIRE**

**Pengantar Kuisioner**

Assalamualaikum Wr. Wb.

Mohon izin untuk memperkenalkan diri, nama saya Mochamad Zanwar A. dari kelas D semester 11 Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan. Sehubungan dengan penelitian yang sedang saya kerjakan yaitu tugas akhir penelitian yang berjudul *"Using Nearpod to Enrich Students' Vocabulary: Students' Perceptions".* Untuk memperoleh data dari penelitian ini, saya meminta bantuan anda atas kesediaan nya untuk mengisi angket dibawah ini mengenai persepsi siswa terhadap aplikasi Nearpod dalam pembelajaran bahasa Inggris yang berfokus pada peningkatan pengetahuan anda dalam belajar kosakata. Atas waktu dan kesediaannya mengisi kuisioner saya ucapkan terimakasih yang sebesar – besarnya.

Wassalamualaikum wr. wb.

Yang bertanda tangan dibawah ini

Mahasiswa

Mochamad Zanwar Aryansyah

**Kuisioner Penelitian Persepsi Siswa Terhadap Penggunaan Nearpod Dalam Meningkatkan Kosakata**

Isilah tabel dibawah dengan tanda centang pada kolom pilihan "Ya" atau "Tidak" sesuai dengan pilihan anda masing – masing!!

Nama: .............................

Kelas: .............................

*Adapted from* Viljoen (2003)

| Indicators | No. | Statement | YES | NO |
|---|---|---|---|---|
| Individual skill | 1 | *Penguasaan kosa kata saya meningkat setelah menggunakan Nearpod.* | | |
| | 2 | *Nearpod sangat efektif dalam meningkatkan pemahaman kosa kata.* | | |
| | 3. | *Nearpod mempermudah saya untuk membuat kalimat Bahasa Inggris dengan menggunakan kosa kata sederhana.* | | |
| | 4. | *Saya mampu mengolah kosakata yang telah saya miliki menjadi kalimat yang beragam setelah belajar menggunakan Nearpod.* | | |
| Awareness | 5. | *Saya sadar akan kemajuan dalam pemahaman kosakata setelah menggunakan Nearpod.* | | |

| | | | | |
|---|---|---|---|---|
| | 6. | *Setelah menggunakan Nearpod, saya menjadi sadar akan kurangnya kosa kata bahasa Inggris yang saya miliki.* | | |
| | 7. | *Belajar dengan menggunakan Nearpod membantu saya untuk mengidentifikasi kelebihan dan kekurangan dalam pemahaman kosakata.* | | |
| Cognitive Structures | 8. | *Setelah belajar menggunakan Nearpod, saya mampu menghubungkan kosakata baru dengan pegetahuan kosakata yang sudah saya miliki.* | | |
| | 9 | *Penggunaan Nearpod dapat mempengaruhi cara mengingat dan memproses kosa kata baru.* | | |

# INTERVIEW

*Adapted from* Viljoen (2003)

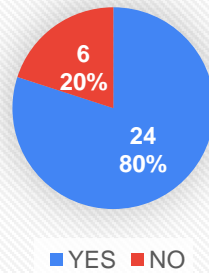| Indicators | No | Question | Explanation |
|---|---|---|---|
| Individual skill | 1. | *Bagaimana penggunaan Nearpod telah meningkatkan perbendaharaan kosakata anda?* | |
| | 2. | *Apa pendapat anda tentang Nearpod yang mengubah metode pembelajaran mengenai kemampuan penguasaan kosakata anda?* | |
| | 3. | *Bagaimana penggunaan Nearpod mempengaruhi kemampuan anda dalam memahami kosakata yang sudah anda miliki?* | |
| | 4. | *Seberapa yakin anda terhadap penguasaan setiap kosakata yang telah dipelajari melalui Nearpod?* | |
| Awareness | 5. | *Sejauh mana Anda menyadari perubahan dalam pemahaman kosakata setelah menggunakan Nearpod?* | |
| | 6. | *Seberapa besar minat Anda dalam belajar kosakata melalui penggunaan Nearpod?* | |
| | 7. | *Sejauh mana penggunaan Nearpod membantu Anda untuk mengidentifikasi kelebihan dan kekuranagn dalam pemahaman kosakata anda?* | |
| | 8. | *Sejauh mana penggunaan Nearpod memungkinkan Anda untuk mengaitkan dan menghubungkan kosakata baru dengan pengetahuan yang sudah Anda miliki?* | |

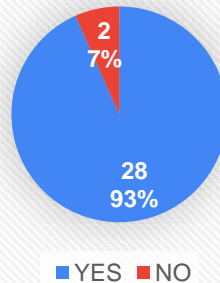| Cognitive Structures | | | |
|---|---|---|---|
| | 9. | *Apakah penggunaan Nearpod mempengaruhi cara Anda memproses dan mengingat kosakata baru? Jika ya, bagaimana penggunaan Nearpod memengaruhi kemampuan Anda untuk mengingat dan menggunakan kosakata tersebut?* | |
| | 10. | *Sejauh mana penggunaan Nearpod memotivasi Anda untuk lebih eksploratif dalam menggunakan kosakata yang sudah anda miliki?* | |

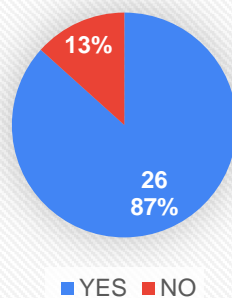**B. Appendix 2: The Result of the Questionnaire**

There are 30 respondents in total.

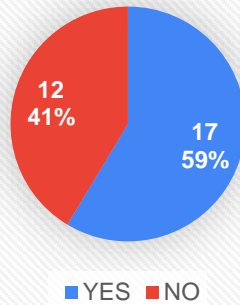### 1. Penguasaan kosa kata saya meningkat setelah menggunakan Nearpod.



- 6 / 20% — NO
- 24 / 80% — YES

YES ▪ NO

### 2. Nearpod sangat efektif dalam meningkatkan pemahaman kosa kata.



- 2 / 7% — NO
- 28 / 93% — YES

YES ▪ NO

### 3. Nearpod mempermudah saya untuk membuat kalimat Bahasa Inggris dengan menggunakan kosa kata sederhana.
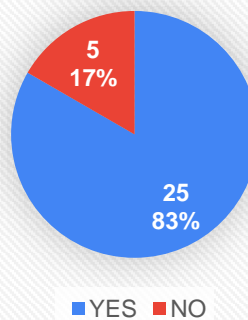


- 13% — NO
- 26 / 87% — YES

YES ▪ NO

**4. Saya mampu mengolah kosakata yang telah saya miliki menjadi kalimat yang beragam setelah belajar menggunakan Nearpod.**



12
41%

17
59%

YES  NO

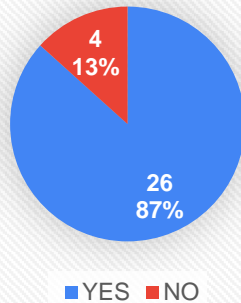**5. Saya sadar akan kemajuan dalam pemahaman kosakata setelah menggunakan Nearpod.**



8
27%

22
73%

YES  NO

**6. Setelah menggunakan Nearpod, saya menjadi sadar akan kurangnya kosa kata bahasa Inggris yang saya miliki.**



5
17%

25
83%

YES  NO

## 7. Belajar dengan menggunakan Nearpod membantu saya untuk mengidentifikasi kelebihan dan kekurangan dalam pemahaman kosakata.



4
13%

26
87%

■ YES  ■ NO

## 8. Setelah belajar menggunakan Nearpod, saya mampu menghubungkan kosakata baru dengan pegetahuan kosakata yang sudah saya miliki.



10
33%

20
67%

■ YES  ■ NO

## 9. Penggunaan Nearpod dapat mempengaruhi cara mengingat dan memproses kosa kata baru.



5
17%

25
83%

■ YES  ■ NO

## C. Appendix 3: The Result of Interview

# Interview Script

Nama        : Nala Dwi Malika
Kelas        : XPM-2
Tanggal    : Kamis, 14 September 2023

**I: Interviewer R: Respondent**

**I:** Bagaimana penggunaan Nearpod telah meningkatkan perbendaharaan kosakata kamu?

**R1#:** Menurut saya aplikasi Nearpod itu menarik fiturnya apalagi dibagian pembahasan pembelajaran melalui video. Ketika belajar kosakata, saya cepat memahaminya dan kosakata tersebut mudah diingat dan mudah dipahami. Disisi lain ada fitur games yang dapat digunakan untuk belajar. Melalui fitur games, saya rasa bisa belajar Bahasa inggris dengan mudah.

**I:** Oh jadi seperti itu. Menurut kamu kosakata yang dipelajari dari aplikasi Nearpod mudah diingat karena banyak fitur menariknya. Baik, sekarang akan saya lanjutkan ke pertanyaan kedua.

**I:** Apa pendapat kamu tentang Nearpod yang mengubah metode pembelajaran mengenai kemampuan penguasaan kosakata kamu?

**R1#:** Jujur belajar menggunakan Nearpod lebih menyenangkan dari pada menghafal dipapan tulis. Ketika belajar menggunakan Nearpod, suasana menjadi asik dan mudah menghafal kosakata yang disediakan dengan sedemikian rupa. Terkesan lebih hidup lah. Tapi sebaliknya, Ketika belajar di papan tulis, saya kurang paham dan cepat mengantuk karena banyak menulisnya. Intinya Nearpod bagus dipakai untuk belajar.

**I:** Bagaimana penggunaan Nearpod mempengaruhi kemampuan kamu dalam memahami kosakata yang sudah kamu miliki?

**R1#:** Kosakata Bahasa Inggris saya sedikit banget. Saya kadang sering lupa kosakata simpel karena jarang dipakai dan jarang dibahas secara mendalam. Ketika belajar kosakata dari aplikasi Nearpod, saya terkadang selalu mengingat kosakata tersebut karena ada fitur seperti animasi gitu yang bikin saya ingat kosakata itu. Ada penjelasannya juga sama cara penggunaan kosakata itu dalam percakapan. Aplikasi Nearpod berpengaruh banget buat pembelajaran saya.

**I:** Seberapa yakin kamu terhadap penguasaan setiap kosakata yang telah dipelajari melalui Nearpod?

**R1#:** Saya ragu untuk mengingat semua kosakata yang baru saja dibahas di Nearpod, tapi saya yakin dan paham kalau hanya 1 atau 2 kosakata yang bisa dikuasai sepenuhnya. Menurut saya ini kemjuan dalam pembelajaran kosakata bagi saya.

**I:** Sejauh mana kamu menyadari perubahan dalam pemahaman kosakata setelah menggunakan Nearpod?

**R1#:** Saya tidak terlalu menyadarinya sih. Kadang saya masih sempat lupa kosakata yang sudah dipejari dari Nearpod. Tapi, saya sadar ketika saya mulai mudah memahami kosakata yang harus dipelajari. Ini loh cara gampang mengingatnya, atau kayanya ini artinya kurang tepat deh. Nah kaya gitu lah kira-kira kak.

**I:** Setelah menggunakan Nearpod untuk belajar kosakata Bahasa Inggris, sejauh mana kamu menyadari bahwa kamu kurang banget kosakata nya?

**RI#:** Kosakata saya dikit banget kak. Ketika belajar kosakata menggunakan Nearpod pun saya masih belum tau kosakata yang dipelajari apa. Setelah beberapa kali pertemuan akhirnya saya sadar bahwa kosakata saya masih sedikit.

**I:** Oh begitu, jadi kamu sadar kekurangan kamu. Kalo menurut kamu kelebihan yang kamu miliki apa? Setelah belajar kosakata menggunakan Nearpod khususnya.

**RI:#** Jujur saya masih kurang tau kelebihan saya apa, yang jelas saya termotivasi sekali ketika belajar menggunakan Nearpod. Mungkin kelebihan saya itu mudah mengikuti gaya pembelajaran.

**I:** Baik, kamu kan sudah belajar kosakata menggunakan aplikasi Nearpod ya. Tentunya kamu dapet kosakata baru dong. Nah, kamu mampu ga menghubungkan atau menggunakan kosakata yang baru aja didapat dengan kosakata yang sudah kamu punya?

**RI#:** Saya kurang paham kalo menghubungkan kosakata. Yang saya tau cukup memahami kosakata yang baru didapat dan itu sudah menjadi kosakata baru saya. Saya belum mampu mengolah kosakata yang baru terhadap kosakata yang saya punya.

**I:** Oh seperti itu, tidak apa-apa. Pertanyaan terakhir, Nearpod berpengaruh ga sih terhadap cara mengingat dan memproses kosakata yang kamu pelajari?

**RI#:** Bagi saya belajar menggunakan Nearpod mempengaruhi gaya belajar saya. Simple, mudah dipahami dan seru aja gitu belajar nya. Jadi saya mudah mengingat kosakata yang dipelajari.

Bukti interview:

Nama        : Siti Nuraeni Padilah
Kelas       : XPM-2
Tanggal     : Kamis, 14 September 2023


**I: Interviewer R: Respondent**

**I:** Gimana sih penggunaan Nearpod itu telah meningkatkan kosakata kamu?

**R2#:** Belajar kosakata pakai Nearpod itu membantu saya sekali. Banyak fitur yang menarik yang bisa digunakan untuk belajar. Belajar kosakata pun jadi enak aja gitu kalo suananya menyenangkan, jadi mudah diingat setiap materi yang diberikan.

**I:** Baik, jadi dari segi fiturnya yang menarik yang membuat materi mudah diingat ya. Oke, pertanyaan selanjutnya, pendapat kamu mengenai penggunaan Nearpod yang mengubah metode pembelajaran kosakata kamu?

**R2#:** Kalo menurut aku sih Nearpod ini membawa pengaruh baik ya. Sebelumnya kalo belajar kosakata itu paling ditulis di papan tulis aja dan rasanya membosankan gitu. Nah semenjak menggunakan Nearpod buat belajar kosakata itu lebih terkesan seru aja gitu. Ditambah banyak games yang bisa dimainkan bersama dengan teman lainnya. Intinya Nearpod membantu banget deh.

**I:** Gimana sih penggunaan Nearpod ini mempengaruhi kemampuan kamu dalam memahami kosakata yang sudah kamu miliki?

**R2#:** Menurut saya kalo dari fitur sih bener-bener mempengaruhi banget dalam mengingat kosakata yang dipelajari. Saya kurang paham sih kalo sekedar mengingat-ingat kosakata yang ditulis manual. Gak ada kesannya yang mudah diingat gitu. Kalo belajar di Nearpod itu terkesan mudah diingat dan dipahami. Karena memang ketika belajar, saya merasa bahwa penjelasannya mudah dipahami.

**I:** Seberapa yakin sih kamu terhadap kosakata yang baru aja kamu dapet dari Nearpod?

**R2#:** Kalo semua kosakata yang dipelajari dalam satu waktu sih ngga yakin semuanya bisa dikuasai soalnya agak banyak juga materinya. Nah kalo satu atau 2 kata yang diingat sih saya lumayan yakin bisa hapal dan mengerti. Meskipun belajar pakai Nearpod pun saya masih belum yakin bisa memahami semua kosakata yang disajikan.

**I:** Baik, pertanyaan selanjutnya itu sejauh mana sih kamu sadar bahwa kosakata kamu itu bertambah setelah belajar pakai Nearpod?

**R2#:** Yang buat saya sadar itu ketika sedang mengerjakan kuis di Nearpod, saya tau beberapa kosakata yang sebelumnya dipelajari. Ada penjelasannya juga mengenai kosakata yang muncul di kuis tersebut, jadi saya semakin yakin bahwa kosakata saya bertambah gitu.

**I:** Oke, selanjutnya. Seberapa besar sih minat kamu untuk belajar kosakata melalui Nearpod?

**R2#:** Minat saya sih lumayan besar kalau belajar kosakata pakai Nearpod. Menarik juga untuk dipakai belajar karena saya lebih tertarik di fitur gamenya yang bisa

berlomba dengan teman yang lain untuk meraih nilai tertinggi. Minat saya bisa dibilang tinggi sih engga, rendah juga engga. Ya di pertengahan lah.

**I:** Seberapa jauh kamu menyadari kekurangan dan kelebihan kamu dalam belajar kosakata melalui Nearpod?

**R2#:** Saya sadar bahwa saya masih lambat untuk mengerti kosakata yang sedang dibahas di Nearpod. Tetapi dari segi positifnya, saya mampu menguasai kosakatanya secara bertahap, nggak langsung banyak gitu menghafalnya. Disisi lain, saya kadang suka keliru memilih jawaban di kuis jadi terjebak gitu.

**I:** Sejauh mana penggunaan Nearpod memungkinkan kamu untuk mengaitkan dan menghubungkan kosakata baru dengan pengetahuan yang sudah kamu miliki?

**R2#:** Saya pribadi masih kurang mampu untuk menyusun kosakata terhadap pengetahuan bahasa Inggris saya secara lancar. Saya masih harus banyak latihan menyusun kalimat yang benar. Untuk kosakata itu sendiri saya paham kalo tanpa kalimat. Oh kata ini artinya ini, atau kata itu artinya itu. Dalam suatu kalimat utuh saya mungkin masih kebingungan untuk memahaminya.

**I:** Apakah penggunaan Nearpod mempengaruhi cara kamu untuk memproses dan mengingat kosakata baru? Jika ya, bagaimana penggunaan Nearpod memengaruhi kemampuan kamu untuk mengingat dan menggunakan kosakata tersebut?

**R2#:** Nearpod itu sangat berpengaruh buat saya ketika mengingat kosakata yang dipelajari. banyak fitur-fitur menarik yang bisa diakses. Fitur- tersebut lah yang membuat saya mudah mengingat kosakata yang disajikan melalui Nearpod. Ada perbedaan jauh juga kalo dibandingkan dengan ditulis manual di papan tulis. Lebih seru untuk mengingat-ingat kosakata lewat Nearpod.

**I:** Sejauh mana penggunaan Nearpod memotivasi kamu untuk lebih eksploratif dalam menggunakan kosakata yang sudah kamu miliki?

**R2#:** Saya memiliki motivasi untuk belajar kosakata melalui Nearpod, tapi kosakata yang didapat itu saya kurang eksploratif untuk menggunakannya. Saya piker pakah artinya akan sama apabila ditambah imbuhan atau berbeda makna, saya pun masih bingung kalua kosakata yang saya dapat itu punya makna banyak kalo dimasukan ke kalimat-kalimat lain.

Bukti Interview:

**D. Appendix 4: Surat Keputusan Pengangkatan Pembimbing Skripsi**

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
*Bermutu, Mandiri dan Berkepribadian*
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 2859/SK/D/FKIP/VI/2023
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan :
Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama :
Mengangkat Saudara

| | | |
|---|---|---|
| Dr. Istiqlaliah Nurul Hidayati, M.Pd. | : | Pembimbing Utama |
| Tina Priyantin, M.Pd. | : | Pembimbing Pendamping |

| | | |
|---|---|---|
| Nama | : | MOCHAMAD ZANWAR ARYANSYAH |
| NPM | : | 031118088 |
| Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| Judul Skripsi | : | USING NEARPOD TO ENRICH STUDENTS' VOCABULARY: STUDENTS' PERCEPTIONS |

Kedua :
Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga :
Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 17 Juni 2023
Dekan

Dr. Eka Suhardi, M.Si.
NIK. 0694 021 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

**E. Appendix 5: Surat Izin Penelitian**



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
*Bermutu, Mandiri dan Berkepribadian*
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 6883/WADEK I/FKIP/IX/2023                    31 Agustus 2023
Perihal : Izin Penelitian

Yth. Kepala SMKS 1 DASA SEMESTA BOGOR
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama              : MOCHAMAD ZANWAR ARYANSYAH
NPM               : 031118088
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester          : Sebelas

untuk melakukan penelitian di instansi yang Bapak pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal *07 September* s.d. *07 Oktober 2023* mengenai: USING NEARPOD TO ENRICH STUDENTS' VOCABULARY: STUDENTS' PERCEPTIONS

Kami mohon bantuan Bapak untuk memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Sandi Budiana, M.Pd.
NIK. 11006025469

**F. Appendix 6: Surat Tanda Selesai Penelitian**



YAYASAN DASA SEMESTA
# SMKS 1 DASA SEMESTA KOTA

**BIDANG KEAHLIAN BISNIS DAN MANAJEMEN**
**STATUS TERAKREDITASI "A"**
Jl. Pamoyanan No. 6A Kelurahan Rangga Mekar Bogor Selatan Kota Bogor
Telp. (0251) 8211478
NPSN : 20220280          NSS : 322026102029

## SURAT KETERANGAN

No : 210/421.5 SMKS 1 DS/XI/2023

Yang bertanda tangan di bawah ini:

Nama                    : Drs.Ratmoko HP

NIP                     : –

Jabatan                 : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa:

Nama                    : Mochamad Zanwar Aryansyah

NIM                     : 031118088

Program Studi           : Pendidikan Bahasa Inggris

Jenjang                 : S1

Perguruan tinggi        : Universitas Pakuan

Adalah benar telah melaksanakan penelitian di SMKS Dasa 1 Semesta Bogor dengan judul:
*"Using Nearpod to Enrich Students' Vocabulary: Students' Perceptions"*. Dari tanggal 07
September sampai dengan 07 Oktober 2023 untuk memperoleh data guna penyusunan
Tugas Akhir Skripsi.

Demikian surat keterangan ini kami sampaikan, untuk dapat dipergunakan sebagaimana
semestinya.

Bogor, 21 November 2023
Kepala Sekolah,

**Drs.Ratmoko HP**

NIP

## G. Appendix 7: Berita Acara Bimbingan Skripsi

| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 04 Dec 23 | IV | - Tambah grafik & Questionnaire<br>- Simpulkan dari setiap indikator<br>- Gunakan persen dan angka data<br>- Gunakan cukup1 untuk mewakili<br>salah satu siswa<br>- Simpulkan dari whole interview | |
| 18-12-2023 | V | - Perbaiki kesalahan kata.<br>- Buat Abstract, reference, dll. | |
| 08 NOV 23 | IV | - Perbaiki bagian Data description<br>Cari saja yang dari ditulis di Bab IV<br>- Buat penjabaran Data questionnaire<br>dan interview lebih dinamis<br>- Tidak semua jawaban respondent<br>dimasukan kedalam excerpt.<br>- Perbaiki typo dan grammar error.<br>- Gunakan kalimat pasif<br>- Jangan diulang penjelasannya | |
| 10-Des 23 | | | |

| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 29 May 23 | II & III | - BAB II perbaiki kesalahan kata<br>- BAB III perbaiki instrument<br><br>approval of chap 3 &<br>instrument | |
| 04 Jul 2023 | | - Perjelas untuk indicator dapat<br>dari mana<br>- Buat approval sheet untuk<br>instrument. | |
| 22 Juli 2023 | III & instrument | - Perbaiki typo<br>- Perjelas lagi pada bagian<br>Data Analysis point interview<br>terkait penjelasan coding &<br>member checking | |

| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 18-07-22 | | - Tidak apa2 langsung menyebutkan<br>media penelitian di judul.<br>- Perbaiki grammar mistakes | |
| 24-08-22 | | - Ubah metode menjadi kualitatif<br>- Observasi ke guru bersangkutan | |

| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 09-06-22 | I | - Cover tidak memakai halaman<br>- referensi terlalu tua<br>- Perbaiki kesalahan kata<br>- Hypothesis | |
| 09-06-22 | I | - Background acak2an<br>- Perbanyak referensi<br>- Dukung oleh teori sebelumnya<br>- Pre-observe masukan ke<br>reason<br>- Bagian reason tidak perlu<br>diceritakan ulang seperti<br>background<br>- Betulkan Hypothesis<br>- Research Significance dibuat<br>paragraf. | |

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| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 03 May 2027 | II &<br>III | - Perbaiki Sintesa<br>- Perbaiki Teori yang bisa dijadikan indikator instrument<br>- Perbaiki instrument penelitian.<br>- Perbaiki Typo & tanda baca. | |
| 16 May 2023 | BAB I<br>& II | - Perbaiki bridging<br>- Perbaiki Typo<br>- Tambah teori disetiap opini | |

| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 14-02-23 | II | - Tambahkan 1 teori di definisi Vocabulary<br>- Perbaiki margin<br>- Perbaiki kalimat di poin reading Vocabulary<br>- buat poin dot jadi paragraf<br>- Tambah 2 teori di definisi Nearpod<br>- Tambah Screenshot<br>- Perbaiki Sitasi<br>- Ganti poin metakognitif di bab II | |
| 22-02-23 | I | - Untuk aplikasi tambahan jangan dijelaskan secara rinci tapi jadikan referensi sebagai penelitian serupa yg sudah dilakukan<br>- perbaiki bridging<br>- Mulai buat BAB II | |

| Tanggal | Bab | Catatan Bimbingan | Paraf |
|---|---|---|---|
| 05 JAN 2024 | I - V | - Perbaiki Acknowledgment pada bagian setelah ucapan terimakasih kepada Dospem 1 & 2. Tambahkan kaprodi, kepsek & Guru sekolah yg bersangkutan<br>- Buat Approval sheet.<br>- ok → Daftar Sidang | |
| 12 JAN 2024 | I - V | - Perbaiki Grammar bab 3-5<br>- Perbaiki Conclusion, belum detail menjawab research question<br>- perbaiki abstrak | |
| 23 JAN 2024 | V &<br>Abstrak | - Conclusion masih terlalu umum belum ada penjelasan merinci terkait indikatornya<br>- Perbaiki abstrak sesuai kesimpulan yang dibuat di BAB V<br>- Approved → Sidang. | |