# NEARPOD AS A DIGITAL PRESENTATION TOOL TO IMPROVE ELEVENTH-GRADE STUDENTS' SPEAKING SKILLS IN DELIVERING ANALYTICAL EXPOSITION TEXT

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## ABSTRACT

Speaking is one of the essential English skills that students need to develop, yet many senior high school students still encounter difficulties in delivering analytical exposition presentations. Therefore, this study aimed to examine the extent to which the use of Nearpod as a digital presentation tool significantly improved eleventh-grade students' speaking skills in delivering analytical exposition texts. This study employed a quasi-experimental design involving one experimental group and one control group. The participants consisted of 60 eleventh-grade students, with 30 students in each group. Data were collected through pre-test and post-test speaking performances using an analytical exposition presentation task assessed with a speaking scoring rubric. The data were analyzed using the Mann–Whitney U Test and effect size analysis. The findings revealed a statistically significant difference between the experimental and control groups in the post-test (2-tailed = 0.002, $p < 0.05$). Furthermore, the effect size analysis indicated a moderate practical effect ($r = 0.409$), suggesting that the implementation of Nearpod made a meaningful contribution to students' speaking performance. It can be concluded that Nearpod is an effective digital presentation tool to improve students' speaking skills in delivering analytical exposition texts.

**Keywords :** *Nearpod, Digital Presentation Tool, Analytical Exposition Text Speaking Skills, Eleventh-Grade Students.*

## INTRODUCTION

Speaking becomes a foundational skill that influences EFL learners' professional and individual success. It is considered speaking as a skill to strengthen communication and improve language proficiency, which is essential for career growth. Shteiwi & Hamuda (2016) stated that speaking can be a benchmark for the target language proficiency, as it requires a high level of complex mastery in the language. Cambridge English & QS (2016) also emphasize the importance of speaking skills in a professional context through a global report involving more than 5,300 employers in 38 countries. The report reveals that almost all companies (98.5%) have mechanisms to assess the English language skills of prospective employees through interview as one of the most commonly used methods. Thus, speaking skills, especially in English, can be a promising investment for EFL Learners through mastery of proficient communication that can open up professional fields worldwide.

Nevertheless, English Foreign Language (EFL) learners commonly struggle to master English orally. They generally have several linguistic shortcomings, such as limited vocabulary, weak grammatical accuracy, mispronunciation, and inappropriate intonation (Mulyono, 2019; Pérez Castillejo, 2019). These problems arise due to the fact that many EFL teachers in Indonesia do not optimize classroom speaking sessions. Previous research shows that 74.4% of total communication time is dominated by the teacher, while students only have 9.6% opportunities to talk in the classroom (Nursehag & Amalia, 2024). This also supports research by Nasir et al., (2019) which found that Indonesian EFL teachers merely focus on giving directions and instructions, while limiting students' opportunity to speak through expressing ideas. It is getting worsened by teachers who still apply conventional methods and don't optimize technology advances which can led to the students' low engagement and just have few interactive opportunities to speak and participate (Setyaningsih et al., 2020). This limited exploration of speaking English in class makes it easy for students to experience language anxiety, such as nervousness, lack of self-confidence, and shyness (Fırat Durdukoca et al., 2019).

Despite challenges in speaking English, Kurikulum Merdeka are also require students to be able to express their opinion systematically through analytical exposition text. According to Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Budaya Riset dan Teknologi Republik Indonesia (2022), one of learning outcomes for English subject Phase F is to orally proficient in exposition text, particularly analytical exposition text. This type of text will foster students to be able to apply English to express an opinion on an issue, by expressing arguments supported by facts, data, and expert opinions. This can be another challenge for students because they not only have to be able to speak English but also have to elaborate their English speaking skills to think critically in forming structured opinions.

Many scholars already try to overcome these students' speaking challenges. One of those is by implementing strategic speaking sessions integrated with technology. It proves that this can present a highly promising way to facilitate an effective and engaging learning process which can help teachers to enhance students' ability in speaking. As an example, a study in Indonesian rural secondary schools conducted by Napitupulu et al., (2025) revealed that students thought with digital tools achieved significantly higher improvements in English compared to those in traditional instruction. Their improvement was significant in several components of speaking skill, particularly fluency, pronunciation, and vocabulary. These findings suggest that technology integration may contribute to the development of students' speaking performance.

In the field of advanced technology, Nearpod has been acknowledged as one of the interactive platforms that facilitate collaboration and engage in classroom practices. For instance, Pasrija & Malik (2025) conducted research on pre-service teachers' perception on using Nearpod as a teaching tool and indicated that it helped to create interactive lesson plans that contained quizzes, polls, videos, and collaborative boards. This means that the application helps to increase participants' engagement and interactiveness. Besides, Astrini et al., (2024) indicate in their study that the utilization of Nearpod in grammar learning can be very helpful in increasing students' engagement in senior high schools. This means that the tool can assist not only to increase student engagement but also to improve their learning. Finally, Musa & Al Momani (2022) carried out research on university students' perceptions regarding Nearpod in terms of distant learning and noted that the students had a positive attitude towards the platform and considered it helpful in increasing interactivity and teacher presence in distant education.

Previous studies have mainly focused on students' engagement, grammar learning, and perceptions toward Nearpod. However, limited studies have specifically investigated the use of Nearpod to improve speaking skills, particularly in the context of delivering analytical exposition texts in eleventh-grade. This study aims to address these gaps by investigating the use of Nearpod as a digital presentation tool in developing the speaking skill of EFL students in analytical exposition text in eleventh grade. Nearpod offers interactive features such as quizzes, polls, and real-time assessments that help teachers check students' understanding and adjust lessons effectively (Pasrija & Malik, 2025) . Its multimedia slides and instant feedback create an engaging classroom that motivates students to participate more actively (Paramita, 2023). By revealing the use of Nearpod in this research, it will provide valuable insights into its potential to enhance EFL students' speaking skills in analytical exposition text.

## METHOD

This research employed a quantitative approach using a quasi-experimental design to examine the effectiveness of Nearpod as a digital presentation tool in improving students' analytical exposition speaking. The study was conducted at one of the Islamic School in Gresik, with class 11-5 selected purposively as experimental class and 11-6 as control class. During the treatments, the participants in the experimental group were used Nearpod as a digital presentation tool in analytical exposition speaking, whereas the participants in control group were treated using the conventional method. Both groups were administered with pre-test and post-tests in order to control the differences and measure the learning gain. The oral tests were assessed based on rubrics adapted from oral presentation checklist by Brown & Abeywickrama (2019). The rubric was modified to meet the needs of this study and the characteristics of an analytical exposition text presentation. The test and rubric were validated through expert judgement and considered as valid with minor revision. To ensure the reliability of the speaking assessment, the students' speaking performances were evaluated by two raters. The inter-rater reliability was examined using the Interclass Correlation Coefficient (ICC) and considered as reliable. After conducting the pre-test, students received 4 meetings of treatment then followed by post-test. The collected data were analyzed using Mann-Whitney U Test to compare two independent groups and find out if there exists a significant difference between the two groups. After determining whether there was a significant difference, effect size was calculated to found out how much influence the

implementation of Nearpod as a digital presentation tool has on the ability of students in the experimental group to speak analytical exposition text.

## RESULT AND DISCUSSIONS

The finding of this study found that Nearpod can improve students' speaking skills in delivering analytical exposition text. The improvement is proved by the significant increase in scores among experimental group, which were higher than the control group. The data were analyzed using inferential statistics, specifically Mann-Whitney U Test, to determine if there were significant differences between the experimental and control groups. This analysis used SPSS 27. An overview of the differences can be seen below:

**Table 1. Mean of Pre-test Scores between Experimental and Control Groups**

| Group | N | Mean | SD | Min | Max |
|---|---|---|---|---|---|
| **Experimental** | 32 | 42.26 | 2.81 | 39.79 | 49.79 |
| **Control** | 32 | 42.51 | 2.88 | 38.66 | 48.08 |

As presented on Table above, the mean score of the experimental group was 42.26 (SD = 2.81), while the control group obtained a mean score of 42.51 (SD = 2.88). This indicates small difference mean scores between pretest score of the experimental group and control group which demonstrated that both groups had relatively similar speaking abilities before the implementation of the treatment. The researcher then calculated the result of the Mann-Whitney U Test to determine if there were significant differences in the analytical exposition text speaking skills of eleventh-grade students. The following are the result of the Mann-Whitney U Test on the pretest scores of students in both the experimental and control groups:

**Table 2. Result of the Mann-Whitney U Test of Pre-test Scores**

| Statistic | Value |
|---|---|
| **Mann-Whitney U** | 444.000 |
| **Z** | -0.089 |
| **Sig. (2-tailed)** | 0.929 |

Table 2 shows that the significance value was .929, which was higher than the significance level of 0.05. This result shows no significant difference between the two groups, it meant the students from both groups had similar level of competence in speaking analytical exposition text. The researcher then gave different treatments to the two groups after the pretest. The experimental group learned analytical exposition speaking using Nearpod as digital presentation tool, while the control group learned conventionally.

After four treatment sessions, both groups took a posttest to determine if there was a significant difference in their ability to speak analytical exposition text. The following are the mean posttest scores for the experimental and control groups:

**Table 3. Mean of Post-test Scores between Experimental and Control Groups**

| Group | N | Mean | SD | Min | Max |
|---|---|---|---|---|---|
| **Experimental** | 30 | 63.23 | 4.97 | 55.70 | 73.20 |
| **Control** | 30 | 58.17 | 6.24 | 49.33 | 71.66 |

As shown in Table 3, the mean score for the experimental group was 63.23, while the mean score for the control group was 58.17. This indicated that the mean score of the experimental group was higher than that of the control group. After calculating the mean posttest scores for both

groups, the researcher proceeded to calculate the results of the Mann-Whitney U Test to confirm if there was a significant difference. The following are the results of the Mann-Whitney U Test for the posttest scores between the experimental and control groups:

**Table 4. Result of the Mann-Whitney U Test of Post-test Scores**

| Statistic | Value |
|---|---|
| **Mann-Whitney U** | 235.500 |
| **Z** | -3.171 |
| **Sig. (2-tailed)** | 0.002 |

Based on the table of Mann-Whitney U Test results from the posttest scores between the experimental and control groups above, the significance (2-tailed) was .002, which was lower that the alpha value=0.05. Therefore, it was concluded that there was a significant difference in the mean posttest scores between the experimental and control groups.

According to the data analysis, it was evident that the treatment given to the experimental group, which involved speaking in analytical exposition using Nearpod as digital presentation tool had a greater influence on student learning outcomes than the control class which used conventional learning.

To answer the research question, effect size analysis was conducted following the Mann-Whitney U Test. The effect size was calculated using r formula to quantify the extent of the effect of using Nearpod as digital presentation tool to foster eleventh-grade speaking skills in delivering analytical exposition text.

Based on table 4, the standardized test statistic (Z) was 3.171. The following were the results of the calculation:

$$r = \frac{Z}{\sqrt{N}}$$
$$r = \frac{3.171}{\sqrt{60}}$$
$$r = \frac{3.171}{7.746}$$
$$r = 0.409$$

Based on the results above, it was observed that the result was 0.409, which is ≥ .30, indicating a medium effect. Thus, it was concluded that the research question was answered. Implementing Nearpod as a digital presentation tool had a moderate effect on improving eleventh-grade students' speaking skills in delivering analytical exposition. Consequently, this research rejected the null hypothesis (there is no difference) and accepted the alternative hypothesis (there is a difference).

After understanding the effect of implementing Nearpod as a digital presentation tool on eleventh grade students' speaking ability analytical exposition text, the researcher calculated the average score for each speaking aspect: content, language use (grammar & vocabulary), pronunciation and fluency, and delivery. This calculation was done to compare the improvement in each aspect between the experimental and control groups. The following were the results of the speaking aspect that showed improvements in the experimental group:

**Table 5. The Improvement of Students' Achievement in Speaking Analytical Exposition Texts in the Experimental Group**

| Aspects of Writing | Average Score | | Increase |
|---|---|---|---|
| | Pretest | Posttest | |
| Content | 6,50 | 10,35 | 3,85 |
| Language Use | 6,11 | 8,26 | 2,15 |
| Pronunciation & Fluency | 4,76 | 7,36 | 2,6 |
| Delivery | 7,10 | 10,48 | 3,38 |
| **Total** | 24,47 | 36,45 | |

Then, below were the results of the speaking aspects that showed improvement in the control group:

**Table 6. The Improvement of Students' Achievement in Speaking Analytical Exposition Texts in the Control Group**

| Aspects of Writing | Average Score | | Increase |
|---|---|---|---|
| | Pretest | Posttest | |
| Content | 6,81 | 9,26 | 2,45 |
| Language Use | 6,01 | 8,36 | 2,35 |
| Pronunciation & Fluency | 4,65 | 6,36 | 1,71 |
| Delivery | 6,86 | 9,25 | 2,39 |
| **Total** | 24,33 | 33,23 | |

Based on tables 5 and 6, it was observed that all aspects of analytical exposition text speaking skill improved. For the experimental group, the aspects that had a large increase were Content (3.85), Delivery (3.38), and Pronunciation & Fluency (2.60). There were also increases in Language Use (Grammar & Vocabulary), though these were smaller, with 2.15. Therefore, it can be concluded that students in the experimental group were able to speak analytical exposition texts with better content, delivery, and pronunciation & fluency compared to language use (grammar & vocabulary).

The control group also showed improvement, but not as much as the experimental group. The aspect with the greatest improvement in the control group was Content (2.45), which was still lower than the Content aspect in the experimental group. Following this, there was an increase in Delivery (2.39), Language Use (2.35), and Pronunciation & Fluency (1.71). Thus, it can be concluded that the control group improved in all aspects. However, their improvement was less than experimental group.

Based on the findings, the results demonstrated that the implementation of Nearpod as a digital presentation tool significantly improved eleventh-grade students' speaking skills in delivering analytical exposition texts. This was evident from the Mann-Whitney U Test result, which showed a significant difference on the post-test of the experimental and control groups, with a significance value (2-tailed) of 0.002, which was lower than the alpha value of 0.05. Furthermore, the effect size calculation marked a value of 0.409, indicating a moderate effect. These findings suggest that the implementation of Nearpod had a moderate significant impact on students' speaking performance in analytical exposition text.

Besides the statistical findings on overall speaking scores, the analysis of each speaking aspect in delivering analytical exposition text also provides further insights of students' improvement. The results showed that both the experimental and control groups improved in all four assessed speaking aspects, namely content, language use, pronunciation and fluency, and delivery. However, the improvement achieved by the experimental group was generally greater compared of the control group. The highest level of improvement was found in the content aspect, followed by delivery, pronunciation and fluency, and language use. This shows that the use of Nearpod has a positive impact on students' improvement not only in overall speaking scores but also in each of the individual aspects used to assess their speaking performance in delivering analytical exposition text.

## CONCLUSIONS

This research aimed to investigate the extent of the use of Nearpod as a digital presentation tool significantly improved eleventh-grade students' speaking skills in delivering analytical exposition texts. The result noted that students who were use Nearpod performed better speaking skills compared to the students who were taught using the conventional method.

Result of Mann-Whitney U test on post test scores was found significance value to be .002, which is less than the significance level of 0.05. This finding shows that there was a statistically significant difference between the experimental group and the control group. Additionally, analysis of the effect size has obtained 0.409, defining that there was a moderate effect of Nearpod on students' speaking skills.

The improvement was reflected across the four assessed speaking aspects, namely content, language use, pronunciation and fluency, and delivery. Although both the experimental and control groups showed improvement from the pre-test to the post-test, the experimental group demonstrated higher gains in content, pronunciation and fluency, and delivery, while the control group obtained a slightly higher gain in language use. Nevertheless, the experimental group achieved significantly better overall speaking performance than the control group. These findings indicate that the use of Nearpod as a digital presentation tool supported students in improving their speaking performance during analytical exposition presentations.

Hence, it can be stated that the use of Nearpod as a digital presentation tool has improved the speaking skills of eleventh-graders in delivering analytical exposition texts, with a medium practical effect.

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