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Application of Classpoint Interactive Learning Media to Increase Motivation and Skills Writing Stories

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ABSTRACT

This study is motivated by the low motivation to learn and skills to write speech scripts in grade XI students of SMK Negeri 15 Garut. There is a gap between conventional learning methods that are less attractive and the need for an interactive approach that can increase student participation. The purpose of this study is to determine the effectiveness of the application of ClassPoint interactive learning media in improving students' motivation and writing skills. This study uses a quantitative approach with a quasi-experimental non-equivalent control group design. The sample consisted of two classes with a total of 28 students each. The experimental class uses ClassPoint, while the control class uses conventional methods. The instruments used included a learning motivation questionnaire and a writing skill test. The results of the analysis showed that the implementation of ClassPoint significantly improved students' motivation and writing skills. The average normalized gain for writing skills in the experimental class was 0.48 (medium category), while the control class only reached 0.12 (low category). Thus, it can be concluded that the use of ClassPoint interactive learning media is effective in increasing learning motivation and speech writing skills among grade XI students.

Keywords: interactive media, ClassPoint, learning motivation, writing skills

INTRODUCTION

Education is a fundamental aspect in human life that plays an important role in developing one's potential, both in the realm of knowledge, skills, and attitudes. Through quality education, individuals are expected to grow into intelligent, characterful, and competitive individuals in the midst of globalization. In its implementation, education includes cognitive, affective, and psychomotor aspects as the basis for the formation of a complete human being. Teachers have a strategic role in ensuring that the educational process runs effectively and adaptively to the changing times. In today's digital era, teachers are not only required as informers, but also as facilitators and innovators of learning who are able to utilize technology to improve the quality of education (Darmawan, 2013). One of the challenges in the world of education is to create a learning process that is fun and able to motivate students, especially in learning regional languages that are often considered less interesting and difficult, such as the skill of writing a speech script (speech in Sundanese).

Writing a speech script is a productive competency that requires mastery of the text structure, the use of appropriate language, and an understanding of the socio-cultural context. However, in reality, many students have difficulty in writing speeches due to limitations in processing ideas, lack of interest, and teaching methods that are still conventional and less interactive. This leads to low motivation to learn and the quality of students' writing skills. Therefore, innovation is needed in the learning process that is able to bridge the gap between student needs and the learning approach used.

A number of previous studies have shown that the use of interactive technology in learning can improve student engagement and learning outcomes. Sundari (2021) researched the effectiveness of using the ClassPoint

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application in English learning and found that the technology can improve student learning outcomes. However, the study did not specifically address its effect on motivation and writing skills, especially in the context of regional languages. Meanwhile, Sari and Saputra (2021) emphasized the importance of interactive learning media in increasing learning motivation in the digital era, but did not provide empirical evidence regarding its use in speech writing skills. Research by Lestari, Ramadhan, and Hidayat (2020) shows that interactive digital media can increase students' understanding of concepts and involvement, but do not directly highlight productive aspects such as writing speech scripts.

The novelty of this study lies in its specific focus on the influence of ClassPoint interactive learning media on two variables at once, namely learning motivation and speech writing skills in the context of Sundanese language learning. This study offers a strong empirical contribution regarding the effectiveness of ClassPoint's interactive features—such as live quizzes, real-time annotations, and interactive boards—in increasing student active participation and providing instant feedback that supports the gradual learning process of writing. Thus, this research not only expands the scope of the use of ClassPoint, but also reinforces the importance of technology-based approaches in the preservation and learning of regional languages that tend to be neglected.

The purpose of this study is to determine the effect of the application of ClassPoint interactive learning media on increasing learning motivation and writing skills among grade XI students of SMK Negeri 15 Garut.

METHODS

This study uses a quantitative approach with a quasi-experimental design of *the non-equivalent control group design*. This design was used to determine the effect of the application of ClassPoint interactive learning media on learning motivation and speech writing skills in Sundanese. This design was chosen because it allows the observation of cause-and-effect relationships between variables under conditions that are not fully controlled such as in pure experiments (Sugiyono, 2014). This study involved two groups, namely the experimental group that received treatment using ClassPoint media, and the control group that followed conventional learning.

The population in this study is all grade XI students of SMK Negeri 15 Garut which totals 115 people. The research sample was determined by *non-probability sampling* technique using *the purposive sampling method*. The selection criteria are based on the similarity of the level of initial ability and the completeness of learning facilities. The sample consisted of 28 students in class XI ULW as the experimental group and 28 students in class XI Pharmacy 2 as the control group.

The research instruments consisted of a speech script writing skill test and a learning motivation questionnaire. Tests are given in the form of pretest and posttest to measure students' writing ability before and after treatment, with indicators of text structure, content, language, and originality. The motivation questionnaire was compiled based on indicators of student activity, initiative, and enthusiasm, using a Likert scale of 1–5 that has been validated by experts.

Data collection was carried out through several stages: a pretest was given to both groups to determine the initial writing ability; the treatment was applied to the experimental group using ClassPoint, while the control group learned conventionally; Furthermore, a posttest was carried out to measure the improvement of writing skills, and a motivation questionnaire was given to the experimental group at the end of the learning session.

RESULTS AND DISCUSSION

The results of this study show a significant positive impact of the application of ClassPoint interactive learning media on students' learning motivation and speech writing skills. The research was carried out at SMKN 15 Garut, with a total population of 115 students in grade XI. Of these, 28 ULW grade XI students were selected as experimental classes using ClassPoint media, and 28 Pharmacy 2 grade XI students as control classes that did

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not use the media. Data analysis from *the pretest*, *posttest*, and motivational questionnaires showed a clear improvement in the experimental group compared to the control group.

Pretest and Posttest Results Data of Experimental Class and Control Class

This section presents data on the results of research obtained from the experimental class and the control class, namely class XI ULW SMKN 15 Garut consisting of 28 students and class XI Pharmacy 1 as many as 28 students. The Experimental class was given treatment in the form of the use of *ClassPoint interactive learning media* in the learning process of writing speech scripts and the control class was given the treatment of conventional learning methods. The data presented includes *the pretest* and *posttest* results obtained before and after the student received the treatment.

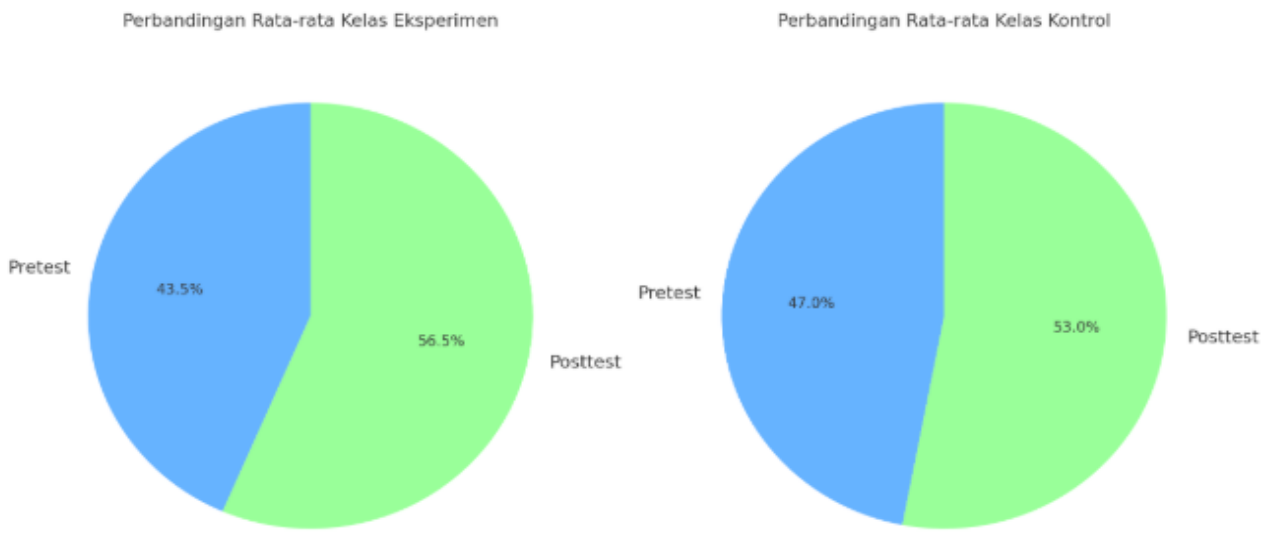

Figure 1 comparison of experimental class and Control class

The image above shows two pie charts that compare the average pretest and posttest scores in the experimental class and the control class. The left diagram shows that in the experimental class, the average posttest score reached 56.5%, much more dominant than the pretest which was only 43.5%. This indicates that after the implementation of ClassPoint's interactive media, there has been a significant and proportional improvement in learning outcomes, showing that students have made clear progress in their understanding of the material.

In contrast, the right diagram representing the control class shows a lower increase, where the posttest score is only slightly greater (53.0%) than the pretest (47.0%). This increase was moderate and did not show a strong shift in proportion as occurred in the experimental class. This indicates that conventional learning applied to the control class does not have a significant impact on student learning outcomes.

Table 1. Experimental Class Research Results Data

Remarks	**Experimental Classes**	
	Pretest	***Posttest***
Number of Students	28	28
Ideal Score	100	100

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Greatest Value	87,50	100,00
Smallest Value	37,50	50,00
Average	60,04	77,90
Baku Junction	15,25	15,91

In the experimental class, the number of students involved in this study was 28 students, with an ideal score of 100 in the *pretest* and *posttest* respectively. In the *pretest,* the highest score achieved was 87.50, while in the *posttest,* the highest score increased to 100.00, indicating a significant increase after the treatment with *Classpoint* interactive media. This reflects that some students are making excellent progress in understanding the learning material.

Table 2. Control Class Research Results Data

Remarks	**Control Class**	
	Pretest	***Posttest***
Number of Students	28	28
Ideal Score	100	100
Greatest Value	87,50	93,75
Smallest Value	31,25	37,50
Average	53,13	59,95
Baku Junction	15,54	15,53

In the control class, there were 28 students who took the *pretest* and *posttest.* The ideal score for both tests is 100, both on the *pretest* and *posttest.* Based on the results of the *pretest,* the highest score achieved by students was 87.50, while the lowest score was recorded at 31.25. Meanwhile, in the *posttest results,* the highest score increased to 93.75, and the lowest score also increased to 37.50. This data shows that there is an improvement in learning outcomes in some students, although not all students experience significant progress.

Results of the Validity and Reliability Test of the Learning Motivation Questionnaire

Before the learning motivation questionnaire instrument was used in the main research in the control and experimental classes, the instrument was first tested on 28 grade XI students of SMKN 15 Garut. The purpose of this trial is to ensure that each item of the statement in the questionnaire has sufficient validity and reliability so that it is suitable for use as a measuring tool in research.

The validity test was carried out using *Pearson's Product Moment correlation technique,* which aims to find out the extent to which each questionnaire item has a significant correlation with the total score. An item is declared

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valid if the significance value (Sig.) is less than 0.05 and the value of the correlation coefficient shows a positive relationship.

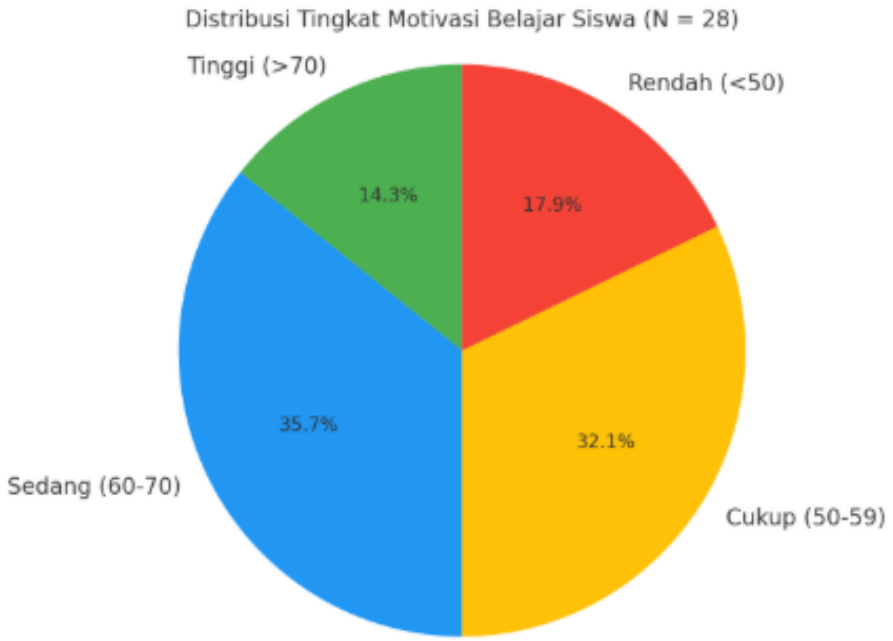

Figure 2. Diagram of Learning Motivation Level

Figure 2 shows that most students are in the categories of moderate (60–70) and adequate (50–59) learning motivation, which reflects active but not evenly distributed involvement overall. Only a small percentage of students showed very high motivation above a score of 70, while low categories (below 50) were also found, indicating that there were groups of students who had not been optimally reached by ClassPoint's features.

This data makes it clear that *ClassPoint* has the potential to motivate, especially in students with active tendencies, but there is still a need for a mentoring approach or technical training for students who have difficulty understanding and accessing media. This diagram illustrates the varied effects of ClassPoint on the affective aspects of students and demonstrates the need for a more adaptive engagement strategy.

Table 3. Regression Test Results

Student Learning Motivation

Model Summary		
		Model
		1
R		.472[a]
R Square		.223
Adjusted R Square		.193
Std. Error of the Estimate		14.310
Change Statistics	R Square Change	.223
	F Change	7.448
	df1	1
	df2	26
	Sig. F Change	.011
a. Predictors: (Constant), Motivasi Belajar		

Based on the results of the regression test presented, an R value of 0.472 showed a moderate relationship between students' learning motivation and the ability to write speech scripts after using *ClassPoint media.* This shows

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that *ClassPoint* media has an effect on students' motivation to learn, which in turn can improve their speech writing skills. The higher the student's motivation to learn, the more likely it is that they will improve their writing skills.

Table 4. Control and Experimental Class Pretest Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_Kontrol	.118	28	.200*	.955	28	.259
Pretest_Eksperimen	.109	28	.200*	.949	28	.183
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of *the Shapiro-Wilk test*, a significance value (Sig.) for the control class was 0.259 and for the experimental class was 0.183. It should be emphasized that the data used in this normality test is the *pretest* score in each class, which represents the student's initial ability before treatment or intervention is carried out.

The criteria in the normality test state that if the value of Sig. > α (0.05), then the data can be declared to be normally distributed. Thus, since the Sig. value of the control class (0.259) > 0.05 and the Sig. value of the experimental class (0.183) > 0.05, it can be concluded that the two data groups, both the control class and the experimental class, have a normal distribution.

Table 5 Control and Experimental Class *Pretest* Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Nilai_Pretest	Based on Mean	.002	1	54	.968
	Based on Median	.019	1	54	.892
	Based on Median and with adjusted df	.019	1	52.069	.892
	Based on trimmed mean	.003	1	54	.953

Based on the results of the homogeneity test presented in Table 4.6, *Levene's Test of Homogeneity of Variances* is used, with four calculation approaches: based on mean, median, median with *adjusted* df, and *trimmed* mean. Of the four approaches, all significance values (Sig.) showed consistent results, which were greater than α = 0.05. Specifically, in the mean-based approach, a Sig. value of 0.968 was obtained with *a Levene Statistic* of 0.002, df1 = 1 and df2 = 54. Since the significance value was 0.968 > 0.05, it can be concluded that there was no significant difference in variance between the *pretest scores of* the control class and the experimental class.

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Table 6 Grade *Pretest t* Test

Control and Experiment

Independent Samples Test				
			Nilai_Pretest	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		.002	
	Sig.		.968	
t-test for Equality of Means	T		-1.694	-1.694
	Df		54	53.972
	Sig. (2-tailed)		.096	.096
	Mean Difference		-6.964	-6.964
	Std. Error Difference		4.111	4.111
	95% Confidence Interval of the Difference	Lower	-15.207	-15.207
		Upper	1.278	1.278

The results of the t-test showed a calculated t-value of -1.694 with a degree of freedom (df) of 54 and a significance value (Sig. 2-tailed) of 0.096. This significance value is greater than the specified significance limit, which is $\alpha = 0.05$, so it can be concluded that there is no significant difference between the pretest scores of the control class students and the experimental class.

This means that the students' initial abilities in both classes were at a relatively similar level before being given treatment. Thus, the treatment in the form of the use of ClassPoint interactive learning media in the experimental class can be said to be a variable that will be tested for its influence purely on the posttest results, because the initial conditions between the two groups are statistically equivalent.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been carried out, it can be concluded that the application of ClassPoint interactive media has been proven to increase learning motivation as well as speech writing skills in grade XI students of SMKN 15 Garut. This increase was evidenced by the results of the comparison of pretest and posttest, which showed that the experimental class experienced a higher score spike than the control class. The normalized gain value in the experimental class was in the medium category, while the control class only reached the low category. This shows that the use of ClassPoint not only has an impact on cognitive outcomes, but also strengthens the affective aspect, i.e. students' learning motivation shown through questionnaire responses.

This medium not only facilitates learning through interactive features such as live quizzes and real-time feedback, but also provides a space for students to be more active in understanding the structure and content of the speech script. These findings lead to the strengthening of the concept that digital-based and interactive learning has the potential to build a responsive and adaptive learning ecosystem. Therefore, the results of this study offer a new approach in the integration of learning technology, namely the use of interactive presentation

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media as a motivating lever as well as a means of strengthening critical and expressive thinking skills in the context of regional language learning.

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