

## CLASS POINT IN ACTION: ENHANCING THE STUDENTS' VOCABULARY THROUGH INTERACTIVE LEARNING

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### ABSTRACT

This study investigates the effectiveness of using Class Point, an interactive digital learning tool, in enhancing the vocabulary mastery of tenth-grade students at SMA Negeri 5 Tana Toraja. The research employed a quantitative method with a quasi-experimental design, involving one group of 36 students selected through cluster sampling. The research instrument consisted of a vocabulary test forming 60 multiple-choice questions, divided equally between a pre-test and a post-test. The study was conducted over ten meetings, where Class Point was used during the second to ninth sessions to deliver vocabulary instruction through interactive features such as live quizzes and instant feedback. The findings revealed a significant improvement in students' vocabulary mastery after the implementation of Class Point. The mean score increased from 69.11 in the pre-test to 82.42 in the post-test. Statistical analysis using a paired sample t-test showed that the t-count value (7.485) exceeded the t-table value (2.03011), showing a statistically significant difference in performance before and after treatment. The results also proved higher levels of student engagement and motivation during the learning process. The study concludes that Class Point is an effective and engaging tool for improving vocabulary acquisition in English language learning. It is recommended for English teachers seeking innovative approaches to enhance student interaction and learning outcomes in the classroom.

**Keywords:** Class Point, Interactive Learning, Vocabulary Mastery, English Teaching, Digital Tools

### INTRODUCTION

English is widely recognized as a global language that plays a vital role in various fields such as education, science, technology, and international communication. For learners, mastering English involves not only developing the four core language skills—listening, speaking, reading, and writing—but also getting a durable foundation in vocabulary. As Babazade (2024) states, Vocabulary knowledge is a strong predictor of reading comprehension and overall language proficiency. Vocabulary is essential for understanding meaning, constructing sentences, and effectively expressing ideas. Without sufficient vocabulary, learners face significant challenges in both comprehension and communication.

Vocabulary is not merely a supporting element in language learning; it is the building block of all language skills. As Tania (2023) notes, the integration of digital learning tools has revolutionized English language education by increasing accessibility, effectiveness, and student engagement.” Nifli (2024) also affirms that

gamification enhances vocabulary acquisition by increasing learners' intrinsic motivation and promoting active engagement with the material. In addition, Puspita, Wahidah, and Afna (2024) report that the use of TikTok videos significantly enhanced vocabulary acquisition among junior high school students.

Teachers are expected to not only deliver content but also to create engaging and meaningful learning experiences. According to Wahid, Zakaria, and Rusmiati (2023), students universally deemed internet technologies as highly beneficial in augmenting the accessibility of educational materials and resources. One such tool is Class Point, an interactive teaching platform that transforms traditional PowerPoint presentations into engaging quizzes, polls, and activities. As Babazade (2024) observes, digital tools, particularly those incorporating gamification, significantly enhanced vocabulary retention compared to traditional methods. Class Point has the potential to improve student participation, motivation, and vocabulary retention. Nifli (2024) emphasizes that "adaptive learning platforms offer personalized vocabulary exercises, ensuring that learners practice words appropriate for their level and pace of learning." Likewise, Tania (2023) states, digital tools provide opportunities for learning that are interactive, self-paced, and learner-centered. Nurlela, Niswa, and Daulay (2023) highlight that the Busuu program is an English language learning tool designed to enhance spelling, vocabulary, speaking skills, and word comprehension abilities.

Despite these benefits, disparities in vocabulary mastery remain evident. An interview with an English teacher at SMA Negeri 5 Tana Toraja revealed a consistent gap in vocabulary skills between urban and rural students. Yet, the average vocabulary score at this school ranges from 81 to 83, indicating a proficient level overall. As Wahid et al. (2023) report, students expressed favorable results about their practical language competency and the enhancement of their language skills in authentic situations.

Given these conditions, it becomes necessary to explore innovative teaching strategies that can further enhance students' vocabulary acquisition. Babazade (2024) explains, students using digital tools retained 20% more vocabulary words over the study period. Moreover, "digital tools provide a variety of opportunities for vocabulary practice and reinforcement outside of the classroom" (Babazade, 2024). Therefore, the purpose of this study is to figure out the effectiveness of using Class Point in improving the vocabulary mastery of tenth-grade students at SMA Negeri 5 Tana Toraja. By evaluating the impact of this tool, the study aims to contribute to the development of more effective, engaging, and technology-integrated approaches to English language instruction.

## METHODS

This study employed a quantitative research design, as described by Creswell (2014), who defines quantitative research as "an approach for testing objective theories by examining the relationship among variables using numerical data." In this research, the effectiveness of using Class Point as a digital interactive learning tool was assessed in relation to students' vocabulary mastery. Quantitative methods continue to be fundamental in educational research. As Fitriana (2022) explains, quantitative research offers a structured way to gather and analyze data to

uncover patterns, trends, and relationships that are generalizable. This research used a quasi-experimental design with a pre-test and post-test approach involving one group of participants. The aim was to measure the improvement in students' vocabulary before and after the implementation of Class Point during English lessons. The sample of this study were tenth-grade students of SMA Negeri 5 Tana Toraja. The participants were selected based on purposive sampling, with consideration of accessibility and relevance to the research focus. As stated by Aryani and Wulandari (2020), purposive sampling allows researchers to choose subjects who are especially knowledgeable or experienced with the phenomenon under study.

The main instrument used in this study was a written vocabulary test consisting of 60 multiple-choice questions. These were divided into 30 questions for the pre-test and 30 for the post-test, designed to assess students' vocabulary mastery before and after the treatment. The use of multiple-choice formats in vocabulary testing is supported by recent findings; according to Hasanah et al. (2021), multiple-choice vocabulary tests remain a reliable and valid way to assess learners' lexical knowledge. The test items were constructed based on the vocabulary materials covered in the curriculum and were validated by English language experts to ensure content validity. As Kurniawati and Putri (2023) mention, expert validation is crucial in ensuring that the instrument measures what it is intended to measure, especially in language education research.

The research was carried out over ten meetings:

1. **Meeting 1:** Administration of the pre-test to evaluate the students' initial vocabulary mastery.
2. **Meetings 2–8:** Implementation of the teaching intervention using Class Point. During these sessions, vocabulary materials were delivered interactively using Class Point features such as quizzes, word games, matching activities, and polls integrated into PowerPoint slides. As noted by Siregar (2021), "Digital platforms that include gamified features have shown to significantly improve vocabulary engagement and learning outcomes."
3. **Meeting 9:** A review and reinforcement of vocabulary materials using Class Point-based activities.
4. **Meeting 10:** Administration of the post-test to measure vocabulary improvement after the treatment.

**Field Research.** This included direct data collection from the classroom through:

1. **Pre-test:** Administered to determine the students' initial vocabulary level.
2. **Treatment:** Implementation of Class Point-based learning activities across multiple sessions.
3. **Post-test:** Conducted to assess the effectiveness of the treatment in improving vocabulary mastery.

The data obtained from the pre-test and post-test scores were analyzed using descriptive statistics and inferential analysis. As expressed by Wijaya and Saputra (2021), paired sample t-tests are suitable for identifying significant differences in pre- and post-intervention educational studies. The researcher calculated the mean,

percentage increase, and applied a paired sample t-test to determine whether the difference between the pre-test and post-test scores was statistically significant.

## FINDINGS AND DISCUSSION

The primary goal of this study was to determine the effectiveness of using Class Point in improving the vocabulary mastery of tenth-grade students at SMA Negeri 5 Tana Toraja. The data were obtained through a pre-test and post-test administered to 36 students. The findings reveal a significant increase in students' vocabulary scores after the implementation of Class Point-based interactive learning.

### Pre-Test Results

The pre-test was conducted before any treatment was given. The scores ranged from 33 to 83, with a total score of 2,631. The mean score was **69.11**, indicating that the students' vocabulary mastery was at a moderate level before the intervention. Based on the classification:

1. 30.56% of students scored in the *good* category,
2. 30.56% in the *fair* category,
3. 33.33% in the *poor* category,
4. 5.56% in the *very poor* category,
5. and none reached the *very good* level.

These results suggest that there was a wide variation in students' vocabulary levels prior to the intervention, with a significant portion of the class performing below the desired level.

### Post-Test Results

Following eight sessions of vocabulary instruction using ClassPoint, the post-test was administered in the final meeting. The results showed a substantial improvement in students' scores, ranging from 60 to 90. The total score reached 2,972, and the mean score increased to **82.42**, representing an improvement of **13.31 points**. The post-test classification showed a noticeable shift:

1. 41.69% of students scored in the *very good* category,
2. 33.3% in the *good* category,
3. 13.89% in the *fair* category,
4. and only 11.11% remained in the *poor* category.

No student scored in the *very poor* category after the treatment, indicating a positive impact of the ClassPoint method on students' vocabulary acquisition.

## Statistical Analysis

To determine whether the improvement was statistically significant, a paired sample t-test was conducted. The results showed:

The Paired Samples Statistics of Pre-Test and Post-Test Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	69,1111	36	13,50085	2,25014
	Post Test	82,4167	36	8,67303	1,44550

1. Pre-test mean = **69.11**
2. Post-test mean = **82.42**
3. t-count = **7.485**
4. t-table (df = 35,  $\alpha = 0.05$ ) = **2.03011**

Since the t-count (7.485) is greater than the t-table value (2.03011), the result is statistically significant. Therefore, the null hypothesis ( $H_0$ ), which states there is no difference between the pre-test and post-test results, is rejected. The alternative hypothesis ( $H_1$ ), which states that there is a significant difference, is accepted.

The findings clearly demonstrate that the use of Class Point as an interactive teaching tool significantly enhanced students' vocabulary mastery. The improvement in post-test scores not only indicates increased retention of vocabulary but also reflects greater engagement and motivation among students during the learning process.

These results are in line with previous studies, such as Dian et al. (2019) and Desy et al. (2024), which found that Class Point positively influences student learning outcomes and motivation by transforming passive learning into interactive experiences. By embedding quizzes, polls, and gamified elements into PowerPoint presentations, Class Point allows for real-time feedback and encourages active participation.

Moreover, students' increased performance can be attributed to the interactive nature of the lessons, which made the learning process more engaging and allowed them to reinforce their understanding in a fun and meaningful way. The digital environment also supported differentiated learning by catering to various learning styles, particularly visual and kinesthetic learners.

These findings suggest that integrating technology—specifically Class Point—into vocabulary instruction can serve as an effective strategy to improve language acquisition. It not only enhances academic achievement but also prepares students to be more engaged and autonomous learners in a digitally driven world.

## CONCLUSION

Based on the findings of this research, it can be concluded that the use of Class Point as an interactive digital teaching tool is effective in improving the vocabulary mastery of tenth-grade students at SMA Negeri 5 Tana Toraja. The implementation of Class Point resulted in a significant increase in students' vocabulary test scores, as demonstrated by the rise in the mean score from 69.11 (pre-test) to 82.42 (post-test). The results of the paired sample t-test further support this conclusion, where the t-count value (7.485) exceeded the t-table value (2.03011) at a 0.05 significance level. This shows a statistically significant difference between students' performance before and after the treatment, confirming that the improvement was not due to chance but rather to the use of Class Point during the teaching process. The findings also revealed that students were more engaged and motivated in learning vocabulary using Class Point's interactive features such as quizzes, polls, and real-time feedback. These features

helped transform traditional, teacher-centered instruction into a more dynamic and student-centered learning experience.

In addition to improving vocabulary mastery, Class Point contributed to enhancing students' learning attitudes, participation, and confidence. The increase in students who reached the exceptionally good and good classification levels after the treatment shows that digital tools like Class Point have the potential to close learning gaps and support differentiated instruction.

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