

The Role of Class Point Website in Learning English Vocabulary Mastery Among Indonesian Junior High School Students

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ABSTRACT

This study investigates the role of the Class Point website in improving English vocabulary mastery among Indonesian junior high school students. The study was motivated by the increasing importance of integrating digital learning media into English language classrooms to promote engagement and active learning. Employing a quantitative quasi-experimental design, this research involved 48 eighth-grade students from MTs Al-Falah Jakarta, divided into an experimental group and a control group. The experimental group was taught using Class Point, while the control group received conventional instruction. The data were collected using pre-tests, post-tests, and a perception questionnaire. The findings indicated a significant difference between both groups, with the experimental group achieving higher post-test scores ($M = 86.67$) compared to the control group ($M = 75.96$), and a t -value of 4.289 ($p < 0.05$). Students' perception results also revealed a positive response ($M = 4.23$), suggesting that Class Point enhances motivation and participation in vocabulary learning. Therefore, it can be concluded that the Class Point website is an effective digital learning tool for improving English vocabulary mastery among junior high school students.

Keywords : *Class Point, Vocabulary Mastery, Digital Learning, English Education, Student Motivation.*

INTRODUCTION

In the 21st century, technology integration in education has become a fundamental aspect of effective teaching and learning. The rapid development of digital tools has transformed classroom practices, enabling teachers to create more interactive and engaging learning experiences. In English language education, vocabulary plays a central role in language proficiency. Vocabulary knowledge is the foundation for mastering the four language skills listening, speaking, reading, and writing. However, many Indonesian junior high school students still struggle with vocabulary mastery due to limited exposure to interactive learning environments and traditional teaching approaches that fail to capture their interest.

Vocabulary mastery is essential because it enables learners to comprehend texts, express ideas, and communicate effectively. Alqahtani (2015) emphasized that vocabulary is one of the most crucial elements in language learning, as without sufficient vocabulary, communication cannot occur meaningfully. Similarly, Viera (2017) stated that vocabulary knowledge influences learners' writing quality and overall language competence. Despite this importance, vocabulary teaching in Indonesia often relies on rote memorization and grammar-based instruction, which tend to make students passive learners and decrease motivation.

The implementation of technology-based learning is expected to address this issue. The use of digital learning tools provides visual, auditory, and interactive

experiences that can enhance engagement and comprehension (Bower, 2019). Moreover, studies have shown that interactive technologies help improve learning outcomes and motivation. For instance, Hidayat et al. (2023) found that using digital learning media increased student participation and learning achievement in EFL classrooms. Chowdhury et al. (2024) also demonstrated that digital game-based learning fosters higher motivation and vocabulary retention among students.

One of the emerging interactive tools used in classrooms is the Class Point website. Class Point is a digital platform that integrates directly with Microsoft PowerPoint, allowing teachers to embed interactive quizzes, polls, and annotation features during presentations. This tool transforms a static slide presentation into an interactive session, encouraging students to participate actively and respond in real time. Abdelrady and Akram (2022) found that using Class Point in online learning significantly improved student satisfaction and engagement because it combines the simplicity of PowerPoint with the interactivity of digital learning environments.

In Indonesia, however, the integration of Class Point in English language teaching especially in vocabulary mastery has not been widely studied. Most teachers still rely on conventional media such as textbooks and worksheets. As a result, students may lose focus and interest in learning new vocabulary. Furthermore, they often find it difficult to recall or use vocabulary in context due to the lack of interactive and communicative learning experiences. Therefore, it is necessary to explore digital learning tools such as Class Point to support English teaching, particularly in vocabulary instruction.

Based on the researcher's observation at MTs Al-Falah Jakarta, students showed limited enthusiasm and participation during English vocabulary lessons. The conventional methods used by the teacher focused mostly on textbook-based explanations and written exercises, with minimal student interaction. Consequently, students tended to memorize words temporarily without understanding their contextual use. To overcome this problem, the researcher implemented the Class Point website as a digital learning medium to promote active participation and enhance vocabulary mastery.

This research is distinct from previous research because it focuses specifically on the application of the Class Point website as an interactive learning platform for vocabulary mastery among Indonesian junior high school students. It investigates not only students' improvement in vocabulary achievement but also their perceptions toward using this technology in the classroom.

Therefore, the objectives of this research are:

1. To examine the effectiveness of the Class Point website in improving students' English vocabulary mastery.
2. To identify students' perceptions of learning English vocabulary through the Class Point website.

METHOD

This research used a quantitative quasi-experimental design with two groups: an experimental class and a control class. Was conducted at MTs Al Falah Jakarta

during the first semester of the 2025 academic year. The population of this research consisted of all eighth-grade students, with a total of 96 students. From this population, two classes were selected through purposive sampling, resulting in a total of 48 students. The experimental class (VIII-A) consisted of 24 students who were taught using the Class Point website, while the control class (VIII-B) consisted of 24 students who received conventional instruction.

The design of the research can be illustrated as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Where:

O₁ and O₃ represent the pre-tests for the experimental and control groups, respectively.

X represents the treatment using the Class Point website.

O₂ and O₄ represent the post-tests for the experimental and control groups, respectively.

Two main instruments were used for data collection:

1. Vocabulary Tests (Pre-Test and Post-Test): These tests were designed to measure students' vocabulary mastery before and after the treatment. The tests consisted of multiple-choice questions covering vocabulary related to imperative sentences and daily activities, following the English syllabus for the eighth grade.
2. Student Perception Questionnaire: This instrument was used to gather students' opinions and attitudes toward learning vocabulary using the Class Point website. The questionnaire contained 20 items rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). It measured aspects such as motivation, engagement, and ease of learning through digital media.

The research was carried out in four main stages:

1. Preparation Stage: The researcher prepared lesson plans, learning materials, tests, and questionnaires.
2. Pre-Test Administration: Both the experimental and control groups were given the same pre-test to assess their initial vocabulary mastery.
3. Treatment Stage:
 - a. The experimental class was taught using the Class Point website integrated into PowerPoint slides. Interactive features such as live quizzes, polls, and drawing tools were utilized to engage students during vocabulary lessons.
 - b. The control class was taught using traditional teaching methods, focusing on textbook explanations and written exercises.
4. Post-Test and Questionnaire Administration: After the treatment, both groups took the post-test. Additionally, the experimental class completed a perception questionnaire about their learning experience with Class Point.

The data were analyzed quantitatively using SPSS version 27. Descriptive statistics were used to calculate the mean and standard deviation of the students' scores. The normality and homogeneity tests were conducted to ensure that the data met the assumptions for parametric testing. To determine whether there was a significant difference between the two groups, the researcher used a paired-sample t-test (to compare pre- and post-test scores within each group) and an independent-sample t-test (to compare post-test results between the groups). The significance level was set at 0.05.

RESULTS AND DISCUSSION

1. Descriptive Statistics

Table 1. Descriptive Statistics of Students' Vocabulary Mastery

Group	N	Pre-Test Mean	Post-Test Mean	Mean Gain
Experimental	24	69.58	86.67	17.09
Control	24	61.25	75.96	14.71

As shown in Table 1, both groups improved from pre-test to post-test. However, the experimental group showed a greater improvement (mean gain = 17.09) compared to the control group (mean gain = 14.71). This indicates that the students who were taught using the Class Point website achieved higher vocabulary mastery than those taught conventionally.

2. Inferential Statistics

To test the hypothesis, both paired-sample t-tests and independent-sample t-tests were conducted.

The paired-sample t-test results showed that both groups significantly improved their vocabulary mastery after the treatment ($p < 0.05$). However, the independent-sample t-test was used to determine whether the improvement in the experimental group was significantly greater than in the control group.

Table 2. Independent Samples t-test Results

Group Comparison	t-value	df	Sig. (2-tailed)	Mean Difference
Experimental vs. Control	4.289	46	0.000	10.71

Table 2 shows that the t -value (4.289) is higher than the t -table value (2.013), with a significance level of 0.000 (< 0.05). This indicates that there was a significant difference between the two groups. Therefore, it can be concluded that the use of the Class Point website had a statistically significant effect on improving students' English vocabulary mastery.

3. Students' Perception Results

The results of the student perception questionnaire were analyzed descriptively. The questionnaire consisted of 20 items measuring aspects such as motivation, engagement, and ease of learning with Class Point. The results are summarized in Table 3.

Table 3. Students' Perception of Class Point

Aspect	Mean Score	Interpretation
Motivation	4.26	Positive
Engagement	4.18	Positive
Ease of Use	4.25	Positive
Average	4.23	Positive

Table 3 indicates that students gave a positive response to learning vocabulary using the Class Point website, with an overall mean score of 4.23. This finding implies that students felt more motivated, engaged, and comfortable learning through interactive digital media compared to traditional classroom methods.

DISCUSSION

The results of this research demonstrated that the use of the Class Point website significantly improved students' English vocabulary mastery compared to conventional teaching methods. This finding aligns with the idea that technology-enhanced learning environments provide more engaging and interactive learning experiences, leading to better learning outcomes.

The significant increase in the experimental group's post-test mean score ($M = 86.67$) compared to the control group ($M = 75.96$) suggests that Class Point plays an essential role in facilitating vocabulary learning. The interactive nature of Class Point allows students to actively participate in quizzes, polls, and feedback sessions during lessons. This type of participation creates a more dynamic and student-centered classroom environment, consistent with the constructivist learning theory (Bower, 2019), which emphasizes that learners construct knowledge actively rather than passively receiving information.

These findings also confirm the results of Hidayat et al. (2023), who found that interactive learning media increased students' engagement and motivation in English classes. Similarly, Abdelrady and Akram (2022) concluded that the use of Class Point enhanced students' satisfaction and focus during online learning. The consistent results across these studies indicate that digital learning platforms like Class Point effectively bridge the gap between students' learning needs and teachers' instructional goals.

The improvement in vocabulary mastery can be attributed to several factors. First, Class Point offers visual and contextual learning experiences that help students connect vocabulary to meaning. The integration of multimedia elements, such as pictures, videos, and interactive questions stimulates multiple sensory channels, which strengthens memory retention. This aligns with dual coding theory, which

suggests that information processed through both visual and verbal channels leads to deeper learning (Mayer, 2020).

Second, the gamified nature of Class Point increases students' motivation to participate actively. Features like real-time quizzes, scoring systems, and instant feedback make the learning process enjoyable and competitive in a positive way. According to Chowdhury et al. (2024), digital game-based learning enhances students' motivation and vocabulary retention by combining entertainment and education. The same principle applies to Class Point, as it transforms traditional PowerPoint presentations into interactive and engaging learning experiences.

Third, the students' positive perceptions of using Class Point ($M = 4.23$) further support its effectiveness. The questionnaire results revealed that students felt more focused and enthusiastic when learning vocabulary through this platform. This agrees with the research by Alsadoon et al. (2022), which reported that technology-mediated learning environments promote higher satisfaction and engagement because they give students a sense of control and interaction. Moreover, the use of digital tools caters to students' diverse learning preferences visual, auditory, and kinesthetic making it easier for them to understand and retain new words.

The improvement of students' vocabulary mastery through Class Point also reflects the importance of teacher innovation in integrating digital tools into the classroom. Teachers who use Class Point can deliver materials more effectively because they can immediately assess students' understanding through interactive quizzes and feedback. This continuous assessment helps identify learning gaps early and allows for immediate correction, thus supporting the principle of formative assessment in language learning.

In addition, the research's results demonstrate that technology use in EFL classrooms should not be limited to online learning environments but can also be effectively implemented in face-to-face classrooms. The Class Point website bridges this gap by allowing teachers to apply interactive and collaborative features in traditional settings without requiring advanced technical setups.

From a pedagogical perspective, this research provides evidence that using digital media like Class Point helps address common challenges in vocabulary teaching, such as low motivation, limited interaction, and short-term memorization. The interactive and engaging elements of Class Point encourage deep learning, where students not only memorize words but also understand their usage in context.

However, while the research results are promising, there are some factors that may influence the effectiveness of Class Point. These include students' familiarity with technology, teachers' digital competence, and classroom infrastructure (e.g., internet connectivity and devices). Therefore, it is important to provide adequate training and support for teachers to ensure effective integration of digital media in language teaching.

The findings from this research reinforce the view that interactive digital learning platforms like Class Point can enhance both cognitive (vocabulary mastery) and affective (motivation and engagement) aspects of learning. By combining the simplicity of PowerPoint with real-time interactivity, Class Point helps create a

modern, student-centered learning environment that improves vocabulary acquisition and overall learning satisfaction.

CONCLUSION

Based on the findings and analysis, this research concludes that the Class Point website significantly improves students' English vocabulary mastery among Indonesian junior high school students. The experimental group, which was taught using Class Point, achieved a higher post-test mean score ($M = 86.67$) than the control group ($M = 75.96$). Statistical analysis confirmed that the difference between the two groups was significant ($t = 4.289, p < 0.05$).

The results indicate that the interactive features of Class Point, such as quizzes, polls, and instant feedback successfully increased students' engagement, motivation, and participation during vocabulary learning activities. Students expressed positive attitudes toward using Class Point, highlighting that it made learning more enjoyable and easier to understand.

Therefore, the Class Point website can be considered an effective digital learning tool that enhances both learning outcomes and motivation. Teachers are encouraged to adopt Class Point or similar interactive media to create more dynamic and student-centered English language learning environments. Future researchers may explore the use of Class Point in developing other language skills such as reading, writing, and speaking, or in different educational levels and contexts.

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