



**UTILISING CLASSPOINT TO IMPROVE STUDENTS' READING
COMPREHENSION IN FACTUAL RECOUNT TEXT:
A CLASSROOM ACTION RESEARCH AT CANDIPURO JUNIOR HIGH SCHOOL**

THESIS

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**UNIVERSITAS ISLAM MALANG
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ABSTRACT

Putra, R. W. P. (2025). *Utilising Classpoint to Improve Students' Reading Comprehension in Factual Recount Text: A Classroom Action Research at Candipuro Junior High School*. Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang. Advisors: Dr. Imam Wahyudi Karimullah, S.S., M.A., (2) Dr. Dra. Mutmainnah Mustofa, M.Pd.

Keywords: *Classpoint*, Reading Comprehension, Classroom Action Research

These days, reading comprehension is seen to be an essential skill in up-to-date life society. However, students mostly struggle to comprehend the text as English is not their first language. This in turn, implementing effective teaching strategies in reading comprehension can promote students to become active and engage readers during the lesson. Integrating Internet, Communication, and Technology (ICT) in language learning classrooms potentially increases students' engagement, reading comprehension, and learning outcomes.

This research deals with investigating the use of *Classpoint* as a part of gamification to advance students' reading comprehension. This Classroom Action Research conducted at SMPN 1 Candipuro. There were twenty-nine 8th grade students at employed in this research. There were two cycles employed in this Classroom Action Research. Data collection included interview, observation, and testing.

The findings highlighter that the utilisation of *Classpoint* potentially increased students' reading comprehension. The average score of preliminary tests obtained was 70.17. Further, the results of cycle 1 using *Classpoint* showed an improvement 74.13. Moreover, the average score of cycle 2 indicated that students' reading comprehension was improved at 79.31. It indicated that progress of students' reading comprehension treated using *Classpoint* was improved. In addition, the students' perceptions on the use of *Classpoint* showed that *Classpoint* was interesting, fun, and potential applications to improve their reading comprehension since it provided them with interactive learning quizzes and activities. In short, these findings suggest that implementing *Classpoint* in English teaching practices has been potential to advance students' reading comprehension in reading factual recount text at SMPN 1 Candipuro.

ABSTRAK

Putra, R. W. P. (2025). *"Pemanfaatan ClassPoint untuk Meningkatkan Pemahaman Membaca Siswa dalam Teks Recount Faktual: Penelitian Tindakan Kelas di SMP Candipuro*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: Dr. Imam Wahyudi Karimullah, S.S., M.A., (2) Dr. Dra. Mutmainnah Mustofa, M.Pd.

Kata kunci: *Classpoint*, Pemahaman Membaca, Penelitian Tindakan Kelas

Saat ini, pemahaman membaca menjadi keterampilan utama yang dibutuhkan masyarakat. Namun demikian, sebagian besar siswa mengalami kesulitan dalam memahami teks karena Bahasa Inggris bukanlah bahasa pertama mereka. Oleh karena itu, penerapan strategi pembelajaran yang efektif dalam pemahaman membaca dapat mendorong siswa untuk menjadi lebih aktif dan selama proses pembelajaran. Integrasi Teknologi Informasi dan Komunikasi (TIK) pembelajaran bahasa Inggris berpotensi meningkatkan keterlibatan siswa, pemahaman bacaan, serta hasil belajar mereka.

Penelitian ini bertujuan untuk mengidentifikasi pemanfaatan ClassPoint dalam meningkatkan pemahaman membaca siswa. Penelitian Tindakan Kelas ini dilaksanakan di SMPN 1 Candipuro dengan melibatkan dua puluh sembilan siswa kelas VIII. Penelitian dilakukan melalui dua siklus, masing-masing terdiri atas tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data mencakup wawancara, observasi, dan tes.

Temuan penelitian menunjukkan bahwa pemanfaatan ClassPoint berpotensi meningkatkan pemahaman membaca siswa. Rata-rata nilai tes awal yang diperoleh adalah 70,17. Selanjutnya, hasil pada siklus pertama dengan penggunaan ClassPoint menunjukkan peningkatan menjadi 74,13. Lebih lanjut, rata-rata nilai pada siklus kedua meningkat menjadi 79,31, yang mengindikasikan adanya perkembangan signifikan dalam pemahaman membaca siswa setelah diterapkan strategi pembelajaran berbasis ClassPoint. Selain itu, persepsi siswa terhadap penggunaan ClassPoint menunjukkan bahwa media ini dianggap menarik, menyenangkan, dan berpotensi untuk meningkatkan pemahaman membaca mereka karena menyediakan kuis pembelajaran dan aktivitas yang interaktif. Singkatnya, temuan ini menyarankan bahwa penerapan ClassPoint dalam praktik pembelajaran Bahasa Inggris memiliki potensi untuk meningkatkan pemahaman membaca siswa dalam teks recount faktual di SMPN 1 Candipuro.

CHAPTER I

INTRODUCTION

This chapter introduces the context of the research, including research background, research questions, research objectives, scope, and delimitation. Further, the research significance and definition of key terms are also discussed.

1.1 Background of the Study

The main objective of learning English is to interact and communicate in English. In addition, to learn English, it involves incorporating language skills: speaking, listening, writing, and reading. Among these skills, it considers that reading has a crucial role in academic purposes. Astiantih et al. (2022) argued that reading is significant for academic purposes since it is mostly used language skills in students' daily life. This essential skill, in addition, is beneficial to master in both daily and academic settings (Bozan, 2024).

As a constructive and interactive process, being proficient in English allows effective communication and provides access to immense knowledge. Troyer et al. (2019) defined that reading refers to a process of comprehending a written language or text. During the reading, the readers use their prior knowledge and language skills to derive meaning (Zhang & Zhang, 2020). Reading helps readers obtain access to more additional language input and

vast knowledge concerning the world. Additionally, during reading activities, readers need comprehension to catch information from the text (Astiantih et al, 2022).

In addition, reading comprehension is seen to be an essential skill in up-to-date life society (Riffo et al, 2025). This refers to an endeavour to grasp, assess, and recognise the writer's ideas within a passage. In addition, it requires a deep comprehension to grasp the ideas or information within it. Al Aziz and Yusanti (2020) argued that reading comprehension refers to an act of creating and synthesizing meaning from the text. It aims at obtaining an understanding of the author's ideas and perspectives delivered in a passage.

Further, reading comprehension is considered as a multifaceted activity integrating cognitive processes to formulate a meaning and interpret certain information (Kendeou et al., 2016). Further, Kasmiri et al. (2023) defined reading comprehension as a complex activity to extract meaning from written discourse, integrating multiple sources of information, including readers' prior knowledge, the content presented in the written text, and the reading content. This requires a diverse skill set and a certain level of prior knowledge of the readers. During reading a text, these reading elements engage in interaction with one another. Hence, as this interference arises within the interaction, it enhances readers' comprehension in reading.

According to Anderson (1985), reading comprehension is considered as a basic-life skill. It is crucial for students' academic and personal development. However, it becomes a challenge when students deal with the

lack of vocabulary and background knowledge to comprehend the text. Albiladi (2019) stated that students mostly struggle to comprehend the text as English is not their first language. Additionally, contributing aspects to students' difficulties in reading comprehension include students' background knowledge, language knowledge, and students' motivation. As stated by Mohammed (2018), students may struggle to read as a result of lack of interest and motivation, inadequate confidence level, the absence of pre-reader books, poor phonemic ability, and teachers' inadequate instructional strategies to phonemic awareness.

Furthermore, when it comes to reading, students find it difficult to extract information and ideas within a text (Yusuf, 2016). In addition, Wardani et al. (2024) highlighted that challenges mostly encountered by students are related to the the lack of language resources and vocabulary leading to harder for students to grasp and interpret the meaning from the text. When it comes to attaining reading skills in an English foreign language, it becomes new challenges, necessity the adoption of various strategies (Noviyanti, 2023). The teachers, in this case, play a crucial role to provide students meaningful-instructional approaches to facilitate students' comprehension in reading. In addition, the teachers can provide various-teaching media to teach reading comprehension.

In terms of teaching-learning English as foreign language, this reading becomes a challenge for both teacher and students (Ridwan et al., 2024). In this context, teachers play a significant role in designing a classroom culture

cultivating students' language-learning strategies and promoting students' confidence in learning English (Lundberg & Hyseni, 2022). Further, effective classroom management is essential for a creative positive-learning environment to foster students' engagement and academic success (Hasnanto, 2024). In addition, by providing engaging-interactive lessons to encourage students' participation and collaboration, teachers can help students build their language toolboxes.

In the context of instructional practices in reading among junior high school students, effective instructional strategies are vital to promote and develop students' reading skills (Giawa, 2022). In addition, most students struggle with comprehending a complex text, extracting general and detailed information, and making inferences. Pandiangan et al. (2021) added that English teachers should be aware of implementing effective instructional strategies to enhance students' ability in reading comprehension. In addition, these encourage students to learn and comprehend a complex passage to achieve their learning goals. Thus, teachers are required to employ effective strategies addressing the students' reading comprehension with various aspects of reading comprehension.

Furthermore, implementing effective teaching strategies in reading comprehension can promote students to become active and engage readers during the lesson (Dixon & Oakhill, 2024). To increase students' reading skill, teachers must evolve and apply adaptive teaching strategies and learning media (Zahroh et al., 2022). In addition, applying effective approaches and

and integrating interactive-learning media significantly contribute to the improvement of students' reading abilities (Faurismawan & Mubarak, 2024). In short, incorporating technology-based learning in teaching reading can enhance learning experiences and promote more enjoyable reading comprehension (Aniati et al., 2025).

However, preliminary observations conducted in English classroom settings found that English teacher employed conventional teaching strategies in facilitating students' comprehension in reading activities. Given this situation, the teacher tends to use textbook-driven instruction and direct reading activities. This inadequate instructional approaches may result in students' comprehension barriers in reading activities (Nussy & Pekpekay, 2024). In addition, the deficiency of students' comprehension in reading is generally caused by ineffective teaching reading strategies (Kadek & Sudarmawan, 2021). The absence of integrating media also contributes to the students' proficiency in understanding and interpreting the English reading material (Aprianto & Fheriyawati, 2020). Students, in this case, tend to become less motivated and passive reading without interactive-reading activities.

Moreover, Indonesia has now dealt with using Minimum Competency Assessment type questions namely multiple choice, complex multiple choice, matching, and short essay (Abidin et al., 2024). During the teaching-learning process and based on the results of students' formative-summative assessment, students' reading proficiency dealing with these types of

questions is considered low. This is supported by the results of results of formative-summative assessment and students' pre-test dealing with certain text that is considered at level of minimum standard or even below the level of minimum standard. Most students, in this case, struggle with comprehending the text, finding main ideas, identifying implied information, and the lack of vocabulary (Ibrahim et al., 2024). This means that English teacher should provide students with interactive-effective learning media to aid students in reading comprehension (Faurismawan & Mubarak, 2024).

Furthermore, globalization era can be beneficial for teaching-learning process. This condition is characterized as shifts in Internet, Communication, and Technology (ICT) development influencing various sectors (Purnama & Karimullah, 2024). As this Internet, Communication, and Technology is growing rapidly, it creates new opportunities to integrate ICT in the teaching-learning process. Nisa and Fithriani (2023) stated that using ICT has a potential contribution to drive the teaching and learning practices effectively. Additionally, this extends beyond mere access to information and plays a crucial role to foster collaborative learning environments between teachers and students (Sibagariang et al., 2023). In addition, teachers can utilise this ICT into language classrooms to promote and improve students' language learning.

Nowadays, integrating Internet, Communication, and Technology (ICT) in language learning classrooms is becoming a trend in education. *Classpoint*, in this case, can be an alternative a learning media supporting ICT

based learning activities (Hidayat et al., 2023). *Classpoint* has been appropriate to enable teachers to incorporate diverse-interactive learning practices using Microsoft PowerPoint slides (Hadi et al., 2024). In addition, teachers can design and create a fun atmosphere through various features in *Classpoint* including interactive quiz, sharing material, and making evaluation process (Apriani et al., 2023).

Classpoint is a classroom response system embedded in Microsoft PowerPoint (Bong & Chatterjee, 2022). It allows teachers to use interactive presentations and deliver quizzes within PowerPoint during the teaching-learning practices. In addition, Mazlan et al. (2023) added that *Classpoint* refers to PowerPoint presentations combining interactive whiteboard and classroom quizzes into convenient classroom activities. The students, in this context, can utilize their mobile devices to take the quizzes. This app can promote involvement and allow students to demonstrate what they have learned (Bong, 2021).

Furthermore, Hidayat et al. (2023) added that *Classpoint* is compatible with diverse technological tools, including smartphones, tablets, and laptops. Using *Classpoint*, teachers can form more diverse interactive and engaging learning opportunities in EFL classroom settings. It provides a mode of questions, including multiple-choice questions, short answers, draw lines, and quick polls to name a few (Bong & Chatterjee, 2022). *Classpoint*, in addition, enable to switch instructional slides into interactive assessment, administer quizzes, collect live students' answers, and evaluate students' score. This app

allows teachers to immediately incorporate interactive assessments using Microsoft PowerPoint and administer these quizzes seemingly within this platform throughout the learning session (Bong & Chatterjee, 2022).

Moreover, previous studies have dealt with the use of *Classpoint* into ELT classroom. Bong and Chatterjee (2022) addressed in their research *Classpoint* effectively facilitated students' classroom interaction and engagement in classroom activities. The result indicated that over 80% of students perceived positively that *Classpoint* enhance their motivation during lessons. It effectively promotes classroom' interaction, involvement, and allows students to demonstrate what they have learnt. In addition, *Classpoint* app can help to increase students' motivation as a second language (Mazlan et al., 2023).

Furthermore, Oktadela et al. (2024) added that using *Classpoint*, students enhanced their language skills; reading, listening, writing, speaking, and speaking. Hence, this app can help students develop their English skills. Hawamdeh et al. (2025) found that utilising *Classpoint* indicated significant improvement reading comprehension in conducted in experimental group. In addition, this result underscored educational technologies like *Classpoint* can strengthen skills of reading comprehension in non-native Arabic students within EFL contexts.

Preliminary results put evidence that *Classpoint* is an easy-to-use media and has potential to promote students' engagement and participation during the lesson. This app helps teachers to create a fun and interactive-classroom

atmosphere through various features within *Classpoint*; including interactive quizzes, sharing material, and evaluating the process (Apriani et al., 2023). This app, in addition, helps teachers to promote students' motivation in learning English (Akram & Abdelrady, 2025). In addition, *Classpoint* is said to be effective to develop students' English language skills, listening, reading, speaking, and writing.

Regarding the previous studies dealing with *Classpoint* as interactive learning media in classroom practice, teachers can utilise this *Classpoint* application to promote the quality of teaching-learning process. However, it was found that there has been gap regarding to the previous studies dealing with the use of *Classpoint*. The previous studies mostly tend to promote students' engagement and motivation in teaching-learning English. To address this gap, within this context, the researcher deals with conducting Classroom Action Research to solve teaching-learning problems in reading comprehension using *Classpoint*.

Classroom Action Research can be a reflective process to help teachers in exploring and examining aspects of instructional teaching and learning. Incorporating Classroom Action Research enables teachers to come together and share their experiences and discuss problems, facilitating collective problem-solving activities (Legesse & Kitila, 2024). Mertler (2021) added that classroom action research is an effective approach to enhance teachers' practical teaching-learning practices. In addition, it allows teachers to reflect on their teaching practices and improve instructional approach.

In the context of teaching English, it holds a significant role in empowering teachers to reflect educational practices in regarding to teaching English as foreign language. Investigating teaching practices can help teachers gain in depth knowledge, practical classroom practices, and pedagogical approaches. By conducting classroom action research, English teachers can identify the lack of teachers' strategies and learning media, students' difficulties in English learning activities leading to impactful teaching English in EFL classroom settings. In short, Classroom Action Research can benefit to contribute valuable knowledge, experiences, and practices to broader field of English language teaching in English classroom settings.

Despite numerous studies dealing with *Classpoint* as interactive media in English teaching-learning, it shows a gap in exploring the utilisation of *Classpoint* in improving students' English language skills. As a part of Internet, Communication, and Technology (ICT) in language setting, it suggests that ICT has become imperative in language classrooms (Haerazi, 2024). To address this research deals with utilising *Classpoint* to improve students' English language skills. To sum up, research objectives deal with examining the use of *Classpoint* to improve students' reading comprehension on recount text and exploring the students' views on the use of *Classpoint* on their reading comprehension.

1.2 Research Question

Drawing upon the research background, the researcher formulates research question as follows:

1. How can *Classpoint* improve students' reading comprehension in factual recount text?

1.3 Research Objective

Based on the research questions formulated above, hence the research objective is as follows:

1. To investigate how *Classpoint* can improve students' reading comprehension in factual recount text?

1.4 Scope and Delimitation

The scope of this research is merely dealing with incorporating *Classpoint* in improving students' reading comprehension to 8th grade A students at Candipuro Junior high school. As the limitation, this Classroom Action Research specifically addresses improving students' comprehension in reading factual recount text taught in the 2nd semester of academic year 2024/2025. In addition, this research consists of one-meeting in each cycle.

1.5 Significance of Research

This research aims at yielding to both theoretical and practical contribution. Using *Classpoint* in EFL teaching-learning classroom lies its potential to cultivate a meaningful classroom atmosphere. In addition, the use

of *Classpoint* in EFL teaching-learning classroom promotes valuable insight into its impact on the students' proficiency in reading comprehension. The findings of this research aim at providing teachers an effective-alternative media to boost and advance students' comprehension in reading, and ease students to comprehend information within written discourse.

Further, it is expected that this research can provide students with more engaging activities. The students are expected to be more engaged and motivated in reading activities. Therefore, the students can improve their reading comprehension. Lastly, this research expects to provide a supporting framework for future investigations dealing with the same platform in EFL classroom settings.

1.6 Definition of Key terms

These key terms are provided to avoid misinterpretation and misunderstanding for the readers. In addition, it is vital to provide some explanation of terms used in this research, as follows:

a. *Classpoint*

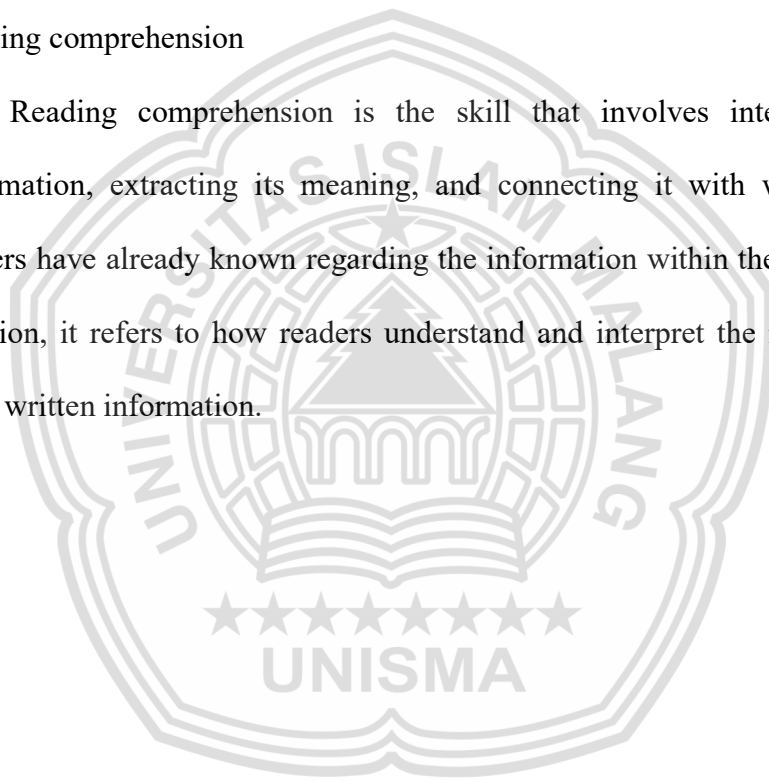
Classpoint is an alternative teaching tool integrating Microsoft PowerPoint into varied and student-centered experiences in form of sharing materials, gamification, quizzes, and making evaluation process. In other words, this platform can help teacher to encourage and promote students in an interactive and engaging classroom environment and evaluate students' formative-summative assessment.

b. Improvement

Improvement refers to a practically positive change of students' score after incorporating an intervention using alternative media in a Classroom Action Research. In addition, this improvement has been a measure of students' performance on assessment or post-test from Cycle 1 to Cycle 2.

c. Reading comprehension

Reading comprehension is the skill that involves interpreting information, extracting its meaning, and connecting it with what the readers have already known regarding the information within the text. In addition, it refers to how readers understand and interpret the meaning from written information.



CHAPTER VI

CONCLUSION AND SUGGESTION

In line with the results presented in the previous chapter, this chapter presents the section dealing with conclusion and suggestion.

6.1 Conclusion

This research was dealing with the utilising *Classpoint* to improve 8th grade students' reading comprehension at SMPN 1 Candipuro. In this research, the researcher used Classroom Action Research by Kemmis and Taggart (1988), and dealt with four stages: planning, acting, observing and reflecting. Based on the results of data analysis, it was found that there was an improvement of students' reading comprehension in factual recount text. In addition, the students' average score in reading factual recount conducted in Cycle I was 74.14%. Compared to pre-cycle, the students' improvement in reading factual recounts was 5.7%.

Further, based on the data obtained in Cycle II, it showed that the students' average score was 79.31. This indicated that using *Classpoint* had promoted students' improvement in reading comprehension higher than in Cycle I. The results of students' post-test showed that students' improvement in reading a factual recount was 6.97%. In addition, compared to students' average score in pre-cycle, the students' improvement in reading

comprehension was 13.02%. In addition, it indicated that the use of *Classpoint* suggested a positive improvement of students' reading comprehension, especially in factual recount text.

However, this research also highlighted challenges in regarding to technical issues associated with using *Classpoint*. Students encountered difficulties related to internet connectivity in Cycle II. This condition led to their initial frustration to participate in real-time activities. In addition, this impacted the smooth integration of tool into classroom learning practices. Despite these challenges, the students had positive reception of *Classpoint* as interactive learning media used in the English learning environment. *Classpoint* significantly were perceived positively to improve students' engaging activities and improve them in both reading comprehension.

This research encountered limitation may affect the interpretation and generalisability of the findings. This research was conducted in two cycles where each consists of one meeting. This limited meeting in each cycle may not account for long term effects or changes in students' experiences with *Classpoint*. In addition, this may impact on the results and conclusion, and students' applicability to broader context. Longitudinal studies could provide deeper insights into how sustained use of the tool influences learning outcomes and students' attitudes.

6.2 Suggestion

Based on the results of the research, further the researcher suggests that the English teachers can use *Classpoint* as an interactive media in practical

teaching-learning process. Using *Classpoint* is not only to improve students' reading comprehension but also to promote the students' active learning and engagement during the classroom activities. In this case, the teacher can utilise *Classpoint* to encourage students' active learning and participation during the formative assessment.

To enhance the effectiveness and integration of educational technologies in schools, several strategic measures are recommended. First, investing in robust technical support and reliable infrastructure is crucial to address the internet connectivity issues and technical challenges identified in the study. By ensuring that students have access to stable internet connections and effective troubleshooting resources, schools can minimize disruptions and enhance the overall learning experience with educational technologies.

This research is also expected to motivate students during the teaching-learning process. In addition, this utilising of *Classpoint* is to promote students' engagement and reading comprehension. Lastly, the future research can use this research as a theoretical and practical reference to conduct the similar research dealing with the use of *Classpoint* in English language teaching and learning process.

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