



An Effort to Improve Students' Activeness at Structure Class Using Slido App

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This research was conducted to improve students' activeness at structure class by sharing their idea, comment, questions and structure mastery. This research applied slido.com application as the media to teach. It was a classroom action research which had been conducted in two cycles. The subjects of this research were the third semester students of English Education Department of IAIN Salatiga. The writer took one of 3 classes as the sample of the research randomly. The researcher observed the improvement of students' activeness at structure class by collecting the data through observation and measurement technique. The data were in the form of observation checklist and field notes, documentation, and students' task. The data which were collected were analyzed to know the description of the class activity and the learning progress. After the cycles conducted, it resulted that there were improvement in students' activeness in delivering questions, giving comments, and doing simple task. The description of result was also proven with the students' mean score improved from 51 in their pre-test into 67 in the second cycle. It can be drawn a conclusion that there is an improvement in students' activeness in the structure class taught using slido application.

Keywords: structure, student's activeness, Slido applicaion

INTRODUCTION

As a pre-service teacher, English Education Department students should enable themselves with some knowledge and competences. As a basis to demonstrate teaching skills, a teacher needs knowledge within four areas about the subject area (content knowledge), student learning (pedagogical knowledge), teaching (instructional knowledge), and educational goals and organization (curricular knowledge) U.P.I. (2013). Then, it adds with Guerriero's statement that literature highlights many features that characterize expert teachers, which include extensive pedagogical content knowledge, better problem solving strategies, better adaptation for diverse learners, better decision-making, better perception of classroom events, and greater sensitivity to context and greater respect for students Guerriero (2016). Students are not only expected to know the theory of how to teach material but also master the knowledge of what they transfer to and bring their students successfully learn the material. Although contemporary language methodologies generally do not consider the grammar mistake, many teachers consider positive feedback to the students Uibu and Liiver (2015).

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In the other hand, nowadays we see some English department graduates face some problems when they start to teach English at class. Beside teaching skills and creativity in teaching English, many students got problem in delivering English material. One of English studies which are crucially concerned is grammar or structure. Structure is one of crucial subject which was taught in English Education Department [Komara and Ramdani \(2014\)](#). In reality, we found many graduates have problems in analyzing the grammar and constructing good writing because of grammar mastery. After conducting mini interview with some students who faced this problem, they clarified that they had problem when they were in structure class. Being hesitant and feeling shy to ask questions because of bullying and a stereotype that "asking question is something embarrassing" for some students caused them to keep silent when they had problem in understanding the material. In addition, a research conducted by [k Widianingsih and Gulo \(2016\)](#) resulted that learning grammar in the classroom might be caused by the linguistic backgrounds faced by students.

The fact that the low of students' activeness is assumed because of the problem described above, forces teacher to break this problem because it gives indirect impact for students when they later on teach at school. In fact, activeness is really crucial to be raised in the class. Active student participation means that students in a mutually respectful partnership with the teacher, for example, (further) develop a course or create assignments or other course material, often for a course that they themselves have already gone (students as partners) [Universitet \(2014\)](#). From the definition stated before, it can be seen that students' activeness can be described with the situation where students have good cooperation with teacher in classroom activity; students are actively doing the task and they have good communication with teacher.

According to [Paramita and Indarwati \(2015\)](#), students' learning activeness is the ability to be active in a regular basis which involves body, mind, and all aspects that associated with the learning process. Students with high activeness in the class can be characterized with their involvement in evaluation including evaluating their own learning outcome that have been carried out; doing any exercises individually or structured by the lecturer; and preparing an oral or written progress report toward their learning outcome. Rusman in [Paramita and Indarwati \(2015\)](#) characterized students with high activeness and involvement in the learning process including: (1) physical, mental and intellectual activities; (2) experimental activities; (3) create a conducive learning climate; (4) students involvement to find and utilize existing learning resources; and (5) the existence of multidirectional interaction.

Seeing this case, as a teacher who teaches pre-service English teacher we need to solve this problem. We should find a way to break students' hesitant and shy to ask questions and deliver their problems they faced in the class. One of ways to solve this problem is providing an application to deliver question or share students' comment in the class. Thus students do not directly deliver it orally; they can send the questions and

comment through this application like sending message. Slido is an application that we can use through our computer or our smart phone. It is really easy to use when we want to conduct a survey, question and answer, and poll then presents it through interesting diagram or chart.

Recently, many events have become much more dynamic and engaging, letting audiences participate onstage conversation in real time by asking questions online and responding interactive polls [Denney \(2017\)](#). Slido is a web based Q&A and polling platform for live events that makes it super easy for anyone in the audience to ask questions and vote on live polls via their phone, tablets or laptops. Slido-the winner at Event Technology Awards held in 2013 in London- can improve our event more interactive. By crowd-sourcing top audience questions, we can lead an engaging and relevant conversation with the presenters. There are a number of players in this category, out of which you can try your hands at Glisser, Pigeonhole Live and woodclap [Miles \(2016\)](#). Slido provides audience interaction for meetings, events, and conference using interactive Q & A, live polls and insight [Hart \(2018\)](#). Slido application was firstly designed to collect feedback from students while giving lecture in Comenius University in Slovakia [Borak \(2018\)](#). Slido application can be applied not only in seminar but also in the learning activity. Slido can be used in the classroom to provide students to share their questions and comment, to answer questions, and create polls in the class.

There are some benefits of using slido application in general. (1) Crowdsourcing the best questions from your students; let your participants ask questions from any device. No downloads required (2) Maximize the effectiveness of your question and answer time; let the people decide which questions they would most like to discuss (3) Remove the fear of asking questions in class; increase both quality and quantity of questions by allowing people to ask anonymously (4) Control which questions are being asked; Turn on moderation and easily filter any inappropriate questions before they go live (5) Capture the top insight in a beautiful infographic: all of the questions can be exported after your event or shared via an infographic. (6) Try Slido's advance features: enable participants to comment on each other's questions, down-vote questions or use Slido in multiple rooms at the same time [undefined C.B.S. \(2017\)](#). From benefits stated above, there are many interesting things that students and lecturer do using slido; (1) teacher can sort and select the questions sent by students to be answered; (2) it can reduce the fear and hesitant from students to deliver the questions; (3) the result of questions and polling can be presented interestingly, and (4) students have chance to give any comments and suggestion dealing with the material and performances without any fear and hesitant being bullied by other friends.

From the explanations above, the writer would like to conduct a classroom action research of improving students' activeness at structure class using Slido Application. This research was conducted to know the description of the implementation of teaching structure using slido application and to know the improvement of students' activeness in structure class taught

using slido application.

METHODS

This research was classroom action research. It was conducted to fifth semester student of English Education Department of IAIN Salatiga. It was conducted to one of six classes which was determined randomly. The class consisted of 34 students. The writer took two cycles of learning process to be conducted in this research. The writer adapted research cycle from [Tampubolon \(2014\)](#) consisting of 4 procedures: planning, action, observation, and reflection. This term was also supported with [Kemmis and Stephen \(2002\)](#) in [Komara and Ramdani \(2014\)](#) stating that although the process in action research is insufficient, it consists of systematic process including planning an improvement, acting and observing the learning process and consequences, reflecting of the process and consequences and back to the replanning. Therefore, it can be concluded that the main process of action research is identifying problem and arranging planning, implementing action, observing, and reflecting.

The first step was planning: in this step, the writer together with her co-researcher who helped in observing arranged lesson plan, learning material, prepared exercise, and prepared questions and polls using slido application; the second step was action: this was the implementation of the lesson plan, in the action step, teacher also gave pre-test and post-test; the third step was observation; this phase was the step to observe the documentation result and the action implemented; the last step was reflection: in the reflection step, the writer and co-researcher conducted a reflection and evaluation toward the description of the action implemented in the action step and made revision and improvement for the next cycle. The second cycle had similar step with the first cycle. The result of evaluation in the first cycle became the consideration for the writer to conduct second cycle.

To get research data, the writer conducted observation, documentation, and test. Observation was conducted to know the description of learning process using slido application. Documentation was used as the supplementary information of observation data. The documentation was in form of field note, picture of learning condition and slido performance and activities, and lesson plan, material, and so on. Documentation and observation were used to know the improvement of students activeness taught using slido compared to the previous condition taught using other method. The test which was conducted in this research were pre-test and post-test. Both tests were conducted to know the improvement of learning outcome before taught using slido application and after taught using slido application.

The data yielded from the test conducted was analyzed to know the mean score, standard deviation, and the percentage of score. The result then classified into some levels based on the passing grade (65 or BC). The result of observation was analyzed to know the description of how slido was implemented

in the class and how the improvement of students' activeness in the structure class.

RESULTS AND DISCUSSION

In this implementation, the writer arranged two cycles. Each cycle consists of planning, acting, observing, and reflecting step. The following, the writer would like to show the result of field note taken from the two cycles conducted:

Cycle I

Planning

In the planning step, the writer did some activities; (1) Arranged a lesson plan where the slido. Application was inserted as the learning media of this lesson. Lesson plan was also used as the guidance for teacher to implement the teaching learning activity; (2) Prepared material, the material which was discussed in the first cycle was "Participle inclusive". Teacher took material from any grammar book and internet; (3) Arranged an event through slido application and create questions for polling and started to open question session; (4) Prepared note to write the description of class situation; (5) Arranged quiz for pre-test and post-test. The pre-test was conducted before the activity started and the the post-test was conducted after the activity done. The quiz was in form of arranging sentences using participle inclusive and analyzing some errors in the sentence.

Acting

The implementation of the class was conducted on April 10, 2018 at 8.40 a.m. The class was taught by co-researcher who became English lecturer at IAIN Salatiga. the class was started with *Salam* and reciting some surah from Qur'an. In the pre-teaching, lecturer had a pre-test about "participle phrase". The pre-test consisting of creating some sentences using participle inclusive and analyzing some errors in the sentence.

After the pre-test had conducted, lecturer continued the class by introducing slido application to the class and share the event code where each student should enter the platform using slido application. She also explained in short how to use slido application.

Students' curiosity were raised when they were asked to activate their cellular phone and open the slido application through their smartphone. In the other hand, there were some students who had problem in joining this event. The lecturer tried to guide them or asked other students who had successfully joined the event to help other students who got problem.

After learning how to use the application, lecturer continued the learning activity by explaining the material about participle inclusive. Teacher told to the students that who had questions and problem about understanding material to do not hesitant to ask question through question menu in the slido

application.

When the material explanation ended, lecturer started to open questions list which were sent by students and answered questions one by one. The class ended with the students were asked to fill out the post-test quiz to know the improvement of their comprehension of the material.

Observing

The writer together with the co-researcher, conducted an observation to analyze the implementation of learning process in the cycle I. After observing the structure class taught using slido application in the cycle I, it resulted that there were some problems faced in the first cycle; (1) Students were not ready with the use of slido application. They needed more time to learn how to use the application; (2) the low of internet access made students to have problem in accessing the application; (3) Students were confused using slido application and were still shy to share their questions; (4) lecturer needed more learning to use this application. It was seen that lecturer need more time to clarify to students when students got problem in using slido. Application.

Reflecting

In this cycle, the writer would like to conclude a conclusion based on the result of observation which would be used as the improvement to be implemented in the cycle II. The following are the reflection which were implemented (1) Lecturer gave more training using slido application before the class started or asked students to watch the use of slido application from YouTube; (2) Students should prepare the internet data instead free Wi-Fi; (3) lecturer learn more how to use slido application. Teacher also needs to motivate students to be active in the class and erase their hesitant to take part in the learning activity. After the pre-test and post test conducted, it resulted that there 12% of students who passed the passing grade and the mean score of pre-test was only 51. The post-test in the Cycle I resulted that there are 53% of students who passed the passing grade. Because the number of students who passed the passing grade were still under 75%, it needed more cycle to improve students' structure mastery up to 75% minimally.

Cycle II

In the cycle II, the writer used similar step with the previous cycle which was described below:

Planning

In the first step of the second cycle, the writer conducted merely similar to the activity conducted in the planning step previously; (1) Prepared lesson plan which was used as the guidance for lecturer to teach structure in the class; (2) Arranged material and prepared questions on slido poll; (3) Provided sheet for classroom note and observation; (4) quiz for pre-test and

post-test.

Acting

The second implementation was implemented on April 17, 2018 at 08.40 a.m. the class was started with *Salam* and reciting some surah from Qur'an. In the pre-teaching session, lecturer continued with giving motivation to the students. Some students looked happy and spirit to join the classroom activity. Then, lecturer asked students to log-in the slido event by entering the code given by the lecturer. Lecturer delivered some simple questions. Many students answered questions given by lecturer by sending their answer through slido.application.

Teacher showed to the students the answer result which were sent by students on LCD screen. Students were laugh at what the students answered which were interesting and funny. Lecturer confirming the students' answer and continued the explanation of material. While explaining the material, lecturer told that if students had question do not hesitant to send questions.

After delivering teaching material, lecturer checked and sorted question which were sent by students. Lecturer answered questions one by one.

In the post teaching phase, lecturer had a post-test and ended the class by salam and giving a home assignment.

Observing

Observation step was conducted after the action step done. In the implementation second teaching learning process, students were accustomed to operating slido application. Students started to be more active in the class by participating the classroom activity by answering question given by teacher through slido and delivered their questions. Lecturer were more well trained operating slido application.

Reflecting

From the observation conducted, it can be drawn a conclusion that students were more active in the class than the previous cycle. There were more students who delivered questions and answered direct some questions given by lecturer. Based on some clarification and confirmation from the lecturer, it resulted an improvement in the mean score of students' post test. In the cycle II, the mean score is 67 and there are 79% of students who passed the passing grade.

Result of Students' Score

The data from [Table 1](#) is the result of pre-test, and post-test conducted during cycle I and cycle II.

From the table above, it can be concluded that, there were improvement of students' mean score from pre-test, post test Cycle I into post test Cycle II. In the pre-test which was conducted in the first cycle, there were only 4 students or 12% who passed the passing grade. The passing grade of this subject is

TABLE 1 | Result of Pre-test & Post-test Cycle I and II

OPERATION	Pre-test	CYCLE I Post test	CYCLE II post-test
Mean	51	66	67
Median	50	65	65
Mode	50	69	70
Standard Deviation	10	10	4
Percentage of Passing Grade	12%	53%	79%

65. The mean score of the pre-test is 51.

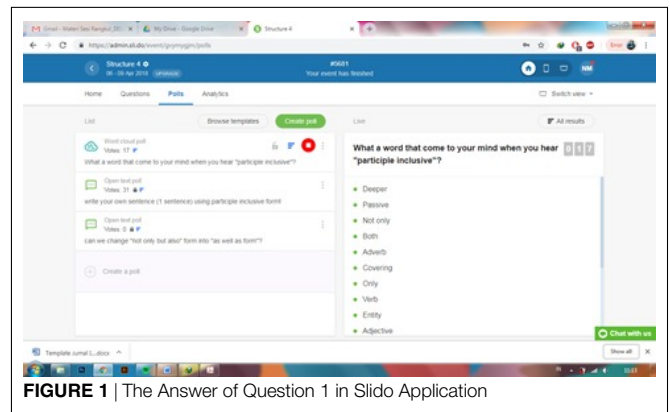
After the Cycle I implemented, students were tested again to know the improvement of students' improvement score. Post-test in Cycle I resulted that there were 18 students or 53% of total students who passed the passing grade. The mean score of the pre-test also improved into 65.

Cycle II had been implemented in this research because the number of students who passed the passing grade were still under 75% of total students. After the Cycle II had been implemented, there are more improvement in the students' score. There are 27 students or 79% of total students who passed the passing grade. There is an improvement in the mean score of the test result. It improves into 67. It is higher than the minimal passing grade score. It means that there are more students who passed the passing grade and got score above the passing grade score.

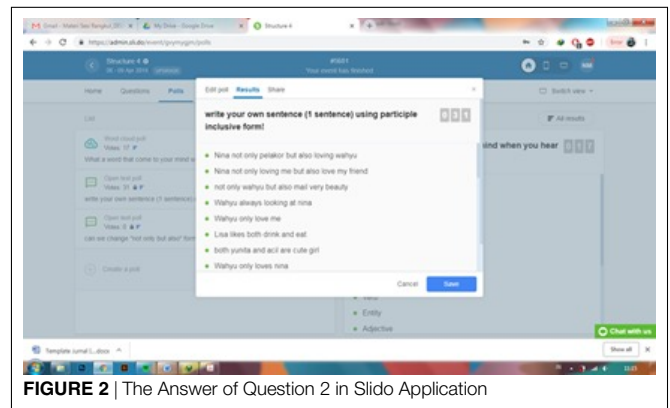
Students' Activeness in the Class

The improvement of students' activeness is also showed in the classroom activities. The students' activeness is proven with the improvement of students' participation in the class. The use of slido application to provide questions and task from students. Previously, students were hesitant to answer short questions asked by lecturer because of their fear of mistake and being bullied by other colleagues when they answered question orally. In the cycle I, students were still hesitant to answer some questions through slido application because they were still strange using this application. There were only one to two students who did the instruction.

In the cycle II, after motivated by teacher, students started to be active in the class. The activity in slido application in the cycle II can be showed in [Figure 1](#).



Question 1 which was delivered by lecturer is about students' understanding about participle inclusive. Unpredictably there are half of total class gave their idea toward this question. In the previous learning activity, students only kept silent when lecturer asked them about the material.



[Figure 2](#) shows question 2 which asked students to arrange a question using participle inclusive. In few minutes, almost students sent their own sentences to slido application. There are 31 of 34 students who sent the sentence. It is assumed that sending without knowing who the sender is make them more confident to share their idea without thinking whether their sentence had mistake or not. The different situation which lecturer faced when instructing directly and through slido is that students were more active taking part in the activity. Usually, there were only one to two students who presented their sentence arrangement.

After lecturer delivered the material, lecturer provided chance to students to share their questions if they had problem dealing with material understanding. After lecturer delivered the material, lecturer provided chance to students to share their questions if they had problem dealing with material understanding. **Figure 3** shows some questions sent by students.

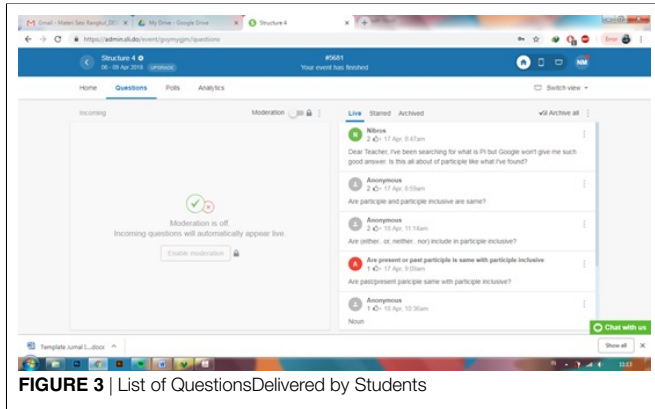


FIGURE 3 | List of Questions Delivered by Students

There are many questions given to teachers even when the class ended, students still have chance to deliver their questions as far as the application is not closed by the lecturer. There were 5 students who asked questions. Students did not feel hesitant to ask questions through slido application. They had choice to mention their name or not while sending the questions that make them called anonymous and none will know from whom the question is. It makes them feel more secure and confident to share their question to lecturer.

Based on the result of analyzes in cycle I and II, teaching using Slido application is successfully improved students' activeness in the structure class. It is proven with the result of post-test in cycle I and II that improved from pre-test to cycle I and cycle II. In the pre-test, the mean score is 51. After the post-test in the cycle I was conducted, the mean score increased into 66 and there are 53% of students or 18 of total students who passed the passing grade. When the post-test of cycle II was conducted, the mean score increased into 67. the number of students who passed the passing grade increased up to 79% or there are 27 students who passed.

The improvement in the pre-test score is also followed with the improvement in the students' activeness where there were more students who asked questions and answer toward short questions from teacher while he was explaining the material. This result is also supported with Cahyani and Cahyono (2012) telling that learning using internet facilities tends to be interesting and engaging creating and exiting language teaching to

improve the language skill.

The problem faced by lecturer when slido application was implemented in structure class is that students were still confused using this application because it is still new for them. This problem was also faced in other action research about implementing edmodo application conducted by Cahyani and Cahyono (2012) that teacher and students will be successfully applying edmodo when they have readiness to operate it. The readiness in operating an application in the classroom can be done when they have been learnt and prepared before.

CONCLUSION

From the result of finding and discussion, it can be drawn conclusion that teaching using slido application in the structure class can improve students' activeness. It can be proven with the improvement of the mean score of post test in each cycle. the number of students who passed the passing grade also improved significantly from pre-test up to the last post-test in cycle II. The improvement of post-test score is also followed with the increase of number of students who are confidently to answer the short questions delivered by lecturer while he was explaining the material. In the end, students were also not hesitantly delivering their question through slido application. It can be seen from the increasing number of students who asked questions to the lecturer.

Finally, it can be suggested that, this research is expected to be beneficial to the other lecturer to apply this media to improve their students' activeness in the class. The writer also sugges to the next researcher that giving a short training to the students before using slido application in the class will help students to be more active in the class since the first cycle of the action research.

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