Exploring Students' Experience Of Using Nearpod In Grammar Lesson In Relation With Students' Increased Engagement: A Descriptive Qualitative Approach

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Informasi Artikel	Abstract
	The research aims to investigate the student's experience of using Nearpod related to students' increased engagement in grammar lesson at SMAN 1 in Surakarta. The significant level of engagement is the key for students to keep up with grammar lesson and then gain better comprehension of the lesson. The research uses descriptive - qualitative method. The research applies focus group discussion, in-depth interview, observation techniques and document analysis. To broaden understanding about the level of engagement, the research explores the students' experiences in learning grammar using Nearpod. The research then analyzes the data from techniques to identify the pattern, trend, theme and meaning. The result of the research shows that the use of Nearpod in Grammar Lesson has significant impact in increasing students' engagement. This finding implies the important of integrating subjects with digital platforms to create collaborative and interactive environment of learning.

Abstrak
Penelitian ini bertujuan untuk menyelidiki pengalaman siswa dalam menggunakan Nearpod terkait dengan peningkatan keterlibatan siswa dalam pelajaran tata bahasa di SMAN 1 Surakarta. Tingkat keterlibatan yang signifikan adalah kunci bagi siswa untuk mengikuti pelajaran tata bahasa dan kemudian mendapatkan pemahaman yang lebih baik dari pelajaran tersebut. Penelitian ini menggunakan metode deskriptif-kualitatif. Penelitian ini menggunakan metode diskusi kelompok terfokus, wawancara mendalam, teknik observasi dan analisis dokumen. Untuk memperluas pemahaman tentang tingkat keterlibatan, penelitian ini mengeksplorasi pengalaman siswa dalam belajar tata bahasa menggunakan Nearpod. Penelitian ini kemudian menganalisis data dengan teknik-teknik untuk mengidentifikasi pola, tren, tema dan makna. Hasil penelitian menunjukkan bahwa penggunaan Nearpod dalam pelajaran tata bahasa memiliki dampak yang signifikan dalam meningkatkan keterlibatan siswa. Temuan ini menyiratkan pentingnya mengintegrasikan mata pelajaran dengan platform digital untuk menciptakan lingkungan belajar yang kolaboratif dan interaktif.

Kata Kunci : Nearpod, Pengalaman Siswa, Keterlibatan Siswa

INTRODUCTION

We are currently in the era of information technology which is familiarly referred to as the 4.0 era. This 4.0 technology era is characterized by the integration of digital technology into everyday life through the use of Big Data, the use of Block Chain, the application of Smart Manufacturing technology, the development of Artificial Intelligent (AI) technology, the use of the Internet of Things (IoT) and the use of Augmented Reality (AR) and Virtual Reality (VR).

The generation that was born and grew up in an era where smart devices, the internet and digital technology have become common place is known as Generation Z. The term the people nowadays are Generation Z who are considered as a new generation and grow up with modern technology and facilities. People at this age probably decide and do things very fast and do not like to wait for anything. They often do many things at the same time that might have an effect on their job performance and perception. Therefore, people in Generation Z, who are classified as early school age, are easily

distracted from their work and immerse themselves in the digital world lacking interaction with the society. (Klinjuy, Rattana, 2020). So Generation Z can be referred to as "Digital Natives" because they are familiar with the digital environment.

In education, Generation Z is no stranger to digital learning, accessing learning materials on-line and utilizing learning apps. Generation Z students spend much of their time accessing social media and on-line media. If there is something they do not know, they are used to referring to search engines such as Google. With such characters, the learning process for Generation Z requires specialized teaching methods. The learning process for Generation Z requires the use of methods or teaching methods that engage learners between the learners and the instructors or among learners themselves. Not only making the students interested in learning but also allowing learners to express the process of their thinking and decision making. The instructors can assess what the learners reflect on both speaking and writing or when interacting with their classmates. This can help to prevent misunderstandings and finally becomes a meaningful knowledge for the learners, that is, the learners can link the new knowledge with the existing knowledge and such knowledge can be used to analyze the problems encountered in daily life (Klinjuy, Rattana, 2020).

According to Terje Berg, Terje., Oddane, Torild A., & Lamøy, Liv Inger, (2022) Generation Z learn by observation and experimental practice, not through reading and listening to Power Point presentations (Shatto and Erwin, 2016). They tend not to use textbooks or manuals for research. Rather, there is a reliance on internet search engines and videos. Hope (2016) provides a summary of their learning styles with the following phrase: "Want to learn something? Google it. Want to learn something? YouTube it." Learning is a combination of experiences to alter behavior, which occurs through practice (Schunk, 2016), therefore, exploring the benefits of hands-on and experiential experiences should be considered when preparing to teach the Z generation of students, keeping in mind that they are visual and prefer physical learning applications and engagement (Kalantzis and Cope, 2016). (Mosca, Joseph B., Curtis, Kevin P., & Savoth, Paul G., 2019). That's why effective learning for Gen Z requires media and on-line learning platform, including in this case learning English writing .

The Senior High School students are identified as Generation Z ("Gen-Z"). They are born between 1995-2012. Their daily life are so connected with the internet.. Technology and internet become important parts of their life. It's inseparable. They are used to communicating by using gadget on their hand. To describe their attachment to internet through their gadget, according to Hastini, Yossi L., Fahmi, Rami., and Lukito, Hendro., 2020, page. 3, most Gen-Z engage their social life on-line and half Gen-Z prefer on-line communication than in communication in real life. Although they get used to exploring the world with gadget on their hands, their digital literacy do not improve well. It instead affects their English proficiency especially Grammar that tend to be stagnant or decreasing.

To overcome the challenging problem of studying Grammar among students, the researcher approaches it by using digital platform called *Nearpod.* Nearpod seems to enable students to actively participate and engage in collaborative way. By using Nearpod, Grammar Lesson is held under dynamic, relaxing and fun circumstance. It's expected to minimize anxiety, lack of confidence, reluctance and other mental barrier among students to share their ideas. By creating real-time enabling environment, students should be more engaged in studying Grammar.

Burton, Rob in a review of Nearpod- an Interactive tool for student engagement (2019 page.95) states that Nearpod provides the flexibility for the educator to shift among presentation/ lecture mode, to individual and group activities (Perez, 2017). Nearpod gives students opportunity to collaborate and post as well as being able to participate in polls (Burton, Rob, 2019 page 96). According to Lestari, Puji., and Sihombing, Lambok Hermanto (2022, page 75), Nearpod can be used as a digital platform to improve students' writing. As we know that one of the ways to see the students' understanding is through assessment. One form of writing assessment entails the creation of an essay in multiple drafts, with checklists to help with evaluation (Brown, H. D., & Lee, 2015). If Nearpod can improve students writing, it means it can improve students' grammar as well.

According to Ariyani, Sartika Dewi., dan Nurkhamidah, Neni, 2023 Page. 52, Nearpod application was built in 2012 (Sanchis et al., 2021). Moreover, Nearpod makes it possible to make presentations by including various activities, web content, and questions; besides that, Nearpod can track students` activities in real time. Easy application use makes Nearpod one of the web-based applications used in the learning process. Easy accessibility, no registration required, no need to download apps, and an intuitive design make the Nearpod the choice.

There are researches that shows positive impacts on students' experience and engagement in learning English by using Nearpod as a tool for teaching.   Delacruz observed the using of Nearpod in guiding reading groups. She compared the traditional guided reading with Nearpod guided reading and she found that mostly students chose Nearpod as the good tool to guide them in reading process. She explained that the interactivity seemed to be the main reason for the preference as demonstrative in the students' reactions of Nearpod. Furthermore, the result of her study showed that using Nearpod for the guiding reading could be incorporated with little effort and increased students engagement (Delacruz., 2014). (Kalsum, Ifa, 2021)

Nearpod is an apps that could enhance collaboration and interaction in the classroom (Dong et al., 2018). because it makes it possible for teachers and lecturers to coordinate, present, and manage in-class materials like slides and videos (Shehata et al., 2020). Additionally, Nearpod reports on student actions in class, enabling teachers to evaluate how well their charges are learning (Susanto et al., 2022). By giving students additional chances to participate in learning activities and enabling them to interact with one another in a lively manner, it can also enhance their learning experiences and raise their happiness with their learning (Jing & Yue, 2016). (Herwawan, Nova Melinda., Panjaitan, Nelson Balisar., 2022)

Numerous studies have clarified the benefits of Nearpod for online teaching and learning (Perez, 2017; Tran et al., 2019; Burton, 2019; Wang & Chia, 2022). First, it is advised that Nearpod should be employed in crowded classrooms to increase students' interaction. Second, Nearpod can be a fabulous tool for students' engagement and motivation during lectures because it contains the attention -generating features. Third, student-student interaction, or student-teacher interaction can be conducted through 'collaborate board' or 'draw it activities', reducing students' anxiety in speaking because they have more freedom to share their ideas and discuss other students' answers. Finally, the poll activity and Report section allows teachers give instant feedback on learners' results (Sanmugam et al.,2019). In other words, Nearpod helps reveal quickly what students achieve and their shortcomings after each lesson, from which teachers may adjust their teaching plans. Therefore, Nearpod is time-saving in grading and assessment. (Van, Le Huynh Ha., Oanh DoanThi Kieu, 2023)

Sanmugam et al. (2019) believe that Nearpod can conduct interactive learning environments and   increase students' engagement and motivation during the learning process. Nearpod provides features where teachers can view the number of students that are actively involved during the teaching session. Besides, Nearpod also helps teachers with the assessment process. Teachers can make a quiz on Nearpod then the quiz submitted by the teacher can be graded immediately; therefore, students can get real-time feedback. Buttrey (2021) has experienced using Nearpod in learning process and it shows that Nearpod can make an enjoyable environment. Further, Buttrey states that Nearpod shows promise as a tool to assist the teacher in keeping students actively engaged in face-to-face or distance learning. It will have an impact on student's performance in the learning process. (Dewi, Wanda Dian Paramesti Fortuna., Santosa, Made Hery., & Dewi, Kadek Sintya, 2023)

There is limited research that provides the data to support the claim that Nearpod can improve student's level of engagement in English Grammar. Therefore, this research aims to fill this gap by exploring the students' experience and observing the tenth grade senior high school students' level of engagement in learning Grammar in a Senior High School in Surakarta. The research will provide empirical evidence that is usable to improve effective grammar teaching by using Nearpod as an interactive and collaborative tool.

The problem lies in exploring various aspects of using Nearpod in grammar learning, including students' experiences, interactions between students, responses to interactive features, as well as its influence on participation and engagement in discussions and exercises. In addition, the questions also highlighted students' perceptions of Nearpod's effectiveness in improving their grammar skills, learning strategies used by teachers to ensure optimal student engagement, and factors that pose challenges in using Nearpod for grammar learning.

METHOD

The method employed descriptive-qualitative study by describing and explaining the phenomena thoroughly. It focused on understanding the meaning and context of the phenomena by using data collected in in-depth interview, observation and document analysis. The study is about to conduct for three weeks. The participants were eleventh grade students from two classes to get diverse perspectives and the teacher who get involved with it. The purpose of the descriptive qualitative study was to find out if the usage of Nearpod improve the student's engagement in learning grammar. As many of 71 students of two classes were observed, 20 students of two classes were randomly selected than requested to have focus group discussion and in-depth interview.

The discussion and interview guide lines are divided into three aspect, namely : exploration of student's experience in using Nearpod, student's level of engagement and perceived of usefulness using Nearpod in learning grammar. Then, the interview transcripts were manually analyze in qualitative way.

RESULTS AND DISCUSSION

The researcher focused on answering the questions above based on findings from observation, discussion, in-depth interview and data analysis. The researcher found that since it's introduction in grammar class, the use of Nearpod seems to improve the level engagement of the students. It is the main theme of the research by exploring the experience of students in using Nearpod in related to grammar leaning.

1. STUDENTS' EXPERIENCE OF NEWNESS

As a web-based educational platform, Nearpod offers newness in learning and teaching activity. It optimizes subject material to be very well presented in various format that can be accessed through screen's gadget of students. *"As a media of learning, Nearpod offers something new for me. I can look at my gadget screen presented learning material, not only in power point or text but also in audio-visual. All are under teacher's control". "Some time teacher asks us to direct participation, discussion or send link as a learning material".* Nearpod gives students a new experience of learning. "*When I use Nearpod for the first time, I felt so amazed. It's like opening the door towards new interactive learning".* Learning grammar by using Nearpod gives students new and positive experience.

Observing the gestures shown by the students and their intonation during interview, indicate that the use of Nearpod in grammar lesson is greatly accepted among students. They express their positive experiences, more enthusiastic and cheerful. *"Nearpod has changed the way I learn grammar in positive way". It increases my mood in learning grammar".* They recognize Nearpod as reliable helping tool to enhance their skill in English. Nearpod is perceived as valuable online resource to facilitate them comprehend grammar material satisfactorily. *"I think Nearpod enriches my experience in studying grammar in many ways with it's interactive features".* Nearpod is an online learning tool that helps the students to learn grammar better. Students also reported that Nearpod gives significant contribution their comprehension in grammar. Learning grammar by using Nearpod is much more better than without it. Students have positive and optimistic opinion and impression about the benefits of using Nearpod.

Data suggest that the students get motivated to participate using nearpod in grammar lesson. Most of the are satisfied. The use of nearpod as a learning tool are very welcome. *"Learning grammar is quite challenging. It needs great effort to keep up with. And I find Nearpod helps me a lot to learn grammar better"*. Most of the students respond positively upon the usage of nearpod that increase their level of engagement. *"Nearpod is very helpful to overcome my anxiety in learning grammar. I can comprehend the subject better"*. The data also suggest that there are two hindering factors for student's engagement, that are gadget distraction and internet network lagging.

2. INTERACTION BETWEEN STUDENTS

Learning grammar by using Nearpod creates relaxing environment and ice breaking. In one hand, the teacher saves a lot of energy by reducing oral explanation before class, to be more productive by developing learning material and giving feedback. It improves level of student's engagement. In the other hand, students feel free to ask question, give answer without being afraid of getting bullied by their classmates. *"Nearpod enables me to address my opinion without being afraid of getting bullied"*. The use of Nearpod overcome a big hinder that usually occur in conventional teaching, reluctance feeling to participate to avoid direct criticism from classmates or teacher.

When using Nearpod, interaction between students are unavoidable as Nearpod is desgined to be collaborative learning platform. By other word that Nearpod indeed enables teachers, students and whole class to continuously collaborate and gain best benefit of it. *"I did't get used to express my opinion orally in front of class. Thanks to Nearpod that makes my idea heard or listened by the other students and teacher". "I'm an introvert. I don't talk a lot or sociable neither. Nearpod helps me bridging my gap"*.

Certain students usually actively respond, participate or give feedback to the material discussed or taught. Many of the students are reluctance to address their opinion orally in front of the class for any reason, namely they feel they do not have self confidence, to be afraid of being laughed at or teased. *"It takes a gut to give your opinion in front of the class. I don't want to be bullied especially when I give my answer and the answer is incorrect"*. Nearpod provides interactive features such as collaborative board, quiz, game that enables students to interact more intensively and frequently. *"With Nearpod, it's easy for me to interact with the other students in a fun way. I can answer question, do my part in task group without being afraid of get bullied"*.

Productive interaction between students occur during accessing material presentation through students' gadget. More over, The shared material are vary from different kind of format, such as : Audio, Video, Audio-Video, PPTX, text, image, YOUTUBE link, online media link. The students interact each other by sharing opinions, answering direct question or active participate in class discussion. "*Using Nearpod is fun for me as we can interact each other through our gadget. We can share our opinion or answer question"*.

. Nearpod creates engaging learning experience so that students are encouraged to participate and interact with each other in grammar learning. The students exhibited a positive manner toward using Nearpod. As commonly presumed, English Grammar is commonly challenging. Due to challenging material, when the students find it difficult, they tend to be stuck and get bored. As if no body can help them to overcome this situation. When introduced with Nearpod, the student find that it's very useful for comprehending grammar material. Besides, the students find that using Nearpod in class help them to do given assigment more effective.

3. RESPONSE TO THE INTERACTIVE FEATURES

Nearpod provides interactives features, such as : Interactive Presentation , Question and Polling, Assigment and Quiz, Interactive Image, Video and Audio, 3D content and VR, Anotation that enables students marking, underlying or writing notes on presented slide to express their thought or highlighting important information, Collaborative Board, Group Discussion, Tracing and Analysis. Almost everything needed to conduct effective and fun class are provide by Nearpod. *"I can write on notes and post it, erase it whenever needed. And the note can be saved so that whenever I need it, I can read*

it again and again". "Some times when it's hard for me to comprehend the material, I use note, one of features provided by Nearpod. An then I can ask teacher to explain it more detail".

It seems that most of the students enjoyed new approach of learning grammar by using Nearpod. Highly motivated with the need to master English as an international language, they are ready to deal with newness, innovation and technology that make it easier to master English, especially in grammar. The more the students are engaged in learning, the more they motivated to master the subject. It is driven by their personal interests. They are able to adapt new circumstances of learning, including the use of Nearpod. The use of Nearpod is a new thing for the students, especially in grammar class.

The eleventh students are get acquainted with Nearpod when introduced by their grammar teacher. Even though it is new, the students have no difficulty in using it. In fact, students are motivated to explore it's further features. It gives them new experiences *"we use Nearpod in English lesson. It's easy to use and help us to understand the subject better".* "*Learning grammar with quiz and group assignment by using Nearpod overcame my boredom and helped me focus more on attending grammar class*". Although most of students show high intrinsic motivation dealing with new approach of learning grammar, the few consider it's not effective, even decreasing the level of engagement. They feel comfort by reading manual or textual book rather than using gadget to connect with subject matter.

Dealing with the difficulty to master grammar material, they can keep making the material mastered by building productive interaction with another students trough Nearpod's interactive features. *"Learning grammar is not easy. English is not my mother language. As English is an international language, I cannot abandon it. No matter I like or not, i must try my best to understand. And thanks to Nearpod that helps me a lot to make me easy deal with grammar lesson".* Other student say, " *I could never imagine that learning grammar would be as fan with Nearpod".*

4. STUDENT'S PARTICIPATION AND ENGAGEMENT

Nearpod provides features that enable teacher to share subject matter to students or let students to have real-time participation by choosing direct participation and sharing a code to the students. *"We can manage easily when we'd like to share subject matter to students or let them engaged in direct participation".* Before the use of Nearpod, the level of student participation may vary, with some students tending to be passive in class. However, with the use of Nearpod, there was a significant increase in the level of student participation. The main trend observed showed the increase in students' participation during the use of Nearpod in grammar learning.

The use of Nearpod increases the level of student's engagement in learning grammar. The teacher is no longer center of attention in class but grammar materials presented in their gadgets' screen. Their eyes keep looking on presented texts, images, video meanwhile their ears keep listening to audio and instructional voice of the teacher. *"I get used to distracted, doing something else when the teacher explain a material in front of class. But Nearpod offers different thing that can make students engaged more than before.* The students usually get distracted for any reason, such as boredom, not interested or fatigue. It means they do something that do not relate to the lesson. But when using Nearpod, most of the seem to be more engaged.

Technology may affect to increase or decrease student's engagement in learning grammar. If the level of engagement is high, it supposedly increases the comprehension level of the subject. But if the level is low, it supposedly decrease the comprehension level of the subject. The use of Nearpod in grammar class, for most of the students improves the level of engagement. Compared with conventional grammar class that relies on teacher , the learning Environment of new approach of teaching using Nearpod encourages students to keep listening to the teacher, operating gadget to keep up with subject matter, questioning and answering, getting connected with whole class and collaborating with others. *"Nearpod boosts my mood. I'm not afraid anymore in giving answer, asking question and giving my opinion even though my answer or my opinion may be false". I can express my opinion and answer question more freely without being afraid of getting bullied by my classmates.* Nearpod as a web-based educational

platform is reliable to improve student's level of engagement. It creates dynamic learning in grammar class environment.

5. PERCEIVED OF EFFECTIVENESS USING NEARPOD

    Nearpod is perceived as an effective media to learn grammar. The use of Nearpod encourages the students to be involved and engaged in learning grammar. Only not to be passive listener, the students participate actively in many kind of creative and interactive activities provided by this web-based educational platform, including participating in quiz, class discussion, answering question, doing assignment and collaborative exercise. It has meaning that students engagement in using Nearpod create certain dynamic and supportive environment which every student, indiscriminately has an opportunity to get involved in learning process actively and productively, becoming the learning subject. *"Nearpod is effective of making students focus on presented material. Without Nearpod, usually there are less than fifteen active students in answer question or express their thought. With Nearpod, I count more than twenty students are active",*

    " *No body in class doesn't have gadget. Nearpod is easy to access and also easy to use. All we need is open the web or install Nearpod application and the listen to teacher instructions carefully".* The effectivity of Nearpod has strong correlation with the accessibility and simple usage. We don't have to be fully digitally literate to be able to operate through individual gadget. Nearpod is accessible with Personal Computer, Laptop, Tablet or Smartphone. The students feel comfort when using nearpod to help them learning grammar better. *"I can access Nearpod by using my smartphone. It's easy to use and I can use it everywhere as long as internet network is available".* *"Even though it was my first time using Nearpod, I didn't encounter difficulties in using it".*

    Nearpod enables teacher to trace and also record if the grammar material is delivered or understood by the students. Teacher takes control the class to ensure grammar material to be discussed and accomplished in certain time. " With the use of Nearpod in learning grammar, discussion and collaboration quality between student get improved. Class became more lively and productive as the students actively share their thoughts, ideas and opinions on grammar material. Through class discussion and collaborative features provided by Nearpod, collaboration and interaction between students even students with teachers also get improved. *"I have positive experience in learning grammar with Nearpod. For me it's a new method. Nearpod helps me to over come boredom and focus on learning grammar. It's because we can use Nearpod together in collaborative way so that I can keep up with the grammar material".* This shows us that the use of Nearpod is effective in creating a more dynamic, interactive in grammar learning.

    "Nearpod helps me understand concept of various tense better and how to use it in our daily life. Nearpod also encourages me practice interactively with the other students and giving real time feedback directly. By watching presented material, I also internalize the material better". With the interactive features, namely quiz and assignment, the students are able to learn independently. The learning tempo is controllable. The Progress of each individual students can be monitor and analysis. By doing so, the teacher has ability to trace the progress of each individual student. It also enables teacher to identify students' error , difficulty and confusion. Teacher, thereby, can provide needed additional support and give the students change to understand their grammar. By joining all aspects, Nearpod is considered effective to increase grammar learning effectively and interestingly.

6. STRATEGY OF LEARNING
    Developing peer support seems to be relevant strategy to ensure good learning environment between students. By optimizing Nearpod's features such as collaborative board, discussion group, quiz, games and collective assignment, peer support can be obtained. *"I can make notes without worrying of losing it. And I can post it so the other students get to know my idea. I can feel that we are connected".*U sing Nearpod implies that all individual students needs to be treated in fair way and indiscriminately.

And it should apply to fellow students. *"We need to encourage students to rely on their selves and each other. It's collaboration time, not competition. We'd like to see they support each other as many feature of Nearpod emphasis on cooperation, collective action and collaboration. It cannot work well when they can't rely on each other".*

To make good and comfort and good environment for students so that they can give their best to participate and engage in grammar learning process is quite challenging. But with the use of Nearpod, it makes less challenging as it's indeed designed to develop students' skill both individually or collectively. *"By using Nearpod, we cannot excuse our selves that we cannot develop students' peer supporting as we take control of shared materials in their gadget".* By this approach, no one left behind. Those who comprehend more should help those who comprehend less. Teacher instruction is not always useful to motivate students to focus on grammar learning. But discussing and sharing between students are.

Peer support can bridge collaboration and discussion. They can help each other to deepen their understanding of grammar material. It can also boost learning motivation. Every individual students are encourage to contribute. Peer support is effective to create good learning environment. Those who are more proficient in using Nearpod can share examples, tips with those who are challenged with the grammar concepts. *"I thank to my classmate who helped me to deal with my difficulty in grammar material. He lend me a hand with related given examples".* Peer Support also develop social skill and enables learning environment become dynamic, flexible and adaptive.

7. CHALLENGING FACTORS

Even though most of teachers and students have positive impression about the use of Nearpod improve the level of engagement in grammar learning, there are also challenging opinions, negative experiences and severe environments. Firstly, lack of motivation and personal interests. Students who are not enthusiastic in grammar learning may less active in using Nearpod. Moreover, they think the material are not relevant with their personal interests, they tend to reluctant to get engaged. *" I think I don't have to study grammar very seriously. It's enough for me when I am able to write and speak fluently".*

Secondly, Inappropriate Learning Style. Each students may have their own learning style. Nearpod Learning Structure is supposed to be taken for granted. Students with active learning style and self-learning pattern find it difficult to adapt with. *"I get used to learning English with books. I prefer to learn in self learning pattern. When using Nearpod, I feel like my learning rhythm is decreasing".* Thirdly, The Lack of Direct Social Interaction. In conventional learning, direct interaction between students and teachers are common. The use of Nearpod reduces direct social interaction during grammar learning. It could weaken level of engagement. *"I like look at my teacher and classmates more frequently than look at my gadget. Direct interaction makes me feel alive".*

Fourthly, The Lack of Teacher's Engagement. When teaching with the use of Nearpod, a teacher should get informed and skillful to deal with it, have adequate knowledge about Nearpod, the features and also how to operate and create, insert and share material to the class. The Lack of knowledge and know-how about Nearpod reduces their level of engagement. Lastly, Environmental and Technical Disturbance. " and Supportive and comfort environment with adequate equipment and resource strongly improve the level of student's engagement. That means no more internet network lagging and there should be technology-friendly classroom which provide all student needs to use nearpod optimally.

Lastly, Internet Network Interruption. Internet Network Interruption has negative impact when using Nearpod. This can hinder students' ability to follow lessons, access materials and participate in learning activities. Shared materials or features are hard to access. It may lead to frustration and disrupt the learning flow. *"poor internet connection makes us frustrated. Just as I entered one room, it's already shifted to another room". Sometimes I experienced my gadget's loading because of poor internet connection." When poor internet connection occurred, it's hard for me to participate in answering questions, doing assignment organized through Nearpod"* Difficulties that are continuously experienced because of poor internet connection resulted in inconvenience and frustration for both teacher and students. It reduces students' focus and motivation to learn grammar.

CONCLUSION

From the presentation of the findings and discussion above, it came to conclusion that the use of Nearpod indeed increased student engagement in grammar lessons. It can be seen by observing the number of students who ask questions, collaborate with fellow students, discuss in groups and contribute in doing their assignment. Students felt enthusiastic and motivated in learning and dared to take the initiatives. Student engagement is also characterized by a high level of focus on the learning material in an effort to understand the subject matter presented.

Students' engagement is also indicated by a deep understanding as they are able to connect the learned concepts with previous knowledge and apply in relevant contexts. Students are also engaged emotionally because they felt personally connected to the material and increasingly familiar with the features of Nearpod. Students' engagement in learning is inseparable from the way students consider themselves in the learning process as active subjects. It means by learning, students develop themselves further to know more, comprehend more and can reap appropriate values that are closely related to their daily lives.

In the end, the learning process becomes a very valuable experience throughout their lives because by learning, students can continue to grow, develop and advance to the edge of their limits, challenge and break it to then expand the horizons of their thinking and life.

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