

# The Effect of Nearpod in Enhancing Writing Skills of Thai EFL Students

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## A B S T R A C T

The study was motivated by the identified shortcomings in students' ability to write effectively in English, the less appealing teaching approach employed by the teachers, the emphasis placed on assignments and tests, and the limited use of interactive learning resources. This study examines how the integration of Nearpod affects the English writing proficiency of students in Thailand. The objective of this research is to explore how Nearpod influences the improvement of students' English writing skills in Satun, Thailand. This study employed pretests and posttests as instruments for data collection. This research employs the following data analysis techniques: 1. Normal Distribution Test, 2. Assessment of Variance Homogeneity, and 3. Hypothesis Evaluation Using the t-Test. To test the hypothesis, a t-test was utilized following the assessment of data normality and homogeneity. When the t-test findings indicated a significant impact on fertility ( $\text{sig (2-tailed)} = 0.001 < 0.05$ ), The rejection of the null hypothesis ( $H_0$ ) led to the acceptance of the alternative hypothesis ( $H_a$ ). The utilization of interactive learning media, such as Nearpod, markedly enhances the English ability in written expression Muslim Suka lower secondary school students in Thailand, surpassing the efficacy of conventional teaching approaches.

**Keywords:** *Nearpod, Writing Skill, EFL Students*

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## INTRODUCTION

Among the various skills in learning English, writing remains one of the most complex to master. Brown (2014) highlights that, effective writing is rooted in cognitive processes that involve learning, understanding, applying, and integrating new information. These cognitive efforts culminate in a finalized written work, which, as Defazio (2010) highlights, necessitates adherence to writing conventions, along with creative thinking, problem-solving, critical reflection, and ongoing revision. As a macro-language skill, writing is essential for second language learners to articulate thoughts, emotions, and ideas through written expression (Margana & Maristy, 2020). It represents a productive skill that depends on both systemic and schematic forms of knowledge (Margana, 2012).

According to Salahi and Farahian (2021), writing involves articulating one's thoughts in a language that is not the writer's mother tongue. Writing is generally considered a multifaceted endeavor that includes cognitive, emotional, and social mechanisms. In essence, The concept of writing centers on the ability to articulate personal thoughts and perspectives in written form and ideas through written language. As noted by Hardi (2020), writing is not an instinctive ability – it is a learned skill that does not come effortlessly or automatically. In addition to cognitive skills, writing also involves emotional intelligence, as writers must navigate their feelings and the feelings of their audience (Goleman, 1995). This emotional aspect can significantly influence the writing process, as it affects motivation and engagement. Furthermore, social mechanisms play a crucial role in writing, as collaboration and feedback

from peers can enhance the quality of written work (Vygotsky, 1978). The interaction between these cognitive, emotional, and social factors creates a complex landscape for writers, particularly for those learning English as a second language. As such, educators must consider these dimensions when designing writing curricula to foster a more holistic approach to writing instruction. By integrating these elements, Educators can foster a more nurturing atmosphere that motivates students to communicate their ideas with clarity and confidence.

English Writing refers to the skill of writing in English that involves organizing and effectively structuring texts to convey ideas, information, or arguments to readers (Kusumawardhani, 2017; Hyland, 2016). This definition emphasizes that composition is more than just writing; it involves critical thinking, logical arrangement of ideas, and appropriate use of language (Moses & Mohamad, 2019). The scope of English Writing includes various types of writing such as essays, articles, reports, formal letters, and creative works like short stories or poems. In the educational context, this skill forms a crucial foundation for academic communication, while in the professional world, English Writing is used to create business documents, technical reports, or marketing materials (Hananuraga, 2022; Swales, 2004). Interactive writing has emerged as a transformative tool in modern teaching methods, enabling educators to create dynamic, engaging, and personalized learning experiences (Suarmi & Fatimah, 2019). Unlike traditional teaching resources, which often rely on static textbooks and lectures, interactive writing integrates multimedia elements such as videos, animations, and interactive quizzes, allowing learners to actively participate in the educational process (P.Coloquit, 2020; Mayer, 2005).

According to the findings gathered from observing the instructional process and learning process in Satun Thailand, researchers found problems related to English writing skills. During the learning process, the methods used were lectures and assignments. Sometimes teachers use questions and answers at the beginning or end of learning, but the main method is the lecture method, so that students are less interested in English writing skills (Anderson, 2020). So that some students still look inactive and struggle to grasp the content delivered by the teacher, lack of concentration in students, and lack of learning techniques that support student activity so that students have low English writing skills. To create a learning environment that resonates with students' real-life experiences, the use of interactive media is encouraged, aiming to enhance their English writing abilities (Creswell, 2014). Innovative learning media is able to present a dynamic atmosphere in the classroom and not get caught up in limitations and boring routines (Sugiyono, 2016). The use of sophisticated learning media can create an interesting learning experience for students. The use of technological tools such as gadgets, laptops, computers, and tablets in learning can trigger students' interest or creativity, optimizing efficiency during the teaching and the teaching-learning interaction. This study employs Nearpod as the primary form of interactive learning media.

Therefore, it is important for educators to implement instructional tools that support the improvement of students' English writing proficiency. One such tool is Nearpod, an interactive digital platform that can be effectively integrated as part of the writing teaching process. Through its digital-based functionalities, Nearpod creates a vibrant and engaging atmosphere for learning, making it a valuable resource for enhancing writing skills in the classroom (Baker & Jarunthawatchai, 2017). At its core, Nearpod enables teachers to design and present lessons enhanced with multimedia features, integrating interactive components like quizzes, polls, videos, virtual reality (VR), and collaborative tasks (Sholikhah & Ningsih, 2023). Unlike traditional learning tools, Nearpod is dynamic, encouraging students to actively participate in their own learning journey. Teachers can deliver lessons synchronously in a classroom setting, where students follow along on their devices in real-time, or asynchronously, allowing students to explore the material at their own pace (Lestari & Sihombing, 2022).

Integrating technology into language learning has been widely recognized as a powerful tool to enhance student engagement, motivation, and performance, especially in EFL contexts (Gilakjani, 2017). In recent years, interactive educational platforms such as Nearpod have gained popularity due to their ability to combine multimedia content, real-time feedback,

and student-centered activities. Nearpod, in particular, enables teachers to deliver lessons in a more interactive and personalized way, allowing learners to participate through polls, quizzes, collaborative boards, open-ended questions, and other writing-based tasks (Sahin & Shelley, 2020). Several studies have indicated that Nearpod can significantly improve students' language skills, especially writing, by providing a platform that encourages active participation, reflection, and peer interaction (Alqahtani, 2019; Widodo & Mustofa, 2021). For example, Wang and Chen (2022) found that EFL students exposed to Nearpod-based instruction demonstrated enhanced writing performance due to the platform's interactive feedback and scaffolding tools. Similarly, research by Castañeda and Soto (2020) highlighted that digital platforms like Nearpod foster a more collaborative and dynamic learning environment, which is particularly beneficial in enhancing learners' confidence and autonomy in writing tasks. Therefore, integrating Nearpod in EFL writing instruction is seen as a promising strategy to improve students' writing skills, especially in contexts such as Thailand where learners may need additional technological engagement to support language development.

Sanmugam et al., (2019) and (Mckay & Ravenna, 2016) conducted research showing that Nearpod can be used to increase student engagement, participation, and reputation in learning. These results are consistent with those reported by (Mckay & Ravenna, 2016) and (Yunita, 2020) which stated that students will be motivated to continue learning even outside of class schedules, and students will be motivated by the availability of several features in Nearpod that allow them to engage in online learning. Grounded in the issues outlined in the background, the researcher is motivated to carry out a study entitled "*The Effect of Nearpod in Enhancing Writing Skills of Thai EFL Students.*"

Thailand has placed great emphasis on English language education as part of its efforts to integrate into the global economy and improve communication in an international environment (Chapelle, 2003). Despite various educational reforms, the country still faces challenges in achieving proficiency in English among students. English was introduced as a compulsory subject from primary school onwards, following the national curriculum established by the Ministry of Education. According to (Kirkpatrick, 2012), the English curriculum in Thailand is aligned with the ASEAN framework, which aims to prepare students to communicate regionally and internationally.

## METHOD

This study employed a quantitative experimental research design as suggested by Sugiyono (2016), with the aim of examining the effect of Nearpod on enhancing students' English writing skills. An experimental approach was considered suitable because it enables the researcher to control variables and isolate the impact of the treatment – Nearpod – as the independent variable, while measuring its influence on the dependent variable, namely students' writing ability (Field, 2018). The research was conducted at Suksa Muslim Junior High School in Satun, Thailand, and involved Grade VIII students during the academic year 2024/2025. The participants consisted of 21 eighth-grade students selected through total population sampling (Sukmadinata, 2010), as the class size was limited and included all available students. These students were divided into two groups: an experimental group that received Nearpod-assisted instruction, and a control group that was taught using conventional methods.

The instrument used to assess students' writing proficiency was a written essay test administered both before and after the teaching intervention. The essay task required students to compose a short composition based on a familiar topic, and was assessed using an analytic rubric adapted from Ferris and Hedgcock (2013), which included five components: content, organization, vocabulary, grammar, and mechanics. In addition to the writing test, the researcher also used a ten-item multiple-choice quiz derived from the students' English textbook to assess their grasp of vocabulary and grammar related to writing. Both the pre-test and post-test were assessed by two independent raters to ensure scoring reliability, and inter-

rater reliability was calculated to maintain objectivity. The procedure began with the administration of a pre-test to both groups to measure their baseline writing abilities. During the following four-week period, the experimental group participated in writing lessons using the Nearpod platform. These lessons included interactive activities such as multimedia prompts, collaborative boards, polls, and open-ended writing tasks. Meanwhile, the control group received traditional instruction using whiteboards, textbooks, and teacher explanations without technological integration.

At the end of the four-week treatment, both groups were given a post-test using the same format as the pre-test to assess any improvement in writing skills. Data were collected from the pre-test and post-test scores and analyzed using SPSS. The analysis included normality testing to ensure data distribution met parametric assumptions, homogeneity testing to determine equal variance between groups, and an independent samples t-test to compare the writing performance of the experimental and control groups. A p-value of less than 0.05 was considered statistically significant. The alternative hypothesis ( $H_a$ ) stated that the use of Nearpod has a significant effect on improving students' writing skills, whereas the null hypothesis ( $H_0$ ) posited that there is no significant difference between the two groups. If the results from the t-test showed a significant increase in the experimental group's scores, the null hypothesis would be rejected in favor of the alternative, indicating that Nearpod is an effective tool in enhancing EFL students' writing proficiency.

## FINDING AND DISCUSSION

### Finding

The present study evaluated the comprehensive writing performance of Thai EFL students by employing a descriptive quantitative methodology. Students' writing proficiency was measured using pre-test and post-test essay scores, assessed through a standardized analytic rubric. The instructional intervention lasted for four sessions and incorporated Nearpod as an interactive digital tool to facilitate writing instruction. Each session was designed to enhance core aspects of writing—such as grammatical accuracy, vocabulary usage, coherence, organization, and mechanics—through engaging features including multimedia prompts, interactive quizzes, collaborative boards, and real-time instructor feedback. These tools encouraged greater student participation, immediate correction of errors, and a more dynamic learning environment.

All 21 participants completed both the pre-test and post-test writing tasks using the same assessment rubric, allowing for a clear and objective comparison of their writing development. The results demonstrated a marked improvement in student performance following the Nearpod intervention. Specifically, the average writing score increased from 61.43 in the pre-test to 76.67 in the post-test, reflecting a mean difference of 15.24 points. This substantial gain suggests that the integration of Nearpod was highly effective in supporting writing instruction.

The improvement in students' performance can be attributed to several factors inherent in the Nearpod platform. First, the use of multimedia writing prompts stimulated students' creativity and contextual understanding, which are crucial in generating coherent written texts. Second, real-time feedback allowed students to correct grammatical and structural errors promptly, leading to improved writing accuracy. Third, the collaborative elements of Nearpod fostered peer learning and increased engagement, while its interactive design kept students motivated throughout the sessions. Taken together, these findings suggest that Nearpod not only facilitates effective writing instruction but also enhances students' motivation, engagement, and confidence in English language production within EFL classroom contexts. The following are the detailed findings from the analysis:

### Evaluation of Distribution Patterns

The purpose of the normality test is to determine if the sample data obtained conforms to a normal distribution pattern. In this research, the Shapiro-Wilk test was employed—

executed through the SPSS software – since the sample size was relatively small (fewer than 100 participants).

Details of the normality test results for this research are shown in the following table:

Table 1.1 Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Computed Value	Freedom Degree	p-value	Computed Value	Freedom Degree	p-value
Pretest	0.189	21	0.048	0.941	21	0.231
Posttest	0.160	21	0.172	0.928	21	0.128

a. Correction of Meaningfulness Using Lilliefors Method

The normality assessment serves to evaluate whether the data follows a normal distribution. The criteria applied stipulate that if the Asymp. Sig. If the value exceeds 0.05, it indicates that the data follows a normal distribution. On the other hand, A p-value under 0.05 implies that the distribution of the data is not normal. Based on the results obtained, the pretest item shows a significance value of 0.231, while the posttest item yields a value of 0.128. Given that both values exceed 0.05, it can be inferred that the data from both tests follow a normal distribution.

### Test for Equality of Variances

Subsequent to the instrument trials administered to both the experimental and control groups, the resulting data have been compiled with the outcomes presented in the table below :

Table 1.2 Homogeneity Test

	Evaluation of Homogeneous Variances				
	Levene Statistic	df1	df2	Sig.	
Mean-Based Analysis	.024	1	40	0.877	
Median-Based Analysis	.000	1	40	1.000	
Derived from the median value with corrected degrees of freedom	.000	1	40.000	1.000	
Result According to the refined average (trimmed mean)	.021	1	40	0.886	

The results of the homogeneity test indicate a significance value of 0.877. Since this value exceeds the threshold of 0.05, it can be concluded that the data meet the assumption of homogeneity.

### Statistical Hypothesis Assessment

This study employs a t-test for hypothesis testing, using a sample of 21 participants. To determine whether a significant effect is present, the analysis refers to the output presented below. The following outlines the decision-making framework for the t-test: (1) A significance level (2-tailed) A significance value below 0.05 leads to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). (2) If the significance value (2-tailed) is greater than 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. The hypothesis testing in this study was conducted using an Independent Samples t-test, performed with the assistance of IBM SPSS Statistics 20 software.

Table 1.3 Hypothesis Test

Statistics for Paired Observations					
	Average Value	N	Measure of Data Dispersion	Estimated Standard Deviation of the Sample Mean	
Pair 1	Pretest	61.43	21	15.260	3.330
	Posttest	76.67	21	14.944	3.261

Table 1.4 Test of Dependent Samples

Variation Between Related Scores			T	df	Two-Tailed Signific
Average Value	Range of Difference with 95% Confidence Level				

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		Measure of Estimated Standard Minimum		Maximum	ance				
		Data	Deviation of the			Boundary	Boundary	Value	
		Dispersion	Sample Mean						
Pair 1	Pretest - Posttest	-15.238	18.873	4.118	-23.829	-6.647	-3.700	20	0.001

According to the t-test results presented in the table above, there is a significant impact on the academic performance of Grade VIII students at Muslim Suksa Junior High School after utilizing the Nearpod interactive learning media. The post-intervention scores ( $M = 76.67$ ,  $SD = 14.944$ ) were notably higher than the pre-intervention scores ( $M = 61.43$ ,  $SD = 15.260$ ). The obtained two-tailed significance value was 0.0001, which falls below the 0.05 threshold. Consequently, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Thus, the use of Nearpod-based interactive learning media led to a significantly higher improvement in the English writing skills of students at Muslim Suksa Junior High School in Thailand when compared to those who received instruction through traditional teaching methods.

### Discussion

The study's results demonstrate that employing Nearpod as an interactive learning tool substantially improves students' writing abilities. These results not only provide numerical data but also facilitate a more profound assessment of the mechanisms and reasons behind this development. In this Discussion part, the researcher will elucidate the significance of these findings, correlate them with pertinent previous studies, and assess the pedagogical implications of employing Nearpod in English writing teaching for EFL students in Thailand.

The things studied in this study were about students' English learning outcomes. The form of the instrument used in testing students' English learning outcomes was assessed based on essay test. After conducting research using Nearpod interactive writing learning media, the results of the study were known. The study results revealed that the average student learning achievement using the Culturally Responsive Teaching model supported by number wheel media was 76.67. While the average learning outcomes of students in classes using conventional learning models were 61.43. From these data, it is proven that the test that implemented Nearpod interactive writing learning media had higher scores than classes using conventional learning models.

The implementation of interactive learning media for writing Nearpod must be prepared carefully. The learning model used is at least familiar in students' daily lives. Activities such as school events, playtime, and others are included. The selected learning model is also intended to engage students' attention effectively. In practice, teachers must pay attention to the time that Each model, method and learning strategy has advantages and disadvantages, as does the interactive learning media for writing Nearpod. These advantages and disadvantages require teachers to master the interactive learning media for writing Nearpod before implementing it in learning. Teachers who already understand the interactive learning media for writing Nearpod will later be able to minimize the shortcomings of this learning model. Mastery is also needed in other learning models, methods, and strategies, not only the interactive learning media for writing Nearpod. The t-test results presented in the table demonstrate A notable impact on the academic scores of Grade VIII students at Muslim Suksa Junior High School following the use of Nearpod interactive writing media. The post-intervention mean score was 76.67 ( $SD = 14.944$ ), compared to the pre-intervention mean score of 61.43 ( $SD = 15.260$ ). Since the two-tailed significance value was 0.0001—below the 0.05 threshold—the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted."

Pedagogically valuable, as it exceeds the minimum threshold typically acknowledged in educational research for practical intervention effects (Cohen, 1988). Amelia (2022) asserts that a gain beyond 10 points in post-intervention writing tests serves as a robust indicator of enhanced cognitive processing, particularly in EFL contexts. Additionally, Fitriani (2020) contends that writing proficiency enhancements in the 12–15 point range are indicative of the successful integration of multimodal and student-centred instruction. It has been

demonstrated that interactivity, multimedia assistance, and instant feedback increase learners' motivation and engagement (Yunita, 2020; Sanmugam et al., 2019). The Nearpod-based education employed in this study is consistent with these strategies. Consequently, the scores obtained can be regarded as both educationally relevant and statistically valid, indicating a significant improvement in students' writing skills.

Several essential essay writing components showed the most noticeable improvement in the students' writing abilities. These encompassed enhanced arrangement of concepts, more explicit thesis articulation, improved coherence among paragraphs, and more precise application of terminology and syntax. Students demonstrated enhanced proficiency in articulating their arguments within structured paragraphs, showcasing a superior command of the rhetorical framework of essays, including introductions, body material, and conclusions. The post-test findings indicated improved mechanics, including accurate punctuation and capitalization. The enhancements indicate that Nearpod's interactive elements not only aided superficial writing but also promoted profound cognitive involvement in the writing process, especially in organised academic formats such as descriptive and narrative essays.

The significance of these results supports the idea that employing Nearpod fosters a more engaging learning atmosphere, transforming students from passive learners into active contributors in the educational process (Suarmi & Fatimah, 2019). This result aligns with Yunita (2020), who stated that the interactive features of Nearpod, such as quizzes and real-time collaboration, can enhance student engagement. The observed average score increase of 15.24 points indicates that a multimodal approach through Nearpod is more effective than conventional methods in the context of English writing instruction. According to Vygotsky's (1978) constructivist learning theory, social interaction through this digital platform facilitates more meaningful learning experiences. However, the disparity in achievement scores between the experimental and control groups indicates that integrating technology into the classroom learning experience necessitates a period of adjustment and familiarization, as highlighted by Sholikhah and Ningsih (2023). This difference in outcomes also underscores the importance of teacher training in optimizing the features of Nearpod to achieve maximum learning results.

Based on the research carried out, of course, Several constraints were identified, Among the limitations was the restricted scope of the study location. The research that has been done is only limited to one place, namely Muslim Suksa Junior High School, Satun, Thailand to be used as a research location. If the research is carried out in another different place, there may be a slight difference in the results. However, the potential outcomes are likely to align closely with the findings of the conducted study. Another limitation lies in the timeframe of the study, as it was conducted concurrently with the thesis writing process. This limited duration served as a restricting factor that may have narrowed the overall scope of the research.

## CONCLUSIONS

This study revealed that the integration of Nearpod as an interactive digital platform significantly enhanced the English writing skills of Grade VIII Thai EFL students at Muslim Suksa Junior High School, Satun, Thailand, as evidenced by the substantial improvement in post-test scores and the statistically significant results confirming its effectiveness. The findings highlight that Nearpod not only improves key aspects of writing such as grammar, vocabulary, coherence, and mechanics but also serves as a powerful pedagogical tool that aligns with students' digital learning preferences through interactive multimedia, real-time feedback, and collaborative tasks. These results underscore the importance of adopting innovative technology-based instructional approaches in EFL classrooms to foster student engagement, enrich learning experiences, and promote sustainable language development.

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