Students' perception on the use of pear deck in English learning

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Article Info

ABSTRACT

Teachers need to encourage passive students to be more active during the teaching and learning process. One of the platforms that can be used to address this issue is Pear Deck due to its anonymous feature. This survey research was conducted to examine students' perceptions on the use of Pear Deck to learn English. The participants were 41 third-grade students in one of the junior high schools in Malang who had used Pear Deck in English learning in the class. The data were collected through a five-point Likert scale questionnaire. The findings revealed that the students perceived Pear Deck to be easily operated and beneficial to facilitate their English learning. Additionally, this platform also made them enjoy the process of learning English in the class, so they wanted to use it again for further learning. Therefore, it is recommended that English teachers start using Pear Deck as the teaching platform and optimize the use of Pear Deck's interactive slides to attract students' interest in learning English. Moreover, it is also suggested that future researchers examine teachers' perceptions on the use of Pear Deck as an interactive learning tool in teaching English.

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1. INTRODUCTION

Class needs are diverse. For example, there is a passive class in which when learning takes place, the interaction between teachers and students does not occur. This situation can happen due to several factors. One of the factors stated in the research conducted by Darmayanti & Rahayu (2023) is that many students find it challenging to make simple sentences in English, which makes them less confident, fearful of making mistakes, and bored of learning new words. Therefore, they tend to be silent during the learning process and the class becomes passive. Meanwhile, self-confidence allows students to enjoy the learning process and makes them feel less anxious so that they can express their opinions to their friends (Akbari & Sahibzad, 2020). Another factor mentioned in Aulia's (2022) research is that language learning requires great communication between teachers and students, so if there is no communication which occurs between those two, it can cause students' learning motivation to decrease because they do not get feedback while learning. It makes them not know whether what they have learned is in line with the learning objectives or not.

With the problems mentioned above, teachers need to rely on their creativity in choosing a suitable learning platform to increase students' self-confidence and foster their learning motivation instead of using familiar platforms like WhatsApp (Lindawati et al., 2022), Facebook (Mukhlıf & Challob, 2021), Instagram (Agustin & Ayu, 2021), Google Classroom (Sujannah et al., 2020), YouTube (Sofiana et al., 2023), and so on. One of the learning platforms that can be an option is Pear Deck. Pear-Deck is an extension that allows the integration of Microsoft PowerPoint and Google Slides to generate fresh educational content in slide presentations (Haryani & Ayuningtyas, 2021). This platform is similar to PowerPoint, but the plus point is that teachers and students can interact directly on this platform. It provides a variety of unique and interesting features and diverse templates for students. As stated by Sihombing (2023), Pear Deck comes in different types of templates, like text, drawing, and multiple-choice slides. Text slides allow students to write their

answers or opinions about a problem. They can write as many sentences as possible on the slide given. Drawing slides provides an opportunity for students to draw something related to a problem and can help them train their creativity. Multiple choice slides provide several answer options to a question. In this slide, students can choose one of the options that they think is the answer to the question. Additionally, Pear Deck also has draggable slides that allow students to drag an icon to a specific spot on the slide.

In addition to its unique and interesting features, the student's identity during the interactive learning is not published. Pear Deck can provide privacy for students who are not used to showing their identity when answering questions and they are confident that only the teacher knows they have responded (Putri, 2022). They can use this platform comfortably since it does not compromise the identity of the students interacting on it. This platform also provides templates with attractive colors that can boost students' learning motivation, especially those of school age. Hence, teachers can just rely on their creativity in combining the features on Pear Deck to teach English. Furthermore, Pear Deck provides two ways of learning, including teacher-paced learning and student-paced learning. With teacher-paced learning, the learning is led by the teacher by operating Pear Deck. Students can join by entering Pear Deck code provided by the teacher on the Pear Deck web. This way of learning allows real-time monitoring of students' responses to a given template and enables the prompt provision of feedback to individual students (Anggoro, 2021). This way, teachers can keep the learning pace and make sure to keep their students in the same line. With student-paced learning, students can operate their own learning sessions that have been provided by the teacher by entering the code that has been given on the Pear Deck web. Since students can work at their speed, they can study and finish the slides whenever they choose outside of class (Anggoro & Khasanah, 2022). This session allows them to switch slides whenever they want. Thus, this way of learning is suitable for independent learning and homework.

Moreover, Pear Deck is one of the online formative assessment platforms that focuses on helping teachers create a fun learning atmosphere. Besides, Pear Deck is anonymous, so the answer that students give on this platform could only be seen by the teacher (Haryani & Ayuningtyas, 2021). This anonymous feature gives them the freedom to express themselves without worrying that their friends know about that. In some cases, anonymity is very useful, especially for students who have low self-confidence. Based on the findings of the research carried out by Sritrakarn (2021), students chose to keep their identities secret or anonymous because they did not want to be embarrassed if they made mistakes. With the anonymous application, they will not be able to know what other students' responses are. Therefore, Zhang et al. (2020) found that by giving all students an equal chance to engage in face-to-face interactions, the anonymous feature's may promote inclusivity. An anonymous platform gives them the freedom to explore questions without worrying about other students knowing who wrote the answers. As a result, their active participation affects the success of learning. As stated by Tan et al. (2020), students' engagement is crucial, be it asking or answering questions. Having the students actively ask and answer questions can be a sign that learning is going well and in line with the learning objectives.

Even though Pear Deck offers many benefits, this platform is still rarely used in Indonesia, as shown by the lack of research on Pear Deck in Indonesia, especially in the context of English learning. There are a few studies that have been conducted regarding the use of Pear Deck as a learning platform. The research carried out by Haryani & Ayuningtyas (2021) found that during the COVID-19 pandemic, Pear Deck made it easy for Linear Algebra students to focus on online assignments. While using Pear Deck, the teachers could give immediate feedback to the students that helped them get better comprehension. Furthermore, Fakhriah et al. (2022) investigated the feasibility of Pear Deck as a learning platform for high schoolers. This research revealed that Pear Deck was decent for being an interactive platform for students to learn the Physical Defense System in Biology class. However, most of the research that has been done has portrayed that Pear Deck is only being used during the pandemic and there is still a little research discussed how students' attitudes towards the anonymous and interactive features presented by the Pear Deck platform, especially in the context of English language teaching (ELT). To close the gap, the researchers investigated the students' perceptions towards Pear Deck.

In this research, Pear Deck was used as an anonymous and interactive learning tool for the teacher to explain the material about label text (definition, function, structures, language features, and examples), conduct question and answer sessions along with exercises related to label text, and discuss the exercises together to motivate and engage students to participate more during the learning process. Thus, the researchers explored the students' perceptions in terms of how easily they could use Pear Deck as an assisted learning tool (ease of use), how useful Pear Deck was to facilitate their English learning (usefulness), and how they behaved in relation to the use of Pear Deck in their English learning (attitude).

2.   RESEARCH METHOD

This survey research aimed to find out the students' perceptions regarding the use of Pear Deck in English learning. The participants were 41 third-grade students at one of the public junior high schools in Malang who had used Pear Deck during the teaching and learning process in the classroom. A closed-ended questionnaire consisting of eleven statements adapted from Dhamayanti (2021) was used as the instrument. The items were adapted and adjusted based on the dimensions to be studied, including ease of use, usefulness, and attitude. The statements were written in Indonesian and English to facilitate the participants' understanding. Here, a five-point Likert scale was used, ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The questionnaire in the form of Google Form was distributed to the participants via WhatsApp group and they filled it out online. The obtained data were then collected and analyzed using Microsoft Excel to find out the percentage of students' perceptions for each response in each item, the average percentage for each item, and the categorizations displayed in the form of tables. The categories were classified based on the interval formulated by Pranatawijaya et al. (2019) in Table 1.

Table 1. Percentage category

Percentage	Category
80% - 100%	Strongly Agree
60% - 79.99 %	Agree
40% - 59.99%	Neutral
20% - 39.99%	Disagree
0% - 19.99%	Strongly Disagree

3. RESULTS AND ANALYSIS
3.1. Results

The questionnaire results are divided into three dimensions, including ease of use, usefulness, and attitude.

Ease of Use

The data on the students' perception on the use of Pear Deck in English learning in terms of ease of use can be seen in Table 2.

Table 2. Students' Perception on Pear Deck in English Learning in Terms of Ease of Use

No.	Statement	Response					Mean	Category
		SA	A	N	D	SD		
1.	It is easy to access Pear Deck for English learning. *(Mudah untuk mengakses Pear Deck).*	13 / 31.7%	13 / 31.7%	13 / 31.7%	2 / 4.9%	0 / 0%	78.04%	Agree
2.	It is easy to use Pear Deck for English learning. *(Mudah untuk menggunakan Pear Deck.)*	14 / 34.1%	12 / 29.3%	12 / 29.3%	3 / 7.3%	0 / 0%	78.04%	Agree
3.	I can follow all question-and-answer sessions on Pear Deck for English learning. *(Semua sesi tanya jawab dalam Pear Deck dapat saya ikuti.)*	14 / 34.1%	10 / 24.4%	16 / 39%	1 / 2.4%	0 / 0%	78.04%	Agree

Note: SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Based on Table 2 which shows the students' perception on the use of Pear Deck in English learning in terms of ease of use, they agreed with all the statements in this dimension shown by the same mean percentages of 78.04%. However, the results were a bit different if broken down in detail. In the first item, most students had the same amount of responses by 31.7% in the strongly agree, agree, and neither agree nor disagree categories in the statement revealing whether the accessibility of Pear Deck was effortless in learning English. In the second item, most of the students strongly agreed by 34.1% closely followed by the agree and neither agree nor disagree categories by 29.3% that the usage of Pear Deck was uncomplicated in

learning English. In the third statement, the students mostly chose neither agree nor disagree with 39% of them saying that they could ask questions and give answers on Pear Deck when learning English. However, the strongly agree and agree categories followed closely behind by 34.1% and 24.4%, respectively. In sum, the students considered Pear Deck to be easily accessible and effortlessly used.

Usefulness
    The data on the students' perception on the use of Pear Deck in English learning in terms of usefulness can be seen in Table 3.

Table 3. Students' Perception on the Use of Pear Deck in English Learning in Terms of Usefulness

No.	Statement	Response					Mean	Category
		SA	A	N	D	SD	M	
4.	The use of Pear Deck makes the English learning process fun. *(Penggunaan Pear Deck membuat proses belajar bahasa Inggris lebih menyenangkan.)*	14 / 34.1%	16 / 39%	10 / 24.4%	1 / 2.4%	0 / 0%	80.97%	Strongly Agree
5.	The use of Pear Deck helps me improve my confidence because the responses are anonymous. *(Penggunaan Pear Deck membantu meningkatkan rasa percaya diri saya karena semua responnya bersifat anonim.)*	13 / 31.7%	12 / 29.3%	13 / 31.7%	2 / 4.9%	1 / 2.4%	76.58%	Agree
6.	Pear Deck helps me feel more confident in learning English. *(Pear Deck membantu saya untuk lebih percaya diri dalam belajar bahasa Inggris.)*	8 / 19.5%	17 / 41.5%	13 / 31.7%	3 / 7.3%	0 / 0%	74.63%	Agree
7.	The use of Pear Deck during the English learning process is very effective. *(Penggunaan Pear Deck selama proses pembelajaran bahasa Inggris sangat efektif.)*	11 / 26.8%	14 / 34.1%	15 / 36.6%	1 / 2.4%	0 / 0%	77.07%	Agree
8.	Pear Deck helps me understand the English materials better. *(Pear Deck membantu saya memahami materi bahasa Inggris dengan lebih baik.)*	10 / 24.4%	18 / 43.9%	12 / 29.3%	1 / 2.4%	0 / 0%	78.04%	Agree

Note: SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Based on Table 3 which shows the students' perception on the use of Pear Deck in English learning in terms of usefulness, the fourth statement is at the highest average percentage by 80.97%, indicating that the students strongly agreed that it is fun to learn English through Pear Deck. The fifth item obtained a mean percentage of 76.58%, meaning that the students agreed that the anonymous feature on Pear Deck improved their self-esteem when responding to the questions. In the sixth item, its average percentage reached 74.63%, indicating that the students agreed that their confidence increased when learning English because of Pear Deck. The seventh item obtained a mean percentage of 78.04%, meaning that the students agreed that Pear

Deck made the English materials easier for them to understand. In the eighth item, the average percentage amounted to 77.07%, indicating that the students agreed that it was effective to learn English using Pear Deck. In brief, the students deemed Pear Deck as a handy learning platform to be used to learn English.

Attitude

The data on the students' perception on the use of Pear Deck in English learning in terms of attitude can be seen in Table 4.

Table 4. Students' Perception on the Use of Pear Deck in English Learning in Terms of Attitude

No.	Statement	Response					Mean	Category
		SA	A	N	D	SD		
9.	I enjoy learning English using Pear Deck. *(Saya menikmati belajar bahasa Inggris menggunakan Pear Deck.)*	14 / 34.1%	15 / 36.6%	11 / 26.8%	0 / 0%	1 / 2.4%	80%	Strongly Agree
10.	I want to use Pear Deck again for learning English. *(Saya ingin menggunakan Pear Deck kembali untuk belajar bahasa Inggris.)*	9 / 22%	13 / 31.7%	19 / 46.3%	0 / 0%	0 / 0%	75.12%	Agree
11.	I feel motivated to learn English through Pear Deck. *(Saya merasa termotivasi untuk belajar bahasa Inggris melalui Pear Deck.)*	8 / 19.5%	17 / 41.5%	13 / 31.7%	3 / 7.3%	0 / 0%	74.63%	Agree

Note: SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Based on Table 3 which shows the students' perception on the use of Pear Deck in English learning in terms of attitude, the ninth item obtained the highest mean percentage by 80%, indicating that the students strongly agreed that learning English with Pear Deck was enjoyable. The tenth item obtained an average percentage of 75.12%, meaning that the students agreed that they were willing to use Pear Deck again for further English learning. The eleventh item reached a mean percentage of 74.63%, indicating that the students agreed that Pear Deck improved their motivation to learn English. All in all, the students perceived Pear Deck to be a great learning platform to learn English.

3.2. Discussion

The results of the research revealed that the students had positive perception towards the use of Pear Deck to learn English. Related to ease of use, the students agreed that it was uncomplicated to use Pear Deck and they did not find any issue when operating this platform and following the question-and-answer session. This finding was in line with Putri & Hindun (2023) who found that Pear Deck was very easy to access as the platform was linked to Google and Office, so the students only needed a Google account to join a lesson using Pear Deck. In the same vein, the finding of the present study supported Anggoro & Pratiwi's (2023) study, portraying positive responses from the participants regarding the ease of use of Pear Deck, such as the platform was not only easy to operate but also easy to access. Students may simply use the platform from a variety of devices and locations because of its accessibility, which offers flexibility and convenience for their English learning process. This validated the results of research performed by Sulistyaningrum et al. (2021) that quizzes could be held directly on Pear Deck and the answers were saved directly to the teacher's account to monitor the extent of student understanding of the English material that has been taught. With the help of this feature, teachers may keep a close eye on how well their approaches are working and identify areas that need further explanation or guidance. As stated by the result of the study conducted by Anggoro & Khasanah (2022), the students felt that using Pear Deck supported their accessibility and freedom in the classroom because it allowed them to access and finish the tasks on Pear Deck at their own pace. In conclusion, Pear Deck is an easy-to-use platform for both students and teachers.

In terms of usefulness, the students agreed that Pear Deck offered various benefits that could improve the quality of their English learning with several aspects such as fun learning, anonymity of features,

and effectiveness. In the study done by Anggoro & Pratiwi (2023), the findings revealed that the students felt excited when learning using Pear Deck because it was fun to use and easier for them to understand the material. The platform provides interactive slides and exercises that can be directly given using this platform which can facilitate students to understand the material better. Besides, with the help of features from Pear Deck such as open-ended questions where each answer would be anonymous, the students felt more confident to get involved. This finding is supported by findings from Tan et al. (2020), in which the number of questions asked using anonymized platforms had increased and most of the questions asked were about clarification of the material. With the anonymous feature, shy and passive students will not be afraid and feel more free to ask questions both to the teacher and to their friends, so the class becomes more active and interactive. Additionally, in terms of effectiveness, a study carried out by Hashim and Aziz (2022) elaborated that the participants' reading comprehension skills improved following the implementation of Pear Deck. With Pear Deck, students are free to write their answers or draw mind maps related to the material taught. Thus, this platform works well as a teaching aid to improve students' comprehension of reading materials. Similarly, the findings of a study conducted by Haryani & Ayuningtyas (2021) revealed that Pear Deck could help enhance students' understanding of the English material. This platform can be used as a discussion tool that can be utilized regularly during English learning to help students hone their higher-order thinking skills. In the same vein, the findings of the study conducted by Fakhriah et al. (2022) found that the students perceived Pear Deck positively since it helped make the material easy to understand and implement quizzes without any obstacles. In conclusion, Pear Deck is a practical platform for English learning.

Regarding the attitude, the students agreed that they enjoyed using Pear Deck as a learning tool and wanted to use it again for further English learning as they felt more motivated. This finding was supported by Ni et al. (2020) who found that compared to the conventional learning method, the students were highly motivated and engaged when learning vocabulary with the combination of Pocable Game and Pear Deck. Here, the students became more engaged through the combination of Pocable game done by mixing and matching flashcards to form vocabulary and Pear Deck used as individual learning to help students memorize the vocabulary they have formed. In the same vein, the result of the present study was in line with that of a study performed by Jaga (2022) demonstrating that because of Pear Deck's ability to replicate face-to-face learning, the students had a greater motivation to learn. Although Pear Deck is usually used for distance learning, the platform facilitates real-time collaborative learning, so it is as if the teacher and students are learning in the classroom. Similarly, Fakhriah et al. (2022) also found that Pear Deck allowed students to enjoy the learning process so that they felt more motivated to learn. On Pear Deck, learning can be done interactively, where all students can answer questions by writing, clicking, drawing, circling, or dragging an icon to the correct answer on the slides available on Pear Deck and immediately get feedback from the teacher so that students can check whether their answers are correct or not. Moreover, the present study found that with illustration images, the students became more motivated to be involved in the learning process. This finding was in line with that of a study conducted by Sulistyaningrum et al. (2021) stating that the images presented interactively on Pear Deck motivated students to learn and become active in responding to the slides provided on the platform. They felt more motivated by the images presented, so they were more willing to participate in answering questions presented with illustrative images. In conclusion, the students showed a positive attitude towards the use of Pear Deck for English learning.

4. CONCLUSIONS

Based on the findings of the study, the students felt that Pear Deck was an easy and convenient platform to help them learn English due to its fun learning, anonymity, and effectiveness. Furthermore, they also showed positive attitudes towards the use of Pear Deck for English learning since they were willing to use Pear Deck for further learning. It can be concluded that the features provided by Pear Deck as a learning platform help students to understand the material and contribute to becoming active students, especially in English learning. Thus, it is recommended that English teachers start using Pear Deck as the teaching platform and optimize the use of Pear Deck's interactive slides to attract students' interest in learning English. Moreover, it is also suggested that future researchers examine the teachers' perceptions on the use of Pear Deck as an interactive learning tool to teach English.

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