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Pear Deck Media in Online Learning of Writing Explanation Text for Students at Class of XI Senior High School

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ABSTRACT

In this era, the concept of technology-based learning becomes more crucial in education. This study aims to describe the implementation, appropriate selection, and constraints in the implementation of Pear Deck in online learning of explanation text writing for class XI senior high school students. The research approach used in this study is a qualitative descriptive approach. The method of data collection is simak (listening). The data analysis method used is the contextual analysis method. Data interpretation is conducted by connecting the relationships, differences, causes, and implications of the analysis results with the existing theories in the literature review. The results show that Pear Deck implementation in online learning of explanation text writing for the students at class XI senior high school students can be made interactive. The teacher has made the right decision by choosing Pear Deck as a learning medium for explanation text writing. Pear Deck has met the criteria as a decent media used in learning. However, several obstacles are found in the implementation of the media.

1. INTRODUCTION

Classroom learning is part of activities in which a student participates to explore their abilities with the help of teachers. Therefore, they should develop positive, effective, and innovative learning activities to help their students learn positive values to explore their abilities (Rahim & Rahim, 2020). Moreover, teachers should optimally use their creativity in developing learning components to help students understand the learning materials. One of the most central and influential learning components for successful learning is the media used in the learning process. It is an inseparable part of learning because it is part of the means of knowledge transfer (Fakhriah, Pramadi, & Listiawati, 2022). Therefore, the learning media used will determine the success of learning.

Learning is a system consisting of several components, such as teachers, students, learning objectives, procedures, facilities, learning resources, and media (Rusman, 2017). Learning media include software and hardware, both of which have a function as a means of transferring knowledge and information from various teaching sources to students (Adam, 2015; Dewi et al., 2018; Jauhari, 2018). Media used in learning may stimulate students' interests, feelings, thoughts, and attention; it

creates more effective learning processes (Jalinus and Ambiyar, 2016). The implementation of learning media becomes increasingly significant, especially in online learning during the civil society era. It is supported by Edgar Dale (in Afrizal, 2020) who stated that knowledge is merely an abstract concept when transferred only through verbal language. It means that students will experience difficulty to practice the knowledge they have learned verbally in real-life situations. In addition, they will find the lesson not engaging to them. Therefore, the use of learning media is highly recommended to help student gain better understanding. Learning media can also provide learners with a more solid experience of the lessons.

In this era, the concept of technology-based learning becomes a necessity. The development of information technology has significantly affected the development of learning media (Ilmiani, Ahmadi, Rahman, & Rahmah, 2020). Since in online learning teachers and students do not present physically to have a classroom interaction, the learning activities are reduced. Therefore, innovation in the use of learning media for creative online interactive classes is needed.

Various online learning media can help teachers facilitate teaching and learning activities, one of which is *Pear Deck*. It is a web service that provides teachers with resources for the implementation of interactive online learning. *Pear Deck* is one of the online Chrome extensions used with Google Slides. It is one of the additional features to make the class presentation more interesting.

Based on the description above, this study aims to describe the implementation of *Pear Deck* as an online learning media in explanation text writing for the students of class XI senior high school. In addition, this study also aims to describe the appropriateness of media selection and teacher competence in applying the media.

Research on explanation text writing has been widely carried out by experts in the field of education and students using various methods, techniques, and theories. They make a very significant contribution to education. In 2017, Mache, Jens, Nick Tan, George Shoemaker, and Richard Weiss conducted research entitled "*Pear Deck*: An Interactive Classroom Response System to Encourage Student Engagement". Mache et al., conducted a study on *Pear Deck* to create an interactive classroom. The study explained that the demand for Computer Science courses is increasing, but the conventional method in the form of lecturing is not helpful for student information retention (Mache, Tan, Shoemaker, & Weiss, 2017).

In 2018, Javed, Yasir, and Hamad Odhabi conducted research entitled "Active Learning in Classrooms Using online Tools: Evaluating *Pear Deck* for Students' Engagement." In the study, they examined the use of an online portal called *Pear Deck* for active learning pedagogy and its impact on student learning outcomes by comparing the results with the traditional classrooms**.** The study indicates that pedagogical active learning has a more significant factor in improving students' performance than traditional classes do (Odhabi, 2018).

In 2020, Vitaria conducted research entitled "Classroom-Based Incident Action Model as an Alternative in Improving Students' Explanatory Text Writing Skills During the Covid-19 Pandemic". The study described that the application of the classroom-based incident action model could improve students' ability to write explanation texts at the time of Covid-19 pandemic. The result is shown on the students' average scores that improved after the incident action model was implemented. In a more detailed way, the average score of students using the conventional learning method was 73.44 (good category), and it had a higher average (83.16) with the very good category after the incident action model was implemented (Vitaria, 2020).

In the same year, Afrizal conducted research entitled "Instagram Social Media as a Means of Learning to Write Description Text." In this research, he explained that the use of social media

in learning can lead students to use social media in a more useful way. Moreover, learning using social media may help students with fun learning experiences (Afrizal, 2020).

In addition, Umamah & Muassomah (2020) conducted a study entitled "Pembelajaran Daring melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta Didik di SMA Darul Quran Kota Mojokerto." In this study, the researchers explained that collaborative learning can be developed in various disciplines such as language, science, religion, and many other subjects taught at schools**.** Teachers may create collaborative learning by developing detailed learning guidelines. Collaborative learning offers several advantages, such as improving collaboration between teachers and students in problem-solving, fostering team spirit among students, and increasing the sense of belonging in the group (Umamah & Muassomah, 2020).

The literature review above implies that researchers have been familiar with research on *Pear Deck* application in online learning for explanation text writing. The results of the studies show that *Pear Deck* is helpful to increase students' interest in learning, especially during online learning in the civil society era. Therefore, individuals working in educational institutions can apply the media to create more efficient learning materials and delivery.

2. METHOD

The research approach used in this study is a qualitative descriptive, which is a research procedure that observes the actual state of the object. The method used in this study to collect data is called *simak* (listening), which is followed by basic and advanced techniques. Basic technique refers to *teknik sadap* while the advanced ones are *simak bebas libat cakap (SBLC),* documentation, and note-taking (Sudaryanto, 2015:203).

The current research applied contextual analysis as the data analysis method. It is applied to the data by connecting it with the current situation. Context is seen as a situation that is directly relevant to the social system (Miles & Huberman, 1984).

Data interpretation is conducted by connecting the relationships, differences, causes, and implications of the analysis results with the theories in the literature review and existing theories. The next step is reviewing the results of the analysis with theories relevant to the results of the analysis. The data presentation method used in this study is informal. The study results are presented in the form of a description of *Pear Deck* media in online learning to write explanation texts.

3. RESULTS

In this study, the results of the analysis are described in detail in the results section. Furthermore, they are discussed in more depth by connecting them to existing theories. This will be described separately in the discussion subsection. The following are the details of the two sub-sections.

3.1 Results

The presentation of the analysis results is divided into three sub-sections. The three sub-sections include the implementation of *Pear Deck* in online learning, the appropriateness in choosing *Pear Deck* as the learning media, and obstacles in implementing *Pear Deck* in online learning of explanation text writing for the students at class XI high school. The following is the presentation of the three sub-sections of the results of the analysis.

3.1.1 The Implementation of Pear Deck Media in Online Learning to Write Explanation Text for Class XI High School Students

The steps of implementing *Pear Deck* media in online learning to write explanation text are initial preparation, media creation, and implementation. The stages above are explained as follows:

1. Preparation

Preparation is carried out before the media is used in teaching and learning. At this stage, the teacher prepares the material for writing an explanation text. The material is created using presentation media such as Google Slides or Microsoft PowerPoint. The selection of which media is used is based on considerations of practicality and convenience. Overall, both are supporting platforms for *Pear Deck* media implementation.

The material is simple in design, but it still meets the requirements needed by students in explanation text writing. The scope of the material includes the introduction to the explanation text, which includes the definition, characteristics, structure, and linguistic elements of the explanation text.

2. Lesson Designing

After the preparation, the next stage is to create the lesson. The first step at this stage is to enter *Peardeck.com.* The teacher logs in using a google account by selecting *teacher login* option. Next, the teacher starts the interactive class pressing *create a lesson* menu. After the online class is open, the teacher uploads the learning materials by selecting *file* menu and *import file*. In this step, the prepared lessons are equipped with several interactive features provided by *Pear Deck*. The features are applicable by opening *add-on Pear Deck* menu at the top of the page.

In explanation text writing lessons, students are required to write about factual natural and social events. At the beginning of the learning activity, which is the display of explanation text definition on the slide, the teacher adds interactive multiple-choice questions. Here is the question: "In the following news title, which one is for the explanation text?" The multiple choices given are four different text titles, one of which is explanation. This activity aims to specify students' understanding of explanation texts. By knowing the differences that exist in the titles of the texts presented, students become aware of the title criteria for explanation texts.

On the next slide displaying the characteristics of the explanation text, the activity for students is identifying the text. They are presented with an explanation text and instructed to circle a word or sentence containing the explanation text. The activity is a follow-up to the lesson about explanation text characteristics in previous activity. Through identification, students will have a better comprehension of the explanation text characteristics.

Next, on the slide describing the explanation text structure, the students are instructed to fill the gap in the text. After the presentation of the explanation text structure, students are presented with an incomplete text and instructed to fill the gap according to the explanation text structure. The activity encourages students to concentrate and focus on the material presented by the teacher. In addition, by sorting the text, students become more aware of the structure of the explanation text.

The activities included in the presentation slide create interactivity between teachers and students in writing explanation text lessons through online learning. By participating in the activities thoroughly, students have a better understanding of the material presented by the teacher, as much as they can obtain from learning in the classroom.

3. The Implementation in Learning

Online learning to write explanation texts using the *Pear Deck* media is carried out through teleconferencing media. Among teleconferencing media available are Zoom, Gmeet, and Microsoft Teams. Teleconferencing media will facilitate two-way communication between teachers and students. Moreover, they allow teachers and students to interact directly through web cameras.

In the context of this current study, the teacher uses Microsoft Teams teleconferencing media in implementing *Pear Deck*. The link for accessing *Pear Deck* media is shared with the students before the class begins. In the next step, the students are invited to join the teleconference while accessing *Pear Deck*.

The learning starts immediately after all students have joined the teleconference and *Pear Deck* presentation. Apperception and motivation towards the importance of understanding and mastering the skill of writing explanation text are given by the teacher in the opening. Next, teachers deliver lesson introduction in *Pear Deck* presentation. Students are asked to listen to the presentation through their browsers while still joining the live teleconference.

On the *activity* slides, students are required to respond to the instructions displayed on the slide. In the first slide, students are asked to choose an appropriate title for the explanation text. They give their answers by touching their selected option on the screen of their own devices. Student responses will be automatically recorded in *Pear Deck* presentation. In *teacher activity* slide, teachers can view the number of respondents who choose A, B, C, D, or E option. The number of respondents is updated in real-time. Therefore, the student responses are monitored immediately during the teleconference. The student responses receive feedback from the teacher, and those who get wrong answers can learn more.

The next slide contains the linguistic elements of the explanation text. On this slide, the teacher explains in detail each linguistic element in the explanation text structure. After the lecturing, the students are given a task to analyze the text in the next slide. They are instructed to read the text and underline the words, phrases, or clauses containing the linguistic elements of the explanation text. The activity is done by swiping the screen on their learning devices. Students are given approximately two minutes to complete the activity. The students' responses appear on the teacher's screen display in the form of grids. When the time is over, the teacher confirms the responses and fixes the students' wrong answers.

The final section of the presentation describes the structure of the explanation text. Initially, the teacher explains each part in the structure of the explanation text in a detailed way. After that, students are presented with the task of analyzing an explanation text by completing the incomplete explanation text displayed on the slide. Students are instructed to fill in the gap to create well-structured explanation text by referring to the guidelines given by teachers in the previous activities. Finally, the learning process is completed with confirmation and explanation of the correct arrangement of the text based on the generic structure.

Based on the explanation above, it is obvious that *Pear Deck* media implementation in online learning to write explanation texts can help students experience more interactive learning. The exercises given by the teachers during the presentation make online learning more active and interesting.

The next slide contains the linguistic elements of the explanation text. On this slide, the teacher explains in detail each linguistic element in the explanation text structure. After the lecturing, the students are given a task to analyze the text in the next slide. They are instructed to read the text and underline the words, phrases, or clauses containing the linguistic elements of the explanation text. The activity is done by swiping the screen on their learning devices. Students are given approximately two minutes to complete the activity. The students' responses appear on the teacher's

screen display in the form of grids. When the time is over, the teacher confirms the responses and fixes the students' wrong answers.

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3.1.2 The Suitability of Choosing Pear Deck Media in Online Learning to Write Explanation Text for Students at Class XI Senior High School

The decision to use learning media is not an easy task for teachers because it influences the effectiveness of the learning processes. The method used in learning media selection is by considering media characteristics with various learning components. The consideration is made since the effectiveness of learning media depends on what basic competencies are to be achieved. The media should meet the learning objectives, media characteristics, user characteristics, and learning systems. *Pear Deck* media is suitable to be used in online learning of explanation text writing for class XI high school students as it meets the criteria required to be a good learning media, which is explained as follows:

1. Achievement of Learning Objectives

Learning media selection should consider the criteria of learning objectives, which include cognitive, affective, and psychomotor aspects. Based on the cognitive aspect, *Pear Deck* is very appropriate to be used in learning explanation text writing because it has several useful features that can help teachers provide lessons to students. Since the media is connected to various interesting contents on the internet, it makes it easier for students to understand the nature of explanation texts. Examples of explanation texts given by teachers are useful for students to increase their creativity.

Based on the affective aspect, this medium is also very suitable. Generally, it is a complicated task to assess the students' affective aspects in online learning. One of the reasons is that the teacher cannot directly observe students' learning process. The problem can be solved using *Pear Deck* as it functions as an interactive medium. Teachers can observe the students' activity in online learning so that they can evaluate their activeness and creativity during the learning process. As for the psychomotor aspect, the media is very helpful for teachers in mapping the skills that students should achieve. Students are demanded to improve their skills in writing. Based on the explanation, *Pear Deck* media contains a formula of learning objectives that include three important aspects of learning: cognitive, affective, and psychomotor.

2. Media Characteristics

The *Pear Deck* is described as an interactive, interesting, and fulfilling digital element media. It is very suitable for online learning or distance learning. For writing explanation text learning, *the* media is very appropriate to use since the explanation text is a type of text that describes

the process of natural or social phenomena**, which** can be easily exemplified by the teacher through *Pear Deck* . The reason is that *Pear Deck* is integrated with Google. It provides multiple resources for teachers in finding current natural or social events.

3. User Characteristics

Pear Deck media users are teachers and students of class XI Senior High School. Since the success of learning depends on the media users, the selection of *Pear Deck* media should be based on the competence of teachers and students. In high school, teachers and students are considered to be technology literate users. However, in reality, there are some teachers and students who are unfamiliar with the technology; therefore, guidance from their colleagues is needed. In choosing media, there are several factors that teachers should consider, such as the number of students, their abilities, and the social and environmental condition. These factors support the implementation of *Pear Deck* media for learning explanation text writing. Moreover, the millennial students in class XI have curiosity about things that are new and interesting to them. Therefore, *Pear Deck* is a very appropriate medium for learning explanation text writing.

4. Learning System

The learning system used by teachers determines the effectiveness of *Pear Deck* media for writing explanation text lessons. In the current situation, teachers are demanded to choose appropriate learning media because the biggest portion of teaching and learning processes is online. It means that digital media is one of the most effective media to use. Before deciding to use *Pear Deck* media, there are several important aspects that teachers must consider. The first is the types of learning, whether it is online, hybrid, or offline. In addition, the teacher must also determine whether learning is carried out in groups or individually. With the increase in online learning policies during the civil society era, *Pear Deck* is one of the most recommended media to achieve the desired learning goals.

Based on the explanation above, it can be concluded that the teacher has made a great decision by choosing *Pear Deck* media as a learning medium for writing explanation texts. It meets the criteria of media characteristics appropriate for learning.

3.1.3 The Obstacles in the Implementation of Pear Deck Media in Online Learning of Explanation Text Writing for Students Class XI Senior High School

Overall, the learning objectives of explanation text writing for class XI high school students have not been optimally achieved. Ideally, teachers can transform learning by prioritizing and utilizing digital services, especially during the online learning policy. However, the online classroom observation indicates that *Pear Deck* used in online learning has not been effective, as there are several obstacles found during the learning process. They are as follows:

1. Teacher-Centered Learning

The main obstacle in implementing the *Pear Deck* media is that teachers are still overly dominant in learning activities. Students' creativity is limited so they are still unable to explore their knowledge and skills. The purpose of implementing *Pear Deck* media is to facilitate students to learn independently using interactive media. However, the teacher’s dominance in the online classroom is still obvious in several activities, for instance in selecting the theme for the explanation text. Moreover, since most of the time the students are listening to the lectures given by the teachers, there is very limited interaction taking place during the learning process.

2. Inadequate Facilities and Infrastructure

As a cloud-based application, *Pear Deck* cannot be optimally utilized by students with network problems, limited quotas, and poor-quality electronic devices. These obstacles are difficult for teachers to overcome given a large number of students with varied circumstances and different places of residence**.** During the civil society era, classroom learning was replaced by distant learning for students' health concerns. During the learning, some students leave the online class earlier due to limited quotas, network issues, or problems with their smartphones or laptops. Given the situation, teachers usually tend to tolerate their students. As an alternative, learning is carried out through assignments that should be completed before due dates.

3. Lack of Digital Literacy among Teachers and Students

As an interactive media, *Pear Deck* is relatively easy to use. It has been widely used for learning at almost all levels of education. However, not all teachers find it easy to operate the media. The situation occurs since some of them are unfamiliar with digital platforms. Therefore, they need guidance from their colleagues. The challenge is also faced by students. Many of them are relatively new to the use of technology in education. The lack of digital literacy among teachers and students prevents them from taking advantage of useful features available in *Pear Deck* media. In many situations, teachers have to guide students step by step in operating the digital facility. Moreover, students should be motivated to be technologically literate individuals.

4. DISCUSSION

The discussion section compares the results of the analysis in this current study with the existing theories. Media *Pear Deck* is one of the online media freely accessible by anyone for preparing their presentations. Based on the results of the analysis, online learning of explanation text writing allows students to interact with the teacher during the learning process. This approach to learning can motivate students and build their independence based on their unique talents (Suprianto, 2020). Students show great enthusiasm when they are presented with exercises during the presentation. The students find it impressive that they can interact with slide presentations by touching the screen to see the results that appear immediately. Specific ways of applying new technologies enabling context-aware sensing can be explored (Lin, Liu, Hwang, Chen, & Yin, 2019). Students have better understanding of the abstract theory explained by their teacher.

The appropriate use of multimedia in learning can help overcome the obstacles that occur, such as students' low proficiency, limited cognitive absorption, different learning styles, and place and time-related problems (Ilmiani et al., 2020). Media *Pear Deck* facilitates teachers in transferring knowledge to students, especially in online learning during the situation of the pandemic (Ilmiani et al., 2020). Learning from Home policy demands teachers and students to adapt their learning activities to distance learning. Therefore, using technology for writing lessons is highly recommended (Umamah & Muassomah, 2020).

The use of *Pear Deck* media in learning explanation text writing helps students improve their interest in online learning. Teachers' innovation and creativity in using *Pear Deck* media will inspire and motivate students to learn to use the available features. Lida & Eliya (2019) confirmed that teacher's innovation and creativity helps improve the quality of the learning process. When students are interested in learning, they will be comfortable doing the assignments given by the teacher. Moreover, the creative task design based on the students' psychosocial conditions will stimulate them to complete it immediately. In his study, Suprianto (2020) stated that this type of learning exposes students to a new learning experience that will increase their motivation and enthusiasm for learning.

In research conducted by Ilmiani et al. (2020) it is stated that today's learning needs to be integrated with technology. *Pear Deck* is one example of a technology application that has the latest features by the most recent technological developments. They further explained that technology useful in solving students' learning problems comes from a variety of multimedia technologies. In this case, *Pear Deck* brings two-way multimedia technology to online learning. It enables teachers and students to interact intensively during the learning.

Based on the discussion above, it can be concluded that the implementation of the *Pear Deck* media in online learning to write explanation texts for class XI high school students is highly relevant to today's learning needs. Theories from previous research state that the use of multimedia technology develops students' interests in learning. Their enthusiasm increases when the teacher uses the *Pear Deck* media in learning to write explanation texts.

Based on the feasibility test on *Pear Deck* media implementation in online learning of explanation text writing for class XI high school students, it was found that this media had met the criteria for media selection. In their research, Alfansyur & Mariyani (2019) explained that the right media selection needs to consider several aspects, among which are student needs and learning objectives. *Pear Deck* media used in the learning of explanation text writing can accommodate learning objectives which include cognitive, affective, and psychomotor aspects. As an interactive online media, *Pear Deck* is equipped with useful features to help teachers provide interesting lessons to students. This is supported by Tobamba et al. (2019) who explain that the media must be suitable for the material being presented.

Students not only learn the theories of explanation text writing but also train their practical skills to write one. *Pear Deck* media is very appropriate to use considering that explanation text explains the process of natural or social phenomena. This is in line with the results of research conducted by Munasir et al. (2020) which shows that the use of appropriate media will create more effective learning, especially when teachers are demanded to provide more convenience in students' learning. The interaction during online learning creates a strong bond between teachers and students. Therefore, *Pear Deck* is an appropriate media to be used to facilitate students at class XI senior high school in the learning of explanation text writing.

Based on the description above, it can be concluded that the selection of *Pear Deck* media has met the criteria for media selection. The online learning of explanation text writing for students at class XI becomes more effective when *Pear Deck* media are used. Moreover, students are most likely to enjoy digital animation, which means that the use of the media stimulates students' interest to participate in learning. In addition, *Pear Deck* media makes it possible for teachers to guide students' writing skills online.

Based on the results of research conducted by Wiana (2018) it was found that learning media has a role as an important component to make learning more varied and not limited to lecturing excessively used by teachers. Finally, it will help students to have better comprehension. However, the research shows that even though *Pear Deck* has been applied in the learning activities, students are still highly dependent on the teachers' instruction. As a result, there is no development in students' creativity. This condition is contrary to what was found in the study conducted by Wiana (2018). The teacher's dominance in learning is identified in the activity of determining the theme of the explanation text. In addition, excessive lectures by the teacher cause many students to be less interactive in learning.

5. CONCLUSION

Pear Deck is a web service that provides support for teachers in carrying out interactive online learning. Its implementation in the learning of explanation text writing plays important role in increasing students' interest in online learning. The innovation and creativity of the teachers in applying *Pear Deck* can inspire and motivate students to optimize the advantages offered by the media in their learning. In terms of significance, *Pear Deck* media implementation in online learning of writing explanation texts for class XI high school students is highly relevant to the current learning needs. It meets the criteria for appropriate learning media selection, such as supporting the pre-determined learning objectives, meeting the characteristics of the media and user characteristics, and being in sync with the learning system. On the other hand, several obstacles are found in the implementation of the media, such as excessive teacher-centered learning, lack of facilities and infrastructure, and low literacy among the teachers and students.

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