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AN ANALYSIS OF USING SUPER MINDS LEVEL 4 PRESENTATION PLUS ON ENHANCING STUDENTS' ENGLISH SKILL

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Abstract: The rapid development of digital technology in education offers opportunities and challenges in improving the learning process, especially in the development of English language skills. This study aims to examine the use of digital learning media, specifically Super Minds Level 4 Presentation Plus from Cambridge, in improving students' receptive (listening and reading) and productive (speaking and writing) skills. A qualitative research design was used, including classroom observation, semi-structured interviews with English teachers, and document analysis. The research participants consisted of a basic English class using Super Minds Level 4. The findings show that interactive features such as audio-visual materials, animations, and game-based exercises can increase student engagement, learning motivation, and comprehension. However, challenges remain, particularly regarding teachers' technological proficiency and adapting materials to students' diverse abilities. This study concludes that Super Minds Level 4 Presentation Plus can effectively support English language skill development when implemented with appropriate teaching strategies and adequate teacher preparation.

Keywords: English skills, Super Minds 4 Presentation Plus, digital learning media.

INTRODUCTION

Rapid developments in digital technology have transformed educational practices, making technology the primary medium for interactive and flexible learning. Digital tools facilitate access to various resources such as e-books, videos, and interactive applications, which support student engagement and understanding (Hidayat & Khotimah, 2019).

In language education, technology-based media overcomes challenges such as low motivation, limited teaching variety, and diverse learning styles. English, as a commonly used international language, requires mastery of four core skills (listening, speaking, reading, and writing) to support students' academic and professional development (Ka, 2023). However, many Indonesian students still struggle to master English due to unengaging teaching approaches and limited learning media.

Previous research has demonstrated that technology can play an important role in improving the quality of language learning; for example, (Demirekin, 2014) emphasized that information and communication technology (ICT) supports the development of both receptive and productive language skills simultaneously, while (Muzaedah et al., 2023) reported that Cambridge One, an interactive platform, helps teachers deliver more engaging material and fosters student participation in class. Similarly, (Fajrina et al., 2023) examined the implementation of the Cambridge curriculum in secondary schools and found that it encouraged students to be more active in using English during lessons, whereas (Lestari et al., 2021) concluded that structured management of the Cambridge curriculum substantially improves educational quality; in addition, (Aripin & Yusoff, 2022) evaluated the printed version of the Super Minds textbook and found that its content and design support communicative learning. However, despite these contributions, existing studies have been largely limited to printed materials or broad examinations of the Cambridge curriculum, and few have specifically analyzed the interactive digital version, Super Minds Presentation Plus, which contains unique features such as animations, audio-visual elements, and game-based exercises that could significantly contribute to improving both receptive and productive skills among students.

This gap highlights the need for more comprehensive research on the implementation of Super Minds Level 4 Presentation Plus in classroom teaching practices and how its features are utilized by teachers to support English language learning. The originality of this study lies in its focus on examining the use of Super Minds Level 4 Presentation Plus as an interactive digital learning medium in a real teaching context, specifically in English language courses. In addition, this study explores the challenges faced by teachers when integrating digital media with pedagogical strategies, with reference to the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler et al., 2013).

Based on this background, this study answers two main research questions: (1) which features of Super Minds Level 4 Presentation Plus are most frequently used by teachers in English language teaching, and (2) how does the implementation of Super Minds Level 4 Presentation Plus support the development of students' receptive (listening and reading) and productive (speaking and writing) skills. Therefore, this study aims to identify the main features of Super Minds Level 4 Presentation Plus used by teachers and analyze their contribution to improving students' English skills. The findings of this study are expected to provide theoretical insights into digital learning media and practical recommendations for teachers in optimizing interactive tools for teaching English.

METHODOLOGY

This study uses a qualitative case study design that focuses on the use of Super Minds Level 4 Presentation Plus in English language learning at LKP Excellent English Course, Cirebon. The case study approach was chosen to analyze how this digital media is applied in a specific instructional context and how its features support students' receptive and productive English language skills.

In this study, participants were selected using purposive sampling based on their direct involvement with Super Minds Level 4 Presentation Plus. The sample consisted of one English teacher and five Level 4 students (Flyers A). The selected students had similar levels of English proficiency, regularly attended classes using digital media, and agreed to participate in this study. The teacher was responsible for implementing Super Minds Presentation Plus in classroom teaching. Although the number of participants was limited, this small sample size allowed for in-depth observation and detailed exploration of classroom teaching practices. However, the findings of this study are not intended to be generalized beyond the specific research context.

Data was collected through classroom observation, semi-structured interviews, documentation, and document analysis. Classroom observation was conducted during English lessons to observe how teachers utilized the features of Super Minds Presentation Plus and how students interacted with digital media, especially during listening, speaking, reading, and writing activities. Field notes were taken to record teaching procedures and student responses. Semi-structured interviews were conducted with teachers and students to explore their experiences, perceptions, and strategies in using Super Minds Presentation Plus. The interviews provided insights into how digital features support language skill development and the challenges encountered during implementation. Documentation includes lesson plans, teacher evaluation notes, student worksheets, assessment results, and photographs taken during classroom activities. Document analysis focuses on teaching materials related to Super Minds Level 4, including teacher guides and student learning assignments, to support observation and interview data.

For data analysis, this study uses six stages of qualitative analysis according to (Creswell & Creswell, 2018), namely: (1) organizing and preparing data from various sources (interview transcripts, observation notes, documents); (2) reading all data to gain an initial understanding; (3) coding both deductively (based on existing theory) and inductively (based on field findings) to mark important parts of the data; (4) developing main themes from the coding results, such as the use of the Super Minds Presentation Plus feature and the development of students' language skills; (5) presenting the results in the form of a narrative that integrates interview, observation, and documentation data; and (6) interpreting the findings by relating them to relevant theories and literature to strengthen the validity and reliability of the research. The analysis was conducted manually by the researcher without using special software, but with systematic and reflective procedures to maintain consistency and accuracy of meaning. Data validity was strengthened by triangulating methods (observation, interviews, documentation) and member checking through clarification of interview results with participants.

Using a combination of qualitative case study approaches, purposive sampling, and data collection through observation, interviews, documentation, and document analysis supported by Creswell's systematic analysis, this study provides an in-depth understanding of the application of Super Minds Level 4 Presentation Plus in English language learning. The results of this methodology are expected to contextually explain how digital media supports the development of

students' receptive (listening, reading) and productive (speaking, writing) skills in language courses, while also contributing practically to the improvement of English learning strategies in the digital age.

FINDINGS

This section presents research findings based on classroom observations, semi-structured interviews with teachers and students, and document analysis. These findings focus on the use of Super Minds Level 4 Presentation Plus in English language learning and its role in supporting students' receptive and productive skills. Classroom observations show that teachers often utilize the audio-visual features of Super Minds Presentation Plus, especially animations, listening tracks, and interactive exercises. These features are mainly applied during listening and speaking activities. Students appear to be more focused when visual and audio elements are displayed, and they actively follow instructions during listening sessions. Observation notes indicate that students often repeat words and short sentences after the audio without being asked by the teacher.

Interview data supports this observation. One student said, “I like the animation because it helps me understand the story more easily” (Student 3). Another student mentioned that listening activities became more enjoyable because of the clear audio and accompanying images. Teachers also explained that digital features helped students maintain their concentration, especially during listening exercises. In reading activities, Presentation Plus materials were used to display texts accompanied by images and highlighted keywords. Observations showed that students relied on visual cues to understand unfamiliar vocabulary and follow the storyline. During interviews, teachers noted that students were more willing to read aloud when the text was supported by images on the screen. Regarding writing skills, Super Minds Presentation Plus was used primarily as guided practice. The teacher used digital exercises to model sentence structure before asking students to complete writing tasks on their worksheets. Observation notes showed that students needed teacher guidance during writing activities and that digital media served as a supporting tool rather than a dominant one.

Document analysis of lesson plans, student worksheets, and teacher evaluation notes shows that Super Minds Presentation Plus is consistently integrated into classroom teaching. These documents demonstrate alignment between digital activities and learning objectives, particularly for listening and speaking skills. Overall, the findings indicate that Super Minds Level 4 Presentation Plus supports student engagement in the classroom and facilitates the development of students' receptive and productive English language skills in the observed learning context.

DISCUSS

This study examines the use of Super Minds Level 4 Presentation Plus as an interactive digital medium in English language learning. The findings show that the platform's audio-visual and interactive features support student engagement, especially in listening and speaking activities.

The use of animations and listening tracks is often in line with Mayer's Multimedia Learning Theory, which proposes that learners process information through visual and auditory channels. Students' positive responses to combined audio and visual input indicate that multimedia elements can facilitate understanding when appropriately integrated into teaching. This supports previous findings that digital media can improve receptive language skills by providing multimodal learning experiences (Demirekin, 2014).

These findings also indicate that visual support plays an important role in reading activities. Students' reliance on images and highlighted text shows that visual cues can help students understand meaning and vocabulary. These findings are consistent with a previous study on Cambridge-based digital learning platforms, which reported increased student engagement and participation in English language learning (Muzaedah et al., 2023).

In terms of productive skills, the results of the study show that Super Minds Presentation Plus functions primarily as a guided learning tool rather than an independent writing platform. This indicates that the effectiveness of digital media depends on how teachers integrate technology with pedagogical strategies. These findings support the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes that technology alone will not improve learning outcomes without appropriate pedagogical application (Koehler et al., 2013).

This study does not aim to measure learning outcomes quantitatively. With a limited number of participants, these findings provide contextual insights rather than generalizable conclusions. However, the results show that Super Minds Level 4 Presentation Plus can support English language learning if used strategically by teachers. Overall, this study contributes to the literature by providing qualitative evidence on how interactive digital media is applied in a real classroom context. The findings of this study highlight the importance of the teacher's role in facilitating the use of digital learning tools to maximize their benefits in developing students' receptive and productive English language skills.

CONCLUSION

This study aims to analyze the use of Super Minds Level 4 Presentation Plus in improving students' English skills, and all research objectives have been successfully achieved. Through classroom observation, interviews, document analysis, and assessment of student learning outcomes, it was found that the multimedia features in Presentation Plus—such as interactive animations, audio, educational games, and visual content—proved effective in increasing student motivation, engagement, and understanding. These features make learning more dynamic, encourage active participation, and support receptive skills (listening and reading) and productive skills (speaking and writing) in an integrated manner in accordance with the Cambridge curriculum and CEFR A2 Flyers standards.

The first research objective was to identify how Super Minds Level 4 Presentation Plus supports student learning, and this objective was fulfilled by showing that interactive and multisensory features not only attract students' attention but also strengthen their memory and improve accuracy in the use of vocabulary, grammar, and sentence structure. Test results and worksheets show high scores in various language skills, confirming the effectiveness of this media in strengthening students' communicative competence. Furthermore, the second objective was to examine how teachers implement this media in the classroom, which was also successfully achieved. The results of the study show that teachers are assisted by the structured learning flow and integrated resources in Presentation Plus, enabling them to design systematic learning by combining vocabulary, grammar, pronunciation, and communication tasks. Teachers also reported that this tool facilitates a more efficient, focused, and student-centered approach, so that the role of teachers is more as facilitators who guide students through exploration, interaction, and meaningful language production. The success of implementation depends not only on the technology itself, but also on the readiness and ability of teachers to manage digital learning.

Teachers who understand the features of Presentation Plus are able to maximize its benefits and tailor activities to student needs, while limited mastery or technical constraints can reduce its effectiveness. This confirms that although the media is very effective, professional development and technological support remain important for sustainable results.

Overall, this study concludes that Super Minds Level 4 Presentation Plus is an effective medium for improving English language skills when used with appropriate teacher guidance and integrated into a structured learning process. Thus, the objectives of the study to analyze the effectiveness of the medium and understand its implementation in the classroom have been successfully achieved. This study provides valuable contributions to teachers, curriculum designers, and institutions that wish to combine digital learning media with communicative and student centered pedagogy in English language teaching.

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