



The Utilizing of Mentimeter Platform in Enhancing the EFL Students' English Skills in Digital Era

Pratiwi Samad¹, Fairus Suryani Munir²

1

English Education Department, Universitas Pohuwato, Indonesia

2

English Education Department, Universitas Pohuwato, Indonesia

E-mail: ¹pratiwisamad@nipo.ac.id, ²fairusmunir@unipo.ac.id

Receive: 17/08/2022

Accepted: 20/08/2022

Published: 01/10/2022

Abstract

The aim of this study was to determine the ability of students' English education and to determine students' perceptions regarding the process of learning English through mentimeter platform. This research was conducted by focusing on the ability of students' improvement in various English skills. In implementing the research, the writer conducted the qualitative descriptive method and took the purposive sampling to determine the sample taken from students at the 2nd and the 4th semester. The instruments used in this study include observation, questionnaires and interviews. The results of the research through the questionnaire showed that there was an improvement in students' English skills performance, they are speaking, pronunciation, vocabulary, grammar, writing, and listening. The result of the interview described that students have improved in the field of communication and vocabulary mastery, but their need of the specific English training must be fulfilled.

Keywords: Mentimeter Platform, English Skills, Digital Era

Abstrak

Tujuan penelitian ini adalah untuk mengetahui kemampuan Pendidikan Bahasa Inggris mahasiswa dan untuk mengetahui persepsi mahasiswa terkait pembelajaran Bahasa Inggris melalui mentimeter platform. Penelitian ini dilakukan dengan berfokus kepada peningkatan kemampuan peserta didik di berbagai skills bahasa Inggris. Kualitatif deskriptif merupakan metode penelitian yang digunakan dalam menentukan sampel menggunakan purposive sampling dari mahasiswa di semester 2 dan 4. Instrument yang digunakan dalam penelitian ini mencakup observasi, kuesioner dan interview. Hasil penelitian melalui kuesioner menunjukkan bahwa terdapat peningkatan kemampuan Bahasa Inggris peserta didik dalam bidang speaking), pengucapan (pronunciation), kosa kata (vocabulary), tata bahasa (grammar), menulis (writing), dan kemampuan mendengarkan (listening) sedangkan hasil dari wawancara mendeskripsikan bahwa peserta didik memiliki peningkatan dalam bidang komunikasi dan penguasaan kosakata namun mereka merasa perlu untuk terus diberikan pelatihan dan pembelajaran bahasa Inggris menggunakan mentimeter platform.

Kata Kunci: Mentimeter Platform, Kemampuan Bahasa Inggris, Era Digital

Introduction

This currently education enhancement mostly developed with the sophisticated and advanced innovative learning. Those of the educators are required to be able to integrate media and learning technology to create an interactive, memorable and fun classroom situation (Ariani & Festiyed 2019:158) [1]. Interactive learning by utilizing technology is carried out to improve student communication and can make it easier for them to understand the presentation of material easily through the use of digital platforms (Prawidya, Destariyanto : 323-324) [2] (Wood, 2020: 2-5)[3] This is in line with what has been conveyed by (Selvi Windy Lestari, 2020:2) [4] that engaging learning will increase students' interest and motivation to learn.

The Mentimeter platform is one of the technology- based interactive learning models that can be used

effectively and efficiently. Through videos, audio, visuals and graphics displayed by teachers on the Mentimeter platform, students can easily provide answers, summarize knowledge and communicate their opinions. (Xi Lin & Chen lin 2020:871) [5]. In addition, the Mentimeter platform has its own privileges and charms because there are various images and percentage presentations that attract attention, give confident and improve student learning outcomes. This is in line with the opinion of Supardi (Supardi 2015:79).[6] that the learning media has a major effect on student learning activities because it can increase attention, participation and the tendency to learn it continuously.

Several previous studies have discussed the use or effectiveness of using the Mentimeter platform to improve English language skills and students' participation. (Angela 2021:254) [7] has applied

Mentimeter learning in his research to find out how effective student involvement is in learning using Mentimeter. The results of this study indicated that the application of Mentimeter is able to encourage students to be involved in the process of learning English, such as discussion activities and giving opinions. The percentage results show that about 82% and 91% of the classification of the percentage of student learning outcomes are above the average. The same thing is also applied to improve English learning and teaching at UK Universities accomplished the lecture material with integrated together with the application of mentimeter to measure the efficacy and perspective of students (Zulfa & Huda 2021: 36) [8] (Yuni Astuti, Miftakhudding & Khoiron, 2021 : 93-94) [9]. The results of the research indicated that the use of a Mentimeter has a positive impact on the attitudes and performance of students in actively participating to engage in discussions and provide responses in class.

According to Kathrine Valley dan Poppy Gibson (Kathrine Valley dan Poppy Gibson (2018:2-5) [10], Mentimeter can involve students in 3 things. First, "gauging opinion" or in this case students can voice their opinions and adjust their learning according to their needs even though it is the first time they encounter technology. Second, "engaging discussion", which involves students in various discussions. The third is "voicing concerns" where students can voice their ideas and opinions and ask questions related to the material. Here's what the Mentimeter platform looks like on the start page.

Mentimeter's research is applied to create student participation as well as to improve their english vocabulary skill. As researched by (Pei Miin dan Yunus 2020: 116-117) [11] with a title "Enhancing Writing Vocabulary Using Mentimeter". This study intends to test how effective the Mentimeter platform is to improve learners' writing vocabulary. By using Classroom Action Research (CAR), researchers found that there was a significant difference in changes in learners' vocabulary mastery before and after pre-test and post-test. Pei Miin also concluded that the use of the Mentimeter platform is an effective tool to improve students' writing vocabulary mastery.

The learning at Pohuwato University, especially in the English Language Education

Study Program has not maximized the use and interactive learning based on technology so that students are less active to be involved in learning, it has not been seen that learning enthusiasm and English skills are still very limited to involve them in active learning. The results of preliminary observations of Pohuwato University students showed that there has been no effective implementation of English learning on improving students' English skills. This can also be seen from the results of direct interviews with lecturers and some students of the English Language Education study program saying that their motivation and confidence are not well arranged and feel embarrassed to express their thoughts or ideas using English.

These difficulties can be advanced by applying innovative and creative learning and one of useful and effective way to do is by integrating learning through the Mentimeter platform to increase the role and activeness of communication and mastery of English. This research regarding to the important components of the indicators of English language skills including speaking, reading, writing, vocabulary, grammar and pronunciation (Anisa Atrid 2011:176) [12].

The purpose of this study is to improve students' English language skills through the Mentimeter platform, to create interactive learning between educators and learners and to obtain information on students' perspectives regarding the use of the Mentimeter platform in improving their English language skills. This research is very important to be carried out to advance the learning competence and English skills of educators and students in digital era

Previous research has discussed some of these components and indicators separately **but there have been no studies** discussing the use of the mentimeter platform in some aspects of the English component indicators. Therefore, **the novelty** of the study is the utilization of the Mentimeter platform by focusing on indicators of the English component in speaking, writing, vocabulary, listening, grammar and pronunciation methods so that the improvement of abilities is not only focused on mastery of English but will also involve learners in interactive learning. With reference to these problems, the writer conducted her research with the title " **The Utilizing of**

Mentimeter Platform in Improving Students' English Skills in the Digital Era".

Method

This study conducted the descriptive qualitative method with a phenomenological approach to obtain information and understanding the phenomenon experienced by the subject of the population. This research was carried out from February to August 2022 and the research area was at Pohuwato University, Trans Sulawesi street No.147 Pohuwato Regency, Gorontalo Province.

The population in this study were the college students of Pohuwato University, Faculty of Teacher Training and Education (FKIP) English Language Education Study Program with a total population of 35 students. The sample technique used is Purposive Sampling because the subject is directly related to the problem of Mastery of English. Samples were taken directly from 2nd and 4th semester students with a total sample of 18 students.

The instruments applied in this study were observations related to student activities during learning, open-ended questionnaires (Popping, 2015: 2) [13] which have been disseminated to students through the mentimeter platform and English interviews related to improvement and learning experiences through the mentimeter platform. Instrument retrieval was carried out at the research site of the Pohuwato University campus in Gorontalo.

The data was collected in two stages, namely the preparation stage and the implementation stage. The preparatory stage was carried out through detailed observations of students' English skills and compiling instruments related to face-to-face learning activities during the use of mentimeter. The second stage was in the form of conducting more detailed observations related to improving student learning and conducting interviews and open-ended questionnaires to students related to interactive learning using the Mentimeter platform. Data processing was carried out through analysis of descriptions related to observations, interviews and questionnaires and presented in the form of words to obtain the integrity of the description and clear presentation related to student learning through the Mentimeter platform. the writer has also involved the students to describe the data sources from the results of student responses, communication and

participation during the learning progression.

Result

The results of the decryption of data analysis showed that students' English language skills improved in the fields of speaking, pronunciation, vocabulary, grammar, writing, and listening. This is described through observation results that show the activities of students in responding to questions on mentimeter platform then enthusiastically conducting discussions in drilling or in pairs and groups following the topics that have been displayed on the platform of mentimeter page [14]. In addition, learners input answers with good and correct English grammar on the given of the question page after they have participated in a series of learning activities. J Nikolic in his research found that students at the University level through mentimeter can respond to answers and interact in the learning process[15]. Although, initially some learners, have difficulties, yet at least they have been able to distinguish the use of the subject, verb and object in question. At the screening of the film through mentimeter platform, students are given the opportunity to pronounce the correct pronounce on difficult words and related collections of idioms and at the end of the activity students wrote their ideas used in the topic presented as well as an evaluation of English language learning through the Mentimeter platform. the results of this study were also obtained from interviews of learners to find out the extent of their english changes and improvements. The results of the interview describe that learners feel they have improved in the field of communication and vocabulary and subsequently they feel the need to continue to be given training and learning using the mentimeter platform.

Discussion

The results and discussions in this study are described to determine the improvement of students' English skills and to describe students' perceptions of learning English Language Education through the Mentimeter platform.

Improving Students' English Skills Through The Mentimeter Platform.

The results of the analysis of student activity observations show that there are types of student activities that have been observed in the form of all student activities in English learning during learning activities using the Mentimeter platform. Researchers found that there were activities that showed the active participation of learners in groups, individuals were asking and answering each other about the topics discussed, providing information about new vocabulary and how to pronounce them and exchanging opinions about good and correct grammatical arrangements in voicing their opinions on the platform's mentimeter page in the question section and providing responses. The results of the observation description were analyzed and it was found that there were 3 groups of students who presented the results of their discussions with the group related to the topic of the film "harry potter" uploaded in the old Mentimeter. The results of the discussion were also carried out by 16 students as an effort to increase pronunciation of language through vocabulary and idioms that were just encountered, there were 6 students who asked researchers directly related to writing or writing about student reviews related to topics.

At the end, all students follow the fields and give their answers to essay choices in the word cloud and multiple choices through the platform's mentimeter page. In addition, students enthusiastically participate in giving opinions on the learning that has been given. Overall students actively participate during English learning through the mentimeter platform so that it can be concluded that the mentimeter application has its own features and uniqueness that can involve students in carrying out a series of activities that can improve English language skills in various indicators and skills they found. Based on the results of the questionnaire analysis, it was found that the English language skills of Pohuwato University English Education students have improved on the indicators of speaking, vocabulary, writing or simple writing and their English pronunciation has been improved. The positive statement on questionnaire number 2, namely "learning English through Mentimeter can improve my vocabulary mastery" which was responded by students with a choice of "agree" as much as 6 and "strongly agree" was chosen by 10 students. These results show that all of students who had experienced of English enhancement in vocabulary skills in English language learning through the mentimeter platform. Furthermore, the statement of "My speaking ability improved through

Mentimeter learning" was responded with 15 students who chose "agree" and 1 person with the choice of "strongly agree". The same response was also found in the statement on the questionnaire "I was able to pronounce the correct "pronunciation" through a learning video from the mentimeter" which was selected by 15 respondents with the choice of "agree" and there was 1 student who chose "strongly agree". This proves that pronunciation and speaking skills simultaneously improved because during the learning practice, they found that many things still need to be prepared. The other improvement shown from the practice of vocabulary, pronunciation and direct speaking skills through native speakers listed on the mentimeter link shared by the lecturer. This was done in order that they could pay attention to the pronunciation directly and also the increasing of vocabulary and idioms they practice face to face and take in turns. On the writing ability responded through the statement "Learning through mentimeters does not help me understand simple English sentence writing". The statement was not approved by giving the "disagree" option of 15 learners and there was only 1 respondent who chose the "agree" option. With high activity and enthusiasm, students can follow the learning process as enthusiastically and be directly involved to participate in giving opinions, responding to questions and discussing problems they found using English then the students will be better prepared when starting to speak and respond to simple meanings in speaking and writing

Learners' Perspectives on English Language Learning Through the Mentimeter Platform

Learners' Perspectives on English Language Learning Through the Mentimeter Platform are contained in the description of the analysis through the processing of questionnaire and interview data by providing items of statements and questions related to indicators of English proficiency in terms of improvements in vocabulary, speaking, grammar, writing and their activeness during learning. They responded that the learning can improve students' English skills, especially in the fields of vocabulary, pronunciation, speaking and writing skills in English. Almost of all students provided responses and answers to the importance of using IT-based learning so that students take part in discussions, questions and answers, writing English sentences in a structured manner to the page prepared by the lecturer through mentimeter platform (Wong & Yunus, 2020:115-117) and voicing their ideas on target through a selection of features displayed by the presenter.

[11]. The same response was found in Andriani's research (Andriani & Pratama, 2020: 187) [16] that mentimeter and conversational training are intensely assisted by strategies adapted to the abilities of learners will help them in improving speaking and at the same time being able to practice reading skills (Samad & Paris. 2021: 186)[17], able to devise speaking strategies (Samad & Kafryawan, 2021: 54-55) [18] and more easily understand what they are learning. the English improvement requires training and assistance through technology so that the knowledge they get is not just mastering one field but all the indicators of English involved in it.

Conclusion

Based on the results of the descriptive analysis of the research that has been done, it can be concluded that the English skills of students majoring in English Education at Pohuwato University at the second and fourth semester students have increased in indicators: vocabulary, speaking, writing, listening and pronunciation. It is marked with: The results of the observational analysis describe the involvement of students in expressing opinions, asking to the lecturer and friends, practicing idiom vocabulary and speaking face to face and take in turns, collaborating in discussion groups and filling out quizzes on the Mentimeter platform feature page that has been prepared by the lecturer. The results of the questionnaire and interview showed the response of students who compactly agreed that English language skills improved during the learning process through the mentimeter platform application. Students' perspectives related to English learning through the mentimeter application have a big impact on improving English, especially in speaking and vocabulary and can encourage them to take part in learning so that learning integrated with technology becomes very much needed to be carried out on sustainably learning.

References

- [1] R. Ariani, "Analisis Landasan Ilmu Pengetahuan dan Teknologi Pendidikan dalam Pengembangan Multimedia Interaktif," *J. Penelit. Pembelajaran Fis.*, vol. 5, no. 2, pp. 155-162, 2019.
- [2] dan E. M. Prawidya Destariantoi), I Gede Wiryawan2), "DISEMINASI PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS MULTIMEDIA INTERAKTIF PADA MASA PANDEMI DI SMP NEGERI 2 ARJASA Jurusan Teknologi Informasi , Politeknik Negeri Jember , Jalan Mastrip PO BOX 164 , Jember , 68101 PENDAHULUAN Kondisi pandemi telah menguba," vol. 7, no. 3, pp. 318-325, 2021.
- [3] A. Wood, "Utilizing technology-enhanced learning in geography: testing student response systems in large lectures," *J. Geogr. High. Educ.*, vol. 44, no. 1, pp. 160-170, 2020, doi: 10.1080/03098265.2019.1697653.
- [4] S. W. Lestari, "Selvy Windy Lestari 1503618034 Kendala Pelaksanaan Pembelajaran Jarak Jauh (PJJ) Dalam Masa Pandemi," *Kendala Pelaks. Pembelajaran Jarak Jauh Dalam Masa Pandemi Ditinjau Dari Media Pembelajaran*, vol. 19, no. Bab 17, pp. 1-7, 2020, [Online]. Available: https://www.academia.edu/download/63086906/Selvy_Windy_Lestari_1503618034_Kendala_Pelaksanaan_Pembelajaran_Jarak_Jauh_PJJ_Dalam_Masa_Pandemi20200425-25955-ktmda8.pdf.
- [5] X. Lin and C. Lin, "Communication Theories Applied in Mentimeter to Improve Educational Communication and Teaching Effectiveness," vol. 416, no. Iccese, pp. 870-875, 2020, doi: 10.2991/assehr.k.200316.191.
- [6] S. U. S. Supardi, L. Leonard, H. Suhendri, and R. Rismurdiyati, "Pengaruh Media Pembelajaran dan Minat Belajar Terhadap Hasil Belajar Fisika," *Form. J. Ilm. Pendidik. MIPA*, vol. 2, no. 1, pp. 71-81, 2015, doi: 10.30998/formatif.v2i1.86.
- [7] A. B. P. Sari, "the Impacts of Mentimeter-Based Activities on Efl Students' Engagement in Indonesia," *LLT J. A J. Lang. Lang. Teach.*, vol. 24, no. 1, pp. 249-260,

2021, doi: 10.24071/llt.v24i1.3025.

- [8] D. R. Zulfa and N. Huda, "Efektivitas Media Mentimeter Pada Pemahaman Materi Bahasa Arab Era Pandemi Covid-19," *Alibbaa' J. Pendidik. Bhs. Arab*, vol. 2, no. 1, pp. 24-39, 2021, doi: 10.19105/alb.v2i1.4142.
- [9] R. S. Tiara Dewi, Muhammad Amir Masruhim, *Media pembelajaran untuk generasi milenial*, vol. 000, no. April. 2021.
- [10] K. S. A. Vallely and P. Gibson, "Engaging students on their devices with Mentimeter," *Compass J. Learn. Teach.*, vol. 11, no. 2, 2018, doi: 10.21100/compass.v11i2.843.
- [11] P. M. Wong and M. M. Yunus, "Enhancing writing vocabulary using mentimeter," *Int. J. Learn. Teach. Educ. Res.*, vol. 19, no. 3, pp. 106-122, 2020, doi: 10.26803/ijlter.19.3.7.
- [12] A. Astrid, "Pembelajaran Tata Bahasa Inggris Secara Komunikatif Dengan Penyajian Induktif Dan Pengintegrasian Keterampilan Berbahasa: Studi Kasus Di Kelas Bahasa Inggris I Di Iain Raden Fatah Palembang," *Ta'dibJournal Islam. Educ. (Jurnal Pendidik. Islam.*, vol. 16, no. 02, pp. 175-208, 2011, doi: 10.19109/tjie.v16i02.60.
- [13] R. Popping, "Analyzing Open-ended Questions by Means of Text Analysis Procedures," *BMS Bull. Sociol. Methodol. Bull. Methodol. Sociol.*, vol. 128, no. 1, pp. 23-39, 2015, doi: 10.1177/0759106315597389.
- [14] G. Neff *et al.*, "Feminist Action Research in Cybersecurity Reconfigure Network," [Online]. Available: <https://www.oii.ox.ac.uk/reconfigure-report-2020>.
- [15] D. S. Program, *University of Belgrade Faculty of Organizational Sciences XVII INTERNATIONAL SYMPOSIUM 2020*. 2020.
- [16] V. S. Andrini and H. Pratama, "Implementasi Quiz Interaktif dengan Software Mentimeter dalam Meningkatkan Hasil Belajar," *Mimb. Ilmu*, vol. 26, no. 2, p. 287, 2021, doi: 10.23887/mi.v26i2.36923.
- [17] P. "Using F. to I. S. V. M. in S. H. A.-Q. P. . L. J. of L. and E. T. S. 2. . (2021): 64-72. Samad,

"STRATEGIES IN LEARNING SPEAKING SKILLS USED BY THE ADULT EFL STUDENTS."

- [18] P. Samad and N. Paris, "The EFL Learners' Listening Comprehension Through Western Song and The Strategies for Improvement," *DIAJAR J. Pendidik. dan Pembelajaran*, vol. 1, no. 2, pp. 185-189, 2022, doi: 10.54259/diajar.v1i2.718.

Author Profile

The author was born in Parepare on April 27, 1989. The author is a lecturer at the English Language Education Study Program at Pohuwato University, Gorontalo Province. The author completed her graduate program in the Department of English Language Education at the State Islamic Institute (IAIN) Parepare and completed her studies in 2012 and continued her master's degree in the Department of English Language Education at the University of Muhammadiyah Parepare (UMPAR) and finished in 2017. The author pursues the field of writing book chapters with the theme "technology-based learning media" and "grammar" and has published her book with the title "English for College Students". The author also carries out the implementation of other service and research education through scientific publications and carries out services related to training on the development of learning media in schools and other educational institutions in the Pohuwato area of Gorontalo Province.