

**THE USE OF MENTIMETER AS A MEDIUM OF
DISCUSSION IN EFL CLASSROOM: STUDENTS' AND
TEACHERS' PERSPECTIVES**

SKRIPSI



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Presented as a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

by

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the parts of work of other people, except those cited in the quotations and the references.

Tarakan, 27 May 2021

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ABSTRACT

Jackly, L. (2021). The use of Mentimeter as a medium of discussion in EFL classroom: Students' and teachers' perspectives (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This study was conducted to investigate the extent of the use of Mentimeter in a classroom discussion and to examine the perspectives of the teachers and the students towards Mentimeter as discussion media. A qualitative method was applied in collecting the data from the participants. In order to answer the research questions, two lecturers and three students were interviewed regarding the extent of the use of Mentimeter and their perspective about Mentimeter as discussion media. The findings from the interview results show that Mentimeter is a versatile and simple app that could be utilized to support the learning activity. Related to the extent of the use of Mentimeter, mostly, it is used as elicitation activity, brainstorming, and for clarifying things during a lesson. Furthermore, related to the perspectives, the students acknowledge that the anonymity provided by Mentimeter makes them feel safer to participate in class discussion. Moreover, from the teachers' perspectives, Mentimeter is really easy-to-use and provides many features so they could save more time and have more options for others activities that they would apply in their class. In addition, this study could become a reference for the teachers in using and implementing Mentimeter in the classroom.

Keywords: Mentimeter, discussion media, interactive discussion

INTISARI

Jackly, L. (2021). The use of Mentimeter as a medium of discussion in EFL classroom: Students' and teachers' perspectives (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Penelitian ini dilakukan untuk mengetahui sejauh mana penggunaan Mentimeter dalam diskusi kelas dan untuk melihat perspektif guru dan siswa terhadap Mentimeter sebagai media diskusi. Metode kualitatif diterapkan untuk mengumpulkan data dari para partisipan. Untuk menjawab pertanyaan pada penelitian ini, dua dosen dan tiga mahasiswa telah diwawancarai mengenai sejauh mana Mentimeter digunakan dan pandangan mereka terkait Mentimeter sebagai media diskusi. Temuan dari hasil wawancara menunjukkan bahwa Mentimeter merupakan aplikasi yang serba guna dan sederhana yang dapat digunakan untuk mendukung aktivitas belajar. Terkait seberapa jauh Mentimeter digunakan, sebagian besar, Mentimeter digunakan untuk kegiatan elisitasi, brainstorming, dan untuk mengklarifikasi hal-hal di tengah pelajaran. Lebih lanjut, terkait dengan perspektif, para siswa mengakui bahwa anonimitas yang diberikan oleh Mentimeter membuat mereka merasa lebih aman untuk berpartisipasi dalam diskusi kelas. Selain itu, dari sudut pandang guru, Mentimeter sangat mudah digunakan dan tersedia banyak fitur, sehingga para guru dapat menghemat lebih banyak waktu dan memiliki lebih banyak pilihan untuk aktivitas yang akan mereka terapkan di kelas mereka. Selain itu, penelitian ini dapat menjadi acuan bagi para guru dalam menggunakan dan mengimplementasikan Mentimeter di kelas.

Kata kunci: *Mentimeter, media diskusi, diskusi interaktif*

CHAPTER I

INTRODUCTION

This chapter consists of four parts, i.e., research background, research questions, research objectives, and research benefits.

1. Research Background

Discussion is an activity that need an active contribution from the students, where the activity should be interactive. Ideally in a discussion, the students need to think or brainstorm with their friends in order to respond to the topic or the question that being discussed (Chi, 2009). Yet, in reality, some teachers still become the centre of the class, which makes the students mostly only pay attention to the teacher rather than thinking or giving their opinion in the class discussion (Gauci et al., 2009). However, in this era of technology, where most of the learners are already accustomed to the online environment, an online discussion could be one of the solutions to engage and encourage the students' participation in the discussion (Qamar et al., 2019; Suadi, 2021). As mentioned by Qamar et al. (2019), most of the learners nowadays already have smartphones in their hands. Therefore, online discussion could be utilized to enhance the smartphone potential.

One of the online discussion platforms that could be utilized is Mentimeter. According to Crump and Sparks (2018), Mentimeter could encourage students to join the discussion by giving their opinions in open-ended questions, having direct feedback, and even the students could anonymously expressing their ideas. Moreover, Mentimeter could also be accessed by the students through their mobile devices where it would save more time and more effective in the learning process itself (Little, 2016). Focussing on the utilization of Mentimeter as discussion media, Vallely and Gibson (2018) mentioned that Mentimeter could make the discussion become more effective and active since all of the students could write their questions or opinions simultaneously. So, it will make the discussion activity runs effectively.

There are some previous studies about Mentimeter in Indonesia context. First, a qualitative study at junior high school level that conducted by Musliha and Purnawarman (2020) where they research on how Mentimeter could be used to gain students responses in formative assessment. They found that Mentimeter could help the teachers to engage the students to response on the assessment. However, the teachers and the students still need practice in utilizing the technology or online media like Mentimeter since they rarely use them. The limitation of technology devices and internet connection at that school become the main factors of it. Another study was conducted at university level by Puspa and Imamyartha (2019) where they use questionnaire to research on the students experiences during the used of Mentimeter. They found that the students were enjoyed in using Mentimeter and most of them agree to have it in the next learning activities. However, the students were suggested to improve the internet connection for better experience in using Mentimeter. In addition, Sirajudin and Hasan (2020) were conducted their experimental study at university level where they researching on the impact of Mentimeter towards the students' communication skills. They found that Mentimeter is quite effective in encouraging the students to give their voice. However, the researchers suggested to give an introduction about the technology media to the students before implementing it.

In Indonesia, English still considered as foreign language (EFL) where in an English language class, this can be an issue or obstacle during the learning and discussion. Related to the nature of EFL learners, Ya-ni (2007) stated that most EFL learners have difficulties communicating their thinking, caused mainly by their low proficiency in English. In Indonesia especially, a study conducted by Harunasari and Halim (2019) stated that most EFL learners have anxiety in conveying their ideas in front of their friends. However, as mentioned by Vallely and Gibson (2018), Mentimeter could be utilized to encourage the learners to express their ideas in written form so EFL learners could write their ideas first in the Mentimeter discussion. Moreover, it could also help the EFL learners who have anxiety in expressing their ideas to become more engaged to participate in the discussion.

Considering the previous studies on Mentimeter, this paper will be focusing to research on the potential of Mentimeter to engage the students in a discussion. The researcher will be conducting the research at a university with sufficient technology devices and internet facilities. Moreover, the participants context will be from the English Language Education Department since the lecturers and the students already accustomed with technology and learning media. The consideration to have the context of the participants is to avoid the limitation that found on the previous studies such as lack of technology devices or the participants that unfamiliar with technology where Mentimeter cannot be used to its full potential. Moreover, since most of the studies at university level were using quantitative, this paper will be using qualitative design to explore the research questions so later the researcher will be able to gain deeper information related to the research questions.

However, during the pandemic Covid-19 situation, all activities become online including learning activity. This sudden change was made the teachers and the students should meet in online environment where they need to familiarize with all online media that they will use in the learning activity. However, this online learning is generating new issues due to the limitation that face by the teachers and students (Agustina, 2021; Suadi, 2021). The study that conducted by (Suadi, 2021) found that the students reported so many issues regarding to the online learning. They reported about the limitation on their devices where they cannot use more than two synchronous apps in their smartphones. This issue occurs due to the low-quality smartphome and low speed or insufficient internet bandwidth. Another study that conducted by (Agustina, 2021) also found similar findings where online learning is difficult. They found that the parents of the students reported that they need to spend more money since online learning demand higher cost for the internet data and the device. Related to those issues that occurred during online learning, this paper will become a guide or reference for the teacher in choosing and implementing the right online media to decrease the burden on the parents and the students.

2. Research Questions

Regarding the rationale of the research stated above, this research addresses the following questions.

- a. To what extent do teachers use Mentimeter as discussion media in the classroom?
- b. What are the students' and teachers' perspectives on the use of Mentimeter as discussion media?

3. Research Objectives

The objective of this research is to examine the students' and teachers' perspectives on the use of Mentimeter as discussion media. By conducting this research, the research intends to:

- a. Find the extent of the use of Mentimeter as discussion media in the classroom.
- b. Examine the students' and teachers' perspectives on the use of Mentimeter as discussion media.

4. Research Benefits

This research is meant to give a contribution to teachers, students, and also researchers from its findings.

a. Teachers

This study will give the teachers insight into a technology media that could be utilized in a classroom discussion, especially in an EFL context, so that the teachers could gain more participation in the discussion. The teachers could also gain information from the findings of this study about the effectiveness of Mentimeter in encouraging the passive students to give their responses. Moreover, the teachers could take some notes about the examples of activities that they could implement in their class from the findings.

b. Students

From this study, the students could gain awareness about the intention of the use of Mentimeter by their teacher. Moreover, by recognizing the intention, the students could be more encouraged to participate and support the teachers in making the discussion become more coordinated. Furthermore,

through the findings of this study, the students could also take a reference about negative perspectives towards Mentimeter that actually have a more positive impact on the students.

c. Researchers

In regards to the Indonesian context, there are only a few studies about the utilization of Mentimeter in the classroom. Moreover, most of the studies were using a quantitative method. Through this study, the researchers could gain a reference about the effect of the implementation of Mentimeter in the classroom precisely at the university level. Furthermore, the researchers could conduct a qualitative method to research the Mentimeter in another level more profound.

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CHAPTER V

CONCLUSION

Some points would be highlighted in this chapter, such as summary, implications and contributions, limitations, and future studies.

1. Summary

In this study, there were two main aims were investigated related to the utilization of Mentimeter in the classroom activity. The first aim was to focus on the extent of the use of Mentimeter, and the others aimed to investigate the perspective of the teachers and the students regarding the implementation of Mentimeter. Due to these purposes, the data collection was done by interviewing two lecturers and three students. Based on the interview data and through the coding process, there were six themes found and had been elaborated regarding the aims of this study.

In relation to research question 1, based on the results of the interview, it could be concluded that mostly Mentimeter being utilized to support the learning and discussion activity where it provides various features where the teachers could utilize them for any kind of learning activities. Moreover, Mentimeter also is used as an opener to give a positive mood to the students so they could feel engaged in the lesson. The teachers could also use Mentimeter to push the students to ask or clarify things in the middle of the lesson. Besides that, Mentimeter could also be utilized to assess the students' comprehension or as a practice.

Finally, from the interview results to investigate the teachers' and students' perspectives, a conclusion could be drawn that Mentimeter is a versatile app. First, it almost helps the teacher in every aspect of teaching, such as providing interactive activity, opening a lesson, lecturing, assessing, and discussing. Moreover, in the implementation, Mentimeter is an efficient and easy-to-use app, especially for the teachers. Mentimeter gives an ease for the teachers to give a positive impression at the beginning of the lesson and have the students

actively participate in a discussion. Furthermore, from the students' perspective, by having a discussion through Mentimeter, the students feel more comfortable giving responses or opinions since they just need to type their answers.

2. Implications and contributions

In regards to the findings of this research, there are some implications that can be beneficial for the education field. From the result, both of the lecturers and the students share a similar opinion about the extent of the use of Mentimeter in the class and their perspectives towards Mentimeter. However, in the perspective, there is an opposing opinion between the students and the lecturers primarily related to showing the students' responses on the screen. From these findings, the teachers would gain references about the activities, the approaches, and the appropriate time of implementation when they decide to use Mentimeter in their class. Moreover, the teachers could also take a note regarding the opposing opinions from the students to have a win-win solution in implementing Mentimeter for a discussion. The students could also gather an insight regarding the intention of their teachers in using Mentimeter. As they recognize the intention, this will increase their awareness and may encourage them to participate actively in the discussion in order to support the teachers.

In addition, this study contributes to enriching the literature in the education field regarding the utilization of Mentimeter, specifically at the university level in the Indonesian context. Moreover, this research would add qualitative data reference about Mentimeter so any researchers interested in investigating Mentimeter could take this research as a reference in doing their future study. Finally, as this research was conducted in qualitative method, it would give a piece of in-depth information in regard to the extent of the utilization of Mentimeter and the participants' perspectives towards the Mentimeter.

3. Limitations

There are some limitations that are still found in this study and could be used as a consideration for future studies. Since this study only investigates the use of one app that is Mentimeter, there was no comparison of Mentimeter with other apps that can be used as a reference about which apps that appropriate for a specific activity. Besides that, the findings of this study may not appropriate with another context in the same fields since this study was used a qualitative method to collect the data, so it could not be generalized. Moreover, this study also did not use any observation due to the distance learning obligation, and because of that, Mentimeter becomes rarely used in the class due to bandwidth and device limitation. Another reason is that the data from the online class observation will be insufficient since the researcher cannot see the whole atmosphere, such as the expressions, the impressions, and also the reaction when Mentimeter be used in the offline class.

4. Future studies

Furthermore, there are some suggestions based on the findings and limitations in this study that may valuable to be considered for future studies. First, in regard to the limitations, future studies may investigate on the comparison of Mentimeter with other apps in the same field. The future studies also may investigate on the other apps that might be more suitable for distance learning conditions. Moreover, since this study used the qualitative method where the data cannot be generalized, the future studies may use quantitative to investigate generalizable data, so the findings of the study could be used as a reference in many fields. Besides that, the future studies might investigate on a different level of participants to research the effect of Mentimeter in a different context. Finally, it is also possible for future studies to focus on investigating not only the perspectives but also the effect or impact of the app on the users.

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