

**EFL LEARNERS' PERCEPTION ON THE USE OF MENTIMETER
PLATFORM IN ENHANCING SPEAKING SKILLS
IN POHUWATO**

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Abstract

The education sector in particular of technology learning brings benefits in a number of ways. An up-to-date learning has become the norm for teaching and learning in digital era. Both teachers and students are given a challenge to fully support the success of the integrated learning. When presenting educational resources to their students, teachers need to employ a greater degree of innovation meanwhile students are urged to engage in frequent study on their own as independent and effective learners. Therefore, the purpose of this study is to ascertain the EFL learner's perception on the use of Mentimeter platform and to figure out the advantages of using Mentimeter Platform in enhancing speaking skills performance. The qualitative descriptive approach has been chosen as the method of this study. The data were obtained from interview and questionnaire. The findings showed that there were some perceptions about using Mentimeter Platform in enhancing the EFL learners' speaking skills. Mostly students in definitely thought that the implementation of Mentimeter platform could enhance their speaking competence and surprisingly it also greatly benefited to their advance speaking and translating abilities.

Keywords: EFL Learners, Perception, Mentimeter Platform, Speaking Skills.

INTRODUCTION

Academics, including lecturers, other stakeholders, and students, must pay particular and significant attention to the poor quality of English Language Education graduates. In the current digital era, lecturers play a far more important and applicable role in planning, compiling, and organizing learning activities in class than simply transmitting the information. According to Olimov (Olimov, 2022), some of its functions included those of a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor. Additionally, lecturers are fundamental for students' performance at university students. To prevent the inactivity of students in the classroom, lecturers, teachers and educators are required to carry out updates in learning by attending various trainings, self-development and the most important and often used is to master the use of technology in accordance with the learning material provided.

Learning innovations and the usage of technology have advanced in today's digital era to improve education, to create a dynamic, memorable, and enjoyable learning environment, educators must be able to integrate media and learning technologies (Shaw, 2022) in various strategies and methods of teaching and learning. Technology-enhanced interactive learning is used to enhance student communication and can make it simpler for students to comprehend the information by using digital platforms. This is consistent with Solano's assertion that engaging instruction of technology learning will boost students' motivation and interest in their studies of higher education (Cabrera-Solano et al., 2023). Its impacts of using ICT tools to the learning of EFL learners comfortable in learning and enthusiastic of giving feedback were visible in learning.

One of the technology-based interactive learning models that can be used effectively and efficiently is the Mentimeter platform. Learners can quickly submit answers, summarize knowledge, and express their thoughts through the use of videos, audio, visuals, and graphics provided by teachers on the Mentimeter platform (Samad & Munir, 2022). The Mentimeter platform also has advantages and charms all its own because it offers a variety of visuals and percentage presentations that grab attention, inspire confidence, and enhance student learning results. This is consistent with Supardi's (Supardi et al., 2015) assertion that educational media has a significant impact on students' learning activities since it can boost students' attention, participation, and propensity to continuously learn new material.

Mentimeter is proven from several research results that have a positive impact on the development of knowledge and English skills of students at universities. Not only can there be an increase in student activity but also bring changes to English skills such as improved speaking and grammar. Students easily use the platform to discuss, question and answer and share ideas in one shot using the Mentimeter platform. This is in line with Kathrine Valley (Valley & Gibson, 2018), Mentimeter has three ways to engage students. First, even when using technology for the first time, students can express their thoughts and adapt their learning to suit their requirements by "gauging opinion" or in this example, by speaking out. Second, "engaging discussion," in which diverse discussions are conducted with students. Thirdly, "voicing concerns," in which students can share thoughts and raise questions about the subject matter.

Mentimeter is one of the online web tools that may be used to improve speaking and writing abilities. In addition to this direct practice, students can respond rapidly and participate more actively in their learning by asking questions and voicing their thoughts (17). The Mentimeter platform is also simple to use, according to Puspa and Imamyartha (2019), who also found that it makes it easier for students to communicate their responses and answers to questions in Mentimeter (Puspa & Imamyartha, 2019). Even students with shyness are encouraged to engage in dialogue and course when using Mentimeter.

Recently, Nuraini and Hasan (Sirajudin & Hasan, 2020) used Mentimeter to do study on the evolution of English communication. Students in Khairun University's biology education studies program served as the research subjects. Researchers discovered that the mentimeter platform can foster effective communication with students and lecturers using the quasi-experimental technique. He also mentioned Mentimeter, an interactive tool that may be used to foster better communication and interaction among students. In order to enhance students' communication abilities, Bunawi, et al undertook classroom action research (CAR) with the same goal (Wahid et al., 2020). The findings of data analysis using quantitative descriptive methods indicate that student learning outcomes and communication abilities have improved. This is evident from the variation in each cycle I, II,III.

The Mentimeter platform has been used to increase student engagement, English language proficiency, and utilization in prior research. In order to determine the effectiveness of student participation after learning using Mentimeter, She (Sari, 2021) employed Mentimeter learning in findings of this study demonstrate that using Mentimeter to teach English can motivate students to participate in activities like discussions and opinion-sharing. The percentage results indicate that between 82% and 91% of the classifications for student learning outcomes are above average. The English Language Education Study Program at Pohuwato University has used technology-based interactive learning to improve vocabulary and command of fundamental grammar.

Students have consistently used the Mentimeter Platform to actively apply learning methodologies in the classroom through discussions, questions and answers, and percentages of English material. Further training and development are required to enhance speaking skills competency because earlier progress in the usage of Mentimeter material through the platform was only subject to enhance EFL learners' vocabulary and

fundamental grammar. Students can use a variety of elements in Mentimeter related to the improvement of speaking, such as the option of providing an opinion that will display in different colours to make students' appearances and thoughts look more interesting which can be used as a topic of debate in class. The creation of empowering vocabularies by lecturers, along with the use of reading to assist lessons and the teaching of vocabulary, has helped students communicate their thoughts more quickly and clearly.

With the supporting of image and visual media that will be provided by lecturers through Mentimeter, it will help students not to feel embarrassed to speak confidently and can easily help them to continue to be motivated and pay attention to learning with various activities engaged in the learning process. EFL learners become fluency in speaking when one's proficiency in the English language, and this better expresses it and sounds slicker, more natural, and more impressive to listeners. Similarly, Luoma and Stockdale in Asratie (Asratie et al., 2023) defines fluency as the smoothness, rate, length, connection, and absence of excessive pauses in speech. Additionally, according to Stockdale, it takes place when a speaker employs the fewest number of silent pauses, filled pauses, self-corrections, false starts, and hesitations while speaking a foreign language like a native speaker.

The crucial point of English skills that is mostly required to be mastered is speaking. It can cover the learners comprehend in understanding the other component of English such as vocabularies, reading and grammar in use. Although Pohuwato University's English students frequently use learning technology, this is not intended to help them become more fluent in the language; rather, it is intended to increase the engagement and efficacy in performing activities in classroom. As a result, teaching them to talk fast takes a lot of time to bring a big impact on how well their English skills expand. Therefore, they need technological learning that not only focuses on speaking development but can help them improve more complex vocabulary such as idioms comprehension, improved pronunciation and have better reading comprehension. Speaking itself requires many things that must be mastered, in addition to the field of competence skills, speaking also requires mastering strategies to help students use ways that are suitable for them to use before and after interacting using speaking. This also has an impact when students pursue it during the learning process. What students most often use when speaking English is to reduce the fear of starting a discussion and help them

construct sentences that they will express. It is in line with the students' results who has applied their strategy through taking notes, monitoring, memorizing words and practicing discussion (Samad & Kafryawan, 2021) .

Students still require further instruction and practice in order to develop their command of the English language, and speaking skills comprehending that their activities of practicing speaking are rarely improved in outside of the classroom. Some of students difficult to arrange several sentences to be spoken or answering their friends' question when trying to discuss the topic so that shame and fear continue to prevent them from expressing, expressing opinions and expressing ideas. To this end, this study intended to explore the students' perception in speaking improvement toward the utilizing of integrated media learning using Mentimeter platform. The author has had her point of view of enhancing the EFL learners' mastery speaking through this research at the fourth semester of English department of Pohuwato University.

METHODS

In order to learn more about and comprehend a phenomenon that the subject population encounters, this research uses a descriptive qualitative (Zain, 2013) phenomenological technique. The population of this study consists of 35 students enrolled in the English Language Education Study Program at Pohuwato University's Faculty of Teacher Training and Education (FKIP). Purposive Sampling is the example methodology selected because the topic is specifically focused on the challenge of studying English. These samples taken from the second and the fourth semester students. A questionnaire that will be distributed via Mentimeter platform and English interviews regarding improvement and experience learning using Mentimeter is the study's instrument. Additionally, the Mentimeter platform is used to collect qualitative data from student replies including opinions, ideas, and conversations with their tools of their phones which will be needed to respond the question and opinion or discussion topic from the platform.

FINDINGS

The result of Mentimeter Platform contains a summary of the analysis carried out through the processing of questionnaire and interview data. Nearly all of the students

responded and answered questions about the value of using IT-based learning to enable participation in discussions, questions, and answers, as well as writing structured English sentences on the page that the lecturer had prepared using the Mentimeter platform using media visual and video learning linked to the presentation and of the platform. The students' responses during the interview session that indicated the effects of using the Mentimeter platform demonstrated the benefits of using it which revealed the impacts that improved the students' self-confidence, curiosity to respond their friends and creating ideas in answering and giving opinion made them easier to do the activities of learning speaking. This demonstrates that using Mentimeter platform as thecnology learning tool has improved students' English skills, particularly in learning speaking in advance level. Additionally, students in second and fourth semester reported that the learning process gave them a sense of self-worth and that it was something new for them, which motivated and challenged them to take their English studies more seriously and responsibly. According to the students' responses to the data description, learning speaking through Mentimeter platform had improved their ways of explaining ideas in discussing, they found the learning to be interesting and fun, they enjoyed the movie given from the link of the Mentimeter even though some of them struggled at first to understand the meaning and learn the words because it was their first time learning speaking with fast respond through movies, and they all agreed that learning several advance words and idioms that they thought it is crucial to be improved. There were one to three students who disagreed with the questionnaire's statements on learning speaking in advance material but overall, they were making an attempt to learn the subject.

DISCUSSION

The implementation of Mentimeter platform based on the learning mechanism used in this study showed from the learners' effort brought a great deal of interest in the process of utilizing the technology learning. The main thing that makes them feel challenged and comfortable is the availability of the various features and movies displayed in Mentimeter so as to make them more quickly understand and they were able to carry out the next steps they will do, and some of them used resources like vocabulary cards and online dictionaries to help them understand the meaning of the native speaker (Samad & Paris, 2022) (Samad, 2021). In addition, they were polled to determine how

much the features, online cards, native speakers' presentation contributed to the improvement of their English language skills of speaking, and they provided a variety of responses. The result was supported by the student's response when being asked about the movie stated about the learners' enjoyed learning in Mentimeter by trying to understand the meaning of the film and recording the whole series of advance words they found in the movie footage presented through the YouTube linked to the Mentimeter by their lecturer, even though the language used sounded foreign because it used a different accent. As a result, most of them who were being interviewed at the same time stated that they needed to use advance learning of speaking in order to develop and improve their pronunciation, idioms, vocabularies, and English language skills. Therefore, they struggled to overcome the difficulty that came up from their speaking troubles during the lesson.

As the answer of the second statement of research, the author provided the questionnaire statements to seek some information about their perception during the learning process. The data found that according to the 35 students' responses, 80% of the learning was classified as strongly agreeable in the first statement. They are quite enthused about the use of Mentimeter. Although one student disagreed with the choice, the majority of students responded that the use of Mentimeter during the learning process engages their activity and their entire attention given to the process of the lesson. The students' opinions of the numerous features, advanced vocabulary, idioms, and movies discovered on that platform were solicited in the second item of the questionnaire, and there were 27 students who agreed or categorized in 77.15% agreement rate, and 5 learners who score categorized in 14.28% agreement rate. The research shows that the numerous skills acquired through the platform improve the learners' experience. There were three students who disagreed, stating that they disliked the movie's various accents and native speaker, which resulted in an accuracy rate of 8.57%.

The third question on the questionnaire asked the students' thought on the advanced speaking displayed shown from the native speakers' spoken during the lessons. The data reveals that 20 students made the strongest selections in the Strongly Agree category, scoring 57.14 percent, and 42,86 percent in the classification of Agree. There were no students who made a Strongly Disagree selection, and the data also reveals that every student agreed that they had improved their speaking skills. The data shows that all

of the students realized that the utilizing the Mentimeter platform increased their speaking activities, ways of asking and delivering answers, engaging in interactive learning (Sirajudin & Hasan, 2020), and having class debates both with and without the instructions from the platform. Mostly statement that has been stated included in the learners' thought and their perception through the platform and as shown from the fourth and fifth statement that asked the EFL learners about their opinions on how necessary, enjoyable, and beneficial learning speaking for improving their English language proficiency. The data demonstrated that all of the students responded in the strongly agree classification of the table, classification or in this case, 100% of the students' responses that learning agreed of the importance of learning speaking and strongly agree mixed with agree classification were provided by the students without choosing the disagree or strongly disagree options on the fifth statement of the questionnaire.

The sixth statement from the questionnaire, which asked about the students' thoughts on learning the topic using Mentimeter becoming useful ways to expand speaking mastery, was the following item that became a choice. The responses had a variety of options, and the data shows that three students (8.59%) chose strongly agree, and the strongest choice was agreed about the statement with 85.71% percentage or 30 students agreeing to the statement, and one student disagreed and one student strongly disagreed. The last item that choice was the last statement from the questionnaire which was asking about the students' perception on the use of Mentimeter bring positive impact and advantages to their further English proficiency in reading, grammar and translating. Mostly answered in agreed and strongly agree classification were chosen as their feedback. There were 25 or in 71.43 percentage showed from strongly agree frequency and 10 students agreed about the statement or 28.57% students found it that they had learned and improve many things during the subject.

The data collected indicated that by utilizing Mentimeter students can expand their speaking skills to be practiced in everyday activities, and they were ready to follow the speaking class by using complete English and participating in the argument to develop their speaking skills. Even though students encounter new problems with complex languages and dialects, they have questionnaire responses with the majority of choices in agree and highly agree on classification. The researcher author concludes that students

require learning in further implementation because students require and believe that studying integrated technology is critical to improving their speaking proficiency.

CONCLUSION

The EFL learners of UNIPO English Departement of the second and fourth semester believed that the implementation of the Mentimeter platform can be successful in assisting them to master speaking because the process of the learning was enjoyable and experiencing a new language with varied accents and experiences with more beneficial. Learning the subject through Mentimeter platform will increase the students' interest in learning new idioms and motivate them to learn the meaning and word expressions even if some of them still need more time to understand the meaning of the native speaker because the parts of her spoken consist of more than two or three words and they have to note them on their book to help master the vocabularies and idioms they discovered from the movie in order to help them to respond and give feedback on the feature and doing debate in the class discussion session. Students should pay attention on their English progress so that they will quickly master the speaking in advance level and they will able to understand English using different accents and diverse vocabulary and they are ready to face challenges no matter how difficult they find it to the English material subject.

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