Students' perceptions on the use of Mentimeter media in learning to write Descriptive Text

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ABSTRACT

Technology media use in teaching is needed to speed the transformation of knowledge to students. This research focuses on knowing the students' response to using Mentimeter as media in teaching writing descriptive text. This research used qualitative analysis studies with the case study approach. This research was conducted in SMP Islam Al Madinah Jombang. The variable observed in this study is students' perception of using Mentimeter learning media in learning English to write descriptions. The instrument used to collect the data is a close-ended questionnaire with 20 statements. Interactive data analysis models Miles and Huberman used to analyze the data; are data reduction, data presentation, and conclusion. The analysis shows that the Mentimeter media can help students in writing activities, especially descriptive text. It can be seen from the students' responses that Mentimeter has many features to comment on in writing, the students can get new knowledge from their friends' writing because all students can access it, and the students can practice writing descriptively based on the picture given. From the result of the questionnaire, most of the students agree with all the statements mentioned.

1. Introduction

Advances in technology and information have grown rapidly and affected various fields, one of which is the field of education. Various applications of information and communication technology are available and ready to be used and utilized optimally for purposes in the field of education. Information and communication technology is one of the important factors that enable the speed of transformation of knowledge for students. The development of educational technology is a challenge for teachers. Teachers must be ready to change the concept of thinking and follow the concept of

developments in educational technology. Teachers must be prepared to change conventional educational concepts into more modern ones.

Learning English requires learning media relevant to the demands of learning; students are required to understand English material with 4 aspects of expertise: listening, speaking, reading, and writing. The less relevant selection of media will lead to students not understanding the material. The use of interactive and technology-based media can be a solution to this problem. The teacher should be more observant in choosing interactive and technology-based learning media. One of the interactive and digital-based learning media is Mentimeter media.

According to X, Lin and C, Lin (2020), 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. In addition, Mentimeter is also used in memorable presentations, lectures, and innovative workshops. Mentimeter is a website-based application used to conduct survey activities in seminars or learning activities (Herlawati & Sari, 2021). Technology-based learning media requires adequate preparation regarding tools and support needs. To find out whether the media we use meets the needs of students is to know students' perceptions of using the media. The results of students' perceptions of media use can be used as evaluation material to improve the quality of learning media. One of the uses of the Mentimeter in learning is to make an online and fast questionnaire application to recognize student characters quickly. The expected results are quickly collected in the application to analyze and determine the follow-up to the selection of learning models, media, and strategies can be done quickly.

Another use of the multimeter is that it is used as a medium in learning when holding apperceptions or inducement questions during learning to activate students in learning. Active learning involving students can be supported by questions whose answers can be accessed by several students directly. This can be used when using discovery learning so that students can quickly determine a learning model that involves students in finding out student answers and concluding together directly.

Perception is an important human aspect that allows us to know and understand the world around us. The presence of students at school will not benefit from the information or subject matter conveyed by the teacher if there is no correct perception. This is because perception is a process that involves entering information into the human brain. (Desmita, 2009) Perception is the process of using existing knowledge to process and interpret stimuli the human sensory system receives. Perception concerns the relationship between humans and their environment and how they understand and interpret the stimuli in their environment using the knowledge they have (Desmita, 2009). The results of students' perceptions of what the teacher has done can be used as evaluation material for future improvement. The perceptions of students that will be described in this study are perceptions of the use of interactive and technology-based media, namely Mentimeter. The media is used in teaching writing descriptive text. Students are involved in using Mentimeter media via their respective mobile phones. Students can practice writing using a mobile phone sent to the meter media according to the teacher's instructions.

This research is supported by several previous studies that have been carried out, such as study by Chotimah and Cahyani (2022). This research uses a quasi-experimental design, with an experimental class with a learning treatment using a Mentimeter and a control class with a learning treatment using PowerPoint. The results of his research stated that Mentimeter can affect student learning outcomes in online learning. In addition, research conducted by Pratama (2021) aims to determine students' perceptions of using Mentimeter and Google Classroom learning media. Using quantitative design, the study results stated that students prefer Mentimeter media to Google form in listening learning; Mentimeter can help students and teachers be more interactive in the learning process. Finally, research conducted by Sari (2021) which this study aims is to determine how Mentimeter media affects English learning and students' engagement. The results of the study stated that using a Mentimeter positively impacted learning English and significantly impacted students' engagement in learning English.

From the background above, the researcher is interested in researching students' perceptions of using Mentimeter media in learning to write descriptive texts at SMP Islam Al Madinah. This research aims to know the students' perception after teaching by using Mentimeter as a medium.

2.   Method

This research is a type of descriptive research using qualitative analysis studies, where later, the collected data will be described descriptively. This research was conducted in a natural setting, meaning that the objects in this study developed as they were during the research process without researchers' intervention in setting up or structuring the research object (Sugiyono, 2010). The approach used in this research is the case study approach. Research with case studies in which researchers explore real life or specific cases by collecting detailed and in-depth data involving various sources of information and explaining and describing them. This case study collects information about specific objects and certain activities (Cresswel, 2015). This research was conducted in the SMP Islam Al Madinah in Petengan Tambakrejo RT/RW: 003/008 Jombang. SMP Islam Al Madinah is an educational unit under the auspices of the Al Madinah Social Education Foundation which has 3 formal education units: Al Madinah Kindergarten, Al Madinah Islamic Elementary School, and Al Madinah Islamic Middle School. The research was carried out for one week from 11-17 May 2023. The participants in this study were 18 students in class VIII in the second semester consisting of 13 female students and 5 male students.

The variable observed in this study is students' perception of using Mentimeter learning media in learning English to write descriptions. The description in question is writing a description of a person, animal, place, or object. The research instrument is a questionnaire. The type of questionnaire used is a closed questionnaire, with several choice questions the participants will answer. The questionnaire model used is the Linkert scale questionnaire model. Sugiyono (2010) states that the Likert scale measures one's attitudes, opinions, and perceptions of social phenomena. The Likert model scale in this study uses a rating range scale (Strongly Agree, Agree, Disagree, Strongly Disagree). The instrument in this study was in the form of 20 statements originating from 4 dimensions: internal, knowledge, benefits, and weaknesses, which are spread into 14 indicators, each of which has a description

of the statement. The instrument has also been tested for validity. Testing the validity of the questionnaire used the expert judgment technique. This validity is done by asking for expert opinion to assess the instrument that has been made and to decide whether the instrument can be used without repair or must be repaired again. Several points were deleted from the validity test; namely, as many as 25 statements were reduced to 20.

Data collection techniques are methods used by researchers to obtain valid data that supports the research process. Data was collected in natural conditions (natural setting) and using an instrument as a questionnaire. The questionnaire is a collection of statements that participants will fill out regarding using Mentimeter media. The questionnaire consists of 5 dimensions: internal, external, knowledge, benefits, and weaknesses. These five dimensions have 14 indicators used as the basis for compiling statements in a questionnaire of 20 statements.

The data analysis technique is the process of systematically collecting data to facilitate researchers in obtaining conclusions. According to Miles and Huberman (1992), the analysis consists of three activities that occur simultaneously: data reduction, data presentation, and conclusion. The three lines in more detail are as follows:

1. Data reduction

   Data reduction is defined as a selection process, focusing attention on simplifying, abstracting, and transforming raw data that emerges from written records in the field. Data reduction continues throughout the qualitative research-oriented project. At the data reduction stage, the researcher classified the results of filling in the questionnaire obtained from the respondents, who then recap the results of filling out the questionnaire. These results obtained differences in the contents of the questionnaire according to the Likert scale.

2. Data Presentation

   Miles & Huberman limit a presentation as structured information that allows concluding and taking action. They believe that better representations are a key means of valid qualitative analysis, including various types of matrices, graphs, networks and charts. Everything is designed to combine organized information in a unified form. Thus an analyzer can see what is going on and determine whether to draw the right conclusions or continue to conduct the analysis. In this study, the researcher presented the data in a pie chart, where the diagram shows the results of students' perceptions of each statement made. The results are presented in percentage form to be easily understood.

3. Conclusion

   Concluding is only part of one activity of the complete configuration. Conclusions were also verified during the research. The verification may be as brief as the reconsiderations that pass through the researcher's mind while writing. In short, the meanings that emerge from other data must be tested for their validity and suitability, that is, their validity. The conclusion only occurs during the data collection process but needs to be verified to be accounted for. Schematically the process of data analysis using the interactive data analysis model of Miles and Huberman can be seen in the following chart:
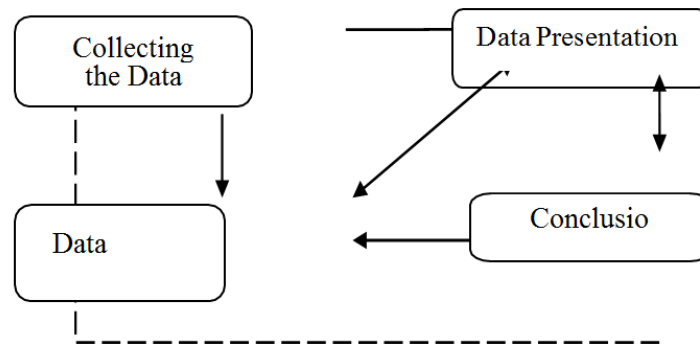
Figure 1. Interactive Data Analysis Model Miles and Huberman

3. Results and discussion

3.1. Result

In this chapter, the researcher describes the results of the research that has been carried out about students' perceptions of the use of media measurement in learning English to write descriptive texts. After the researcher gave a questionnaire to 18 respondents with a total of 20 statements which they had to answer based on the learning experiences they had experienced using the media meter, the following results were obtained:
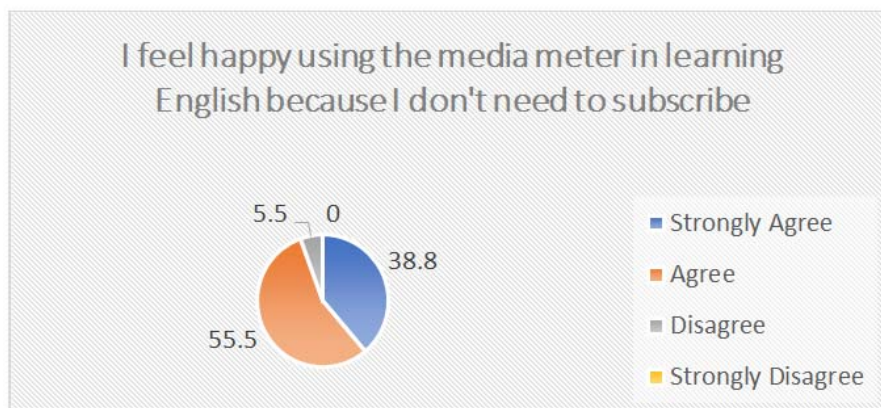
Figure 2. The results of students' perceptions of the 1st statement

The diagram above shows the results of filling in the first statement, where 38,8% of students stated that they strongly agreed, 55,5% of students agreed, and only 5,5% of students stated that they did not agree that they were happy with the use of meter media because there was no need to subscribe. From this statement, it can be interpreted that meter media is easily accessible to students and does not burden them with registering to subscribe and make payments. This shows that Mentimeter media can be applied to students at that level. Students as learning participants who use meter media

do not need to subscribe and make payments to be able to access the media. Students only need to provide a device like a smartphone or a laptop connected to a wifi network connection or data plan.
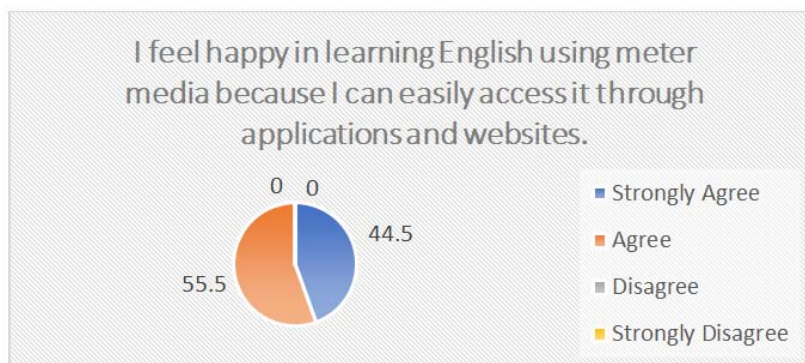

Figure 3. The results of students' perceptions of the 2nd statement

Following are the results of students' perceptions in the second statement. The diagram above shows that 44,5% of students strongly agreed, and 55,5% agreed that learning English using Mentimeter media felt happy because the application was easy to access. This proves that the media meter has simple access and is easy to understand. Mentimeter Media has easy access, namely by writing *www.menti.com* on the google chrome page; it will immediately connect to the website and continue to enter the password that is listed on the teacher's account. After successfully logging in, students are ready to participate in activities the teacher has designed.
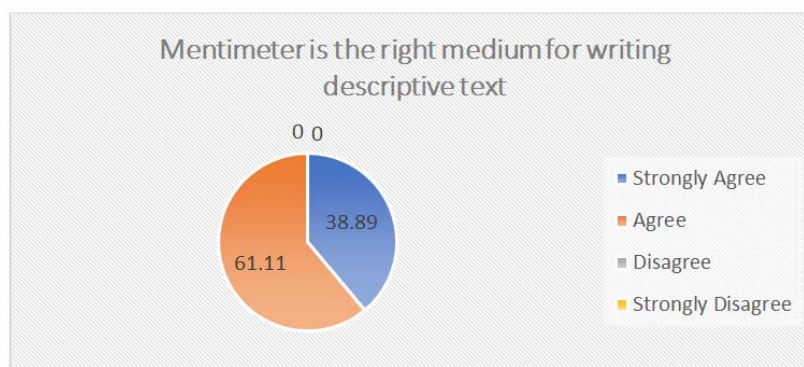

Figure 4. The results of students' perceptions of the 3rd statement

The third statement showed that 38,89% of students strongly agreed, and 61,11% agreed that centimeters were the right medium for writing descriptive text. A total of 100% of students are motivated to be able to develop written descriptive texts through the media meter. Mentimeter media can be recommended for use on other materials.
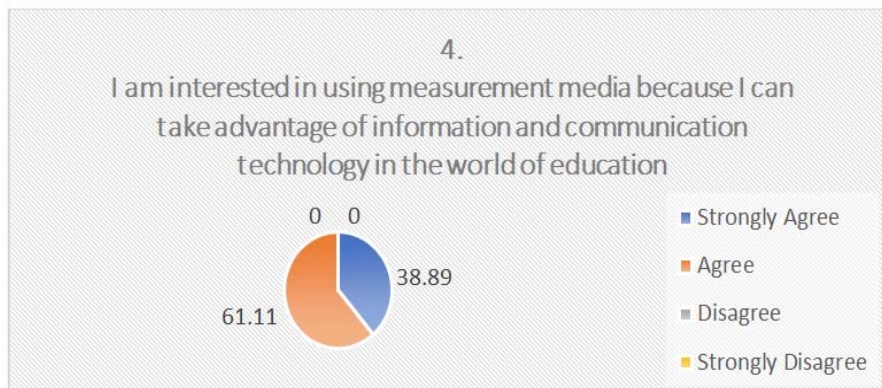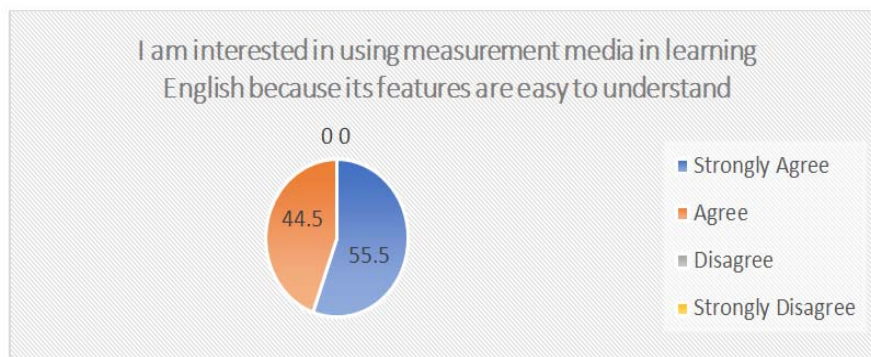
Figure 5. The results of students' perceptions of the 4th statement

Mentimeter media is very helpful for students in using information and communication technology in education. This is evidenced by all students expressing interest in using the media. This also supports the availability of already available Chromebooks at the school. So that the tool can be used to support learning activities, the use of IT-based learning media can also train students to be more optimal in the use of information technology.

Figure 6. The results of students' perceptions of the 5th statement

The diagram above shows that 55,5% of students strongly agree, and 44,5% agree that they are interested in using Mentimeter media in learning English because its features are easy to understand. The feature in question is that the menu available on the website is very easy to understand because the instructions given are clear and easy for users to understand. In the initial appearance after entering the old website, participants are asked for access to log in using the password on the teacher account menu, which they can see from the slides that are displayed in front of the class. After successfully logging in, there are teacher instructions that students must carry out; after typing and submitting answers, students can see the answers they have sent. This was carried out until the activity ended.
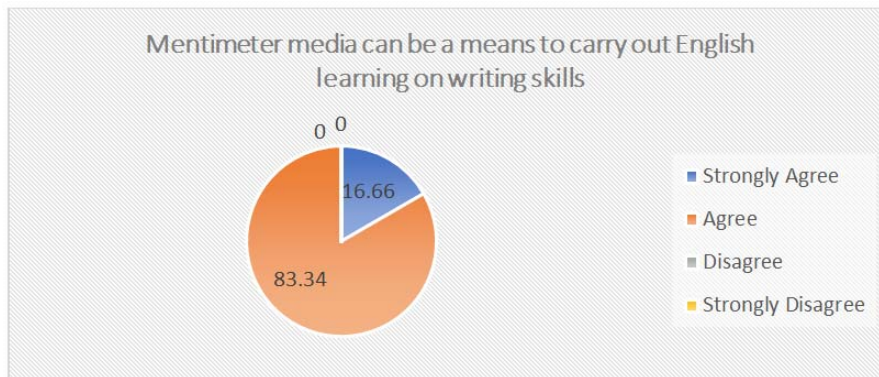
Figure 7 The results of students' perceptions of the 6th statement

The diagram above shows that 16,66% of students strongly agreed, and 83,34% agreed that meter media could be a tool for learning to write in English subjects. These results can be used as a reference for other teachers that media Mentimeter can train students' writing skills with various media, and it is hoped that students will be more motivated to learn. The features contained in this media help students in writing skills where they are more motivated to write using a smartphone or laptop device by accessing online media. In addition, they can also see the results of the writing, which can be commented on directly by the teacher so that students know better where the deficiencies are in the writing. In addition, students can also see references to writing creativity from other friends. This makes the motivation for students to be able to produce creative writing.
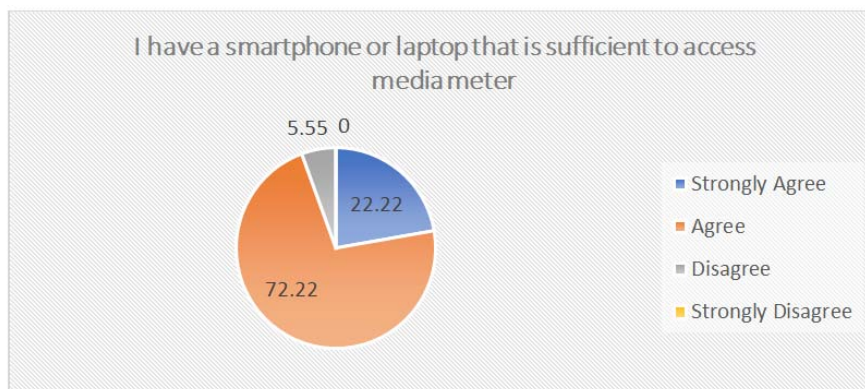

Figure 8. The results of students' perceptions of the 7th statement

The results of filling in the questionnaire above showed that 22,22% of students stated that they strongly agreed, and 72,22% of students agreed that the tools owned by students, either in the form of smartphones or laptops, were sufficient to access Mentimeter. This shows that the tool needed to access the media meter is fine. Even at the school, there is also a Chromebook that students can use if their smartphones constrain them. However, only 5,55% or 1 student stated that they did not agree

if the tools used could be accessed easily. This could be due to network constraints. Mentimeter media can also be used in a computer lab connected to a wifi network.
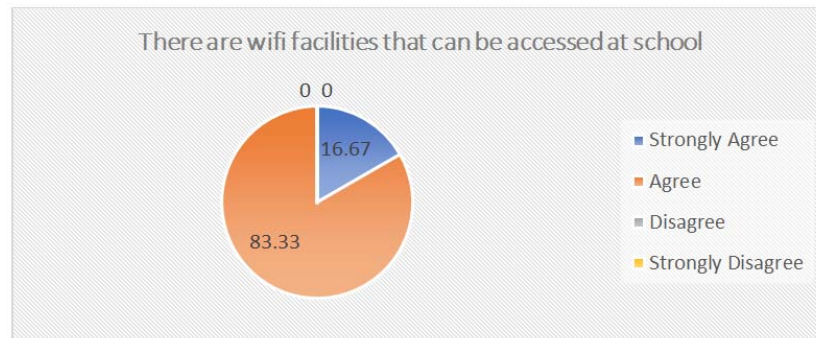

Figure 9. The results of students' perceptions of the 8th statement

The diagram above shows that 16,67% of students strongly agree and 83,33% agree that the school provides wifi to all students. Students can access wifi for learning activities. Students are allowed to bring smartphones, but they must be placed in the teacher's office, which can be taken if the subject teacher needs it as a learning medium and must be returned when learning is finished. Wifi and tools (smartphones or laptops) are the main devices needed to use Mentimeter media in learning, so if the teacher decides to use the media, preparation and information are needed for participants to provide the required devices. In another sense, the media meter cannot be carried out suddenly.
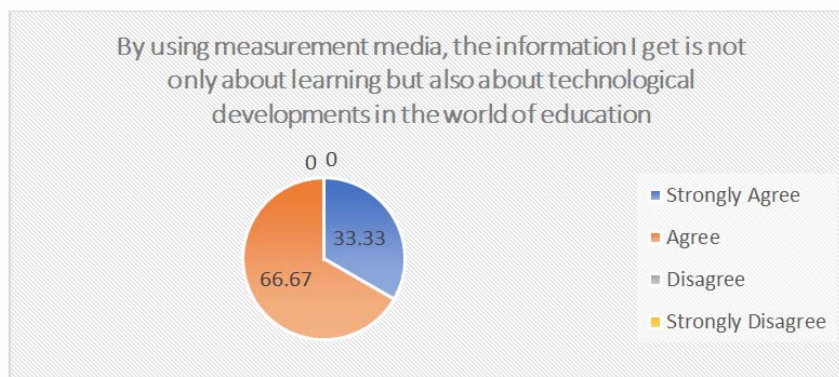

Figure 10. The results of students' perceptions of the 9th statement

The results of the questionnaire showed that 33,33% of students stated that they strongly agreed, and 66,67% of students agreed that the benefits of using Mentimeter media were not only about learning but they also gained new knowledge about technological developments in education. Learning activities that use information technology-based learning media can also help students adapt to online learning features. This is also prepared to go to the school Assessment, which is online. Introducing technological information to students more often through learning media can help students adapt better to preparing school assessments that are carried out online.
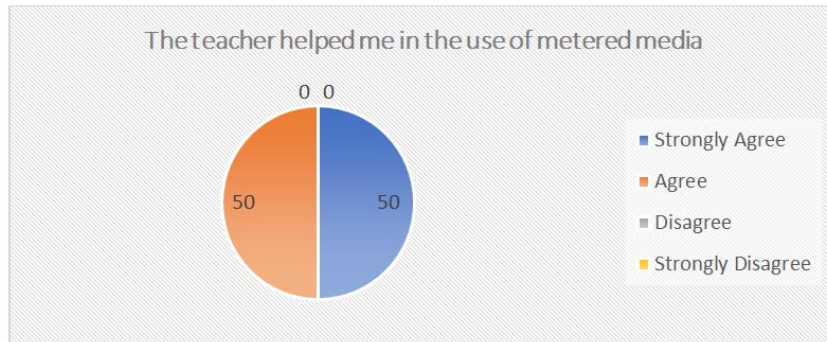
The teacher helped me in the use of metered media

Figure 11. The results of students' perceptions of the 10th statement

The diagram above shows that 50% of students stated that they strongly agreed, and 50% of students stated that they agreed that in the use of Mentimeter media, the teacher also helps students in using the media. The teacher plays an active role in checking whether students can access and use the media. From these activities, there is an active interaction between teachers and students.
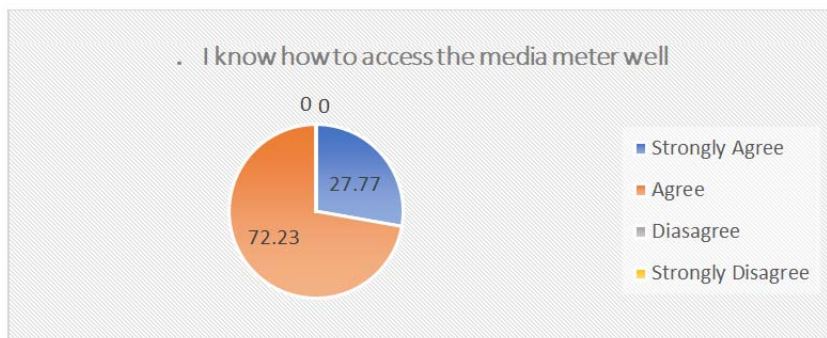
. I know how to access the media meter well

Figure 12. The results of students' perceptions of the 11th statement

The diagram above shows that 27,77% of students stated that they strongly agreed and 72,23% of students agreed that students did not experience problems or problems when accessing the media. Students know how the media is used. This shows that the use of Mentimeter media does not require special expertise in accessing it.
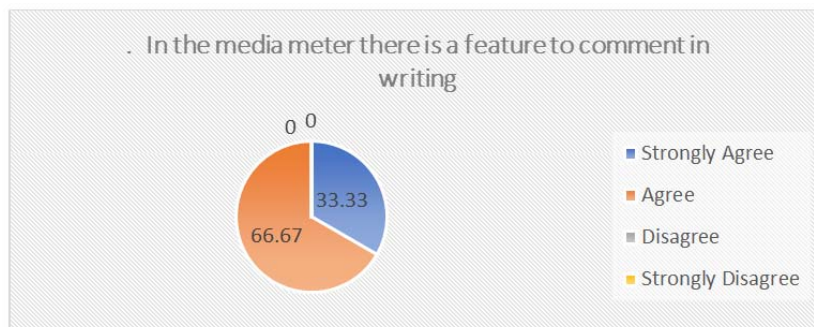
. In the media meter there is a feature to comment in writing

Figure 13. The results of students' perceptions of the 12th statement

The diagram above shows that 33,33% of students stated that they strongly agreed, and 66,67% of students agreed that there was a feature for writing in the Mentimeter media. Several forms of writing features start from words, phrases, clauses, and sentences. This proves that meter media can help students to develop writing skills. Also, in the media meter, you can include pictures that can stimulate students to develop their writing, especially in descriptive text.
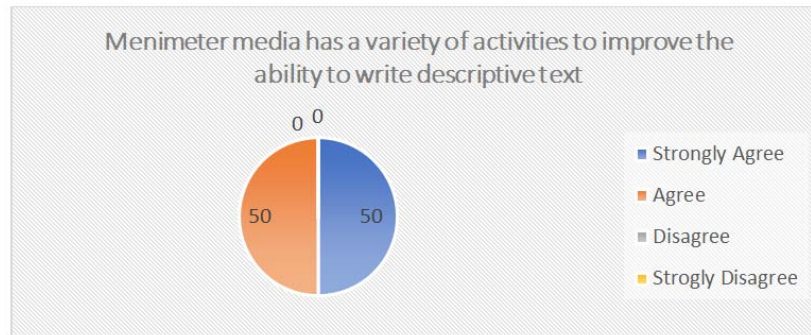

Figure 14. The results of students' perceptions of the 13th statement

The diagram above shows the results of students' perceptions of variations in activities to improve writing skills. From the data above, it was found that 50% of students stated that they strongly agreed, and 50% stated that they agreed. All students responded positively that in the use of media measurement, writing activities varied greatly to help students improve their ability to write descriptive text. The variation in question is that the writing design begins with the simplest form; for example, students are asked to write one word that can describe an object. After that, the students were asked to write down two words, 3 words. One sentence. Two sentences that can describe an object. In learning activities, students are asked to write from one word to several sentences to describe the same object.
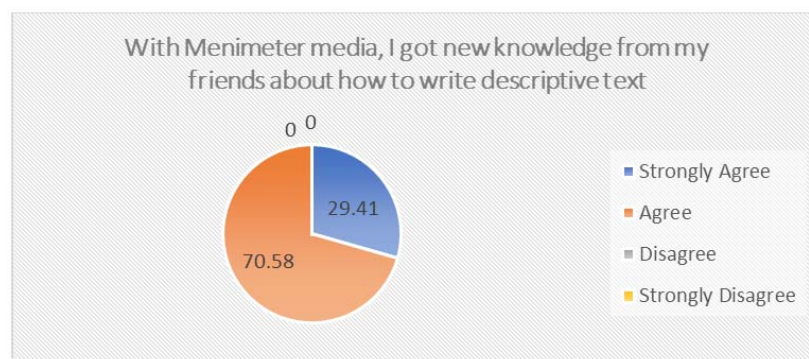

Figure 15. The results of students' perceptions of the 14th statement

The results above show that 29,41% of students stated that they strongly agreed, and 70,58% of students agreed that they not only wrote based on their abilities but could also see the results of friends' writing which were highlighted through the teacher's account. From this experience, students

get vocabulary references and sentences that are new and different from their own. From this activity, students can unconsciously add new vocabulary.
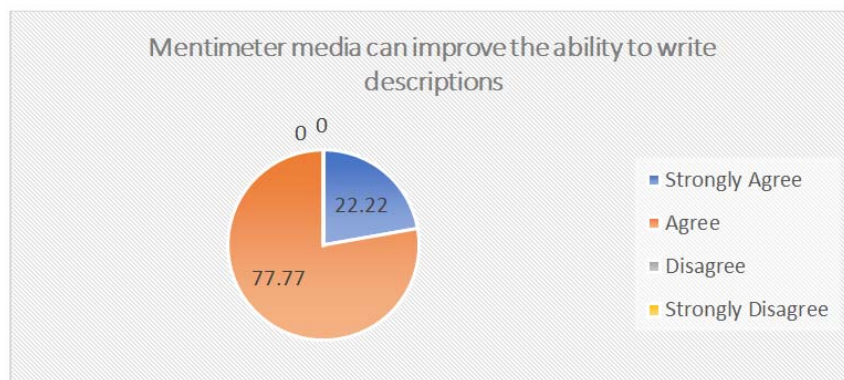

Figure 16. The results of students' perceptions of the 15th statement

The diagram above shows that 22,22% of students strongly agree, and 77,77% of students agree that students' writing skills can improve after using the Mentimeter media in learning to write a descriptive text. This is evidenced by 100% of student responses stating positive responses.
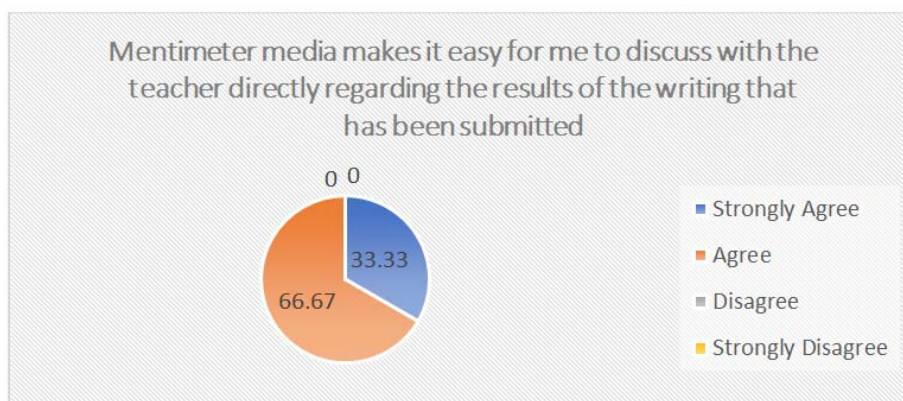

Figure 17. The results of students' perceptions of the 16th statement

The diagram above shows the results of filling in student perceptions, where 33,33% of students stated that they strongly agreed and 66,67% agreed that Mentimeter media made it easy for students to discuss with the teacher. The teacher provides feedback on the student's writing results sent to the media meter, and the teacher opens the students' writing results through the media. The teacher provides comments or feedback on the students' writings regarding meaning and sentence structure.
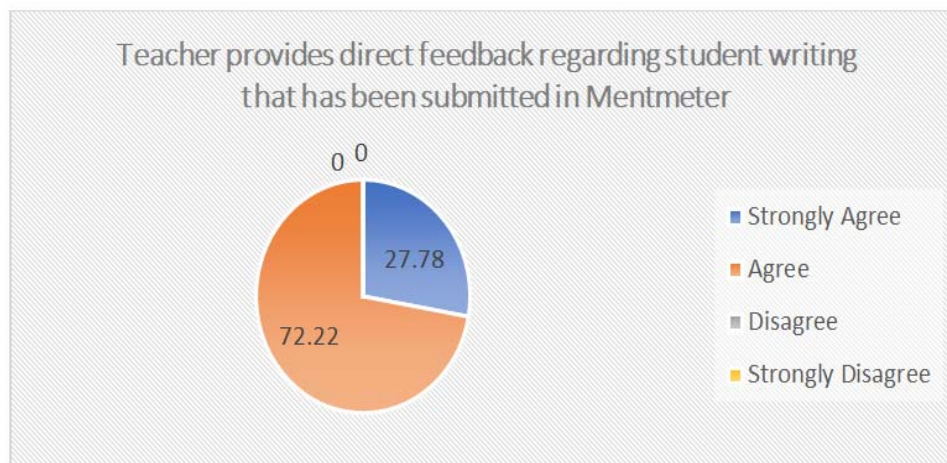
Figure 18. The results of students' perceptions of the 17th statement

The diagram above shows that 27,78% of students strongly agree, and 72,22% agree that the teacher provides direct feedback regarding the writing submitted in Mentimeter. This shows that there is interaction between teachers and students. With feedback from the teacher, students will know the shortcomings of the writing that has been produced, and students can also revise these deficiencies.
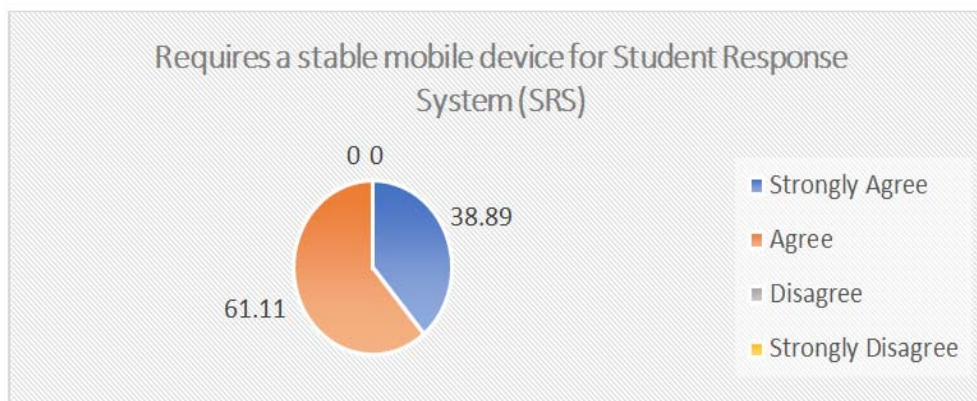

Figure 19 The results of students' perceptions of the 18th statement

The diagram above shows that 38,89% of students strongly agree and 61,11% agree that learning activities using Mentimeter media require a stable mobile device because if it is unstable, the student's account can exit from the main menu. Also, if the network is unstable, there will often be buffering, which causes access delays. Therefore, learning activities using Mentimeter media require positive support from the school, which can be through a wifi connection that students can access. So that learning activities can run smoothly.
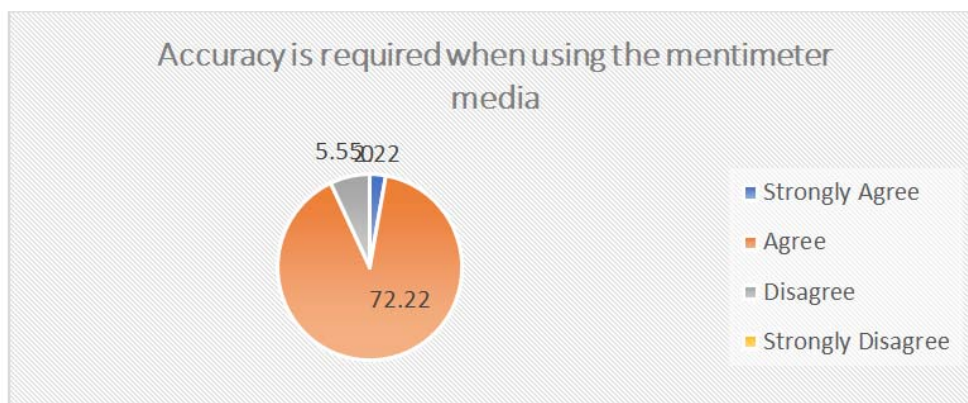
Figure 20. The results of students' perceptions of the 19th statement

The diagram above shows that 22,22% of students strongly agree, and 72,22% of students agree that using Mentimeter media requires accuracy to follow the instructions given by the teacher. Only 5,5% or 1 student disagrees that using meter media is not required precision. The accuracy in question is thorough in understanding the instructions given by the teacher to give the right response.
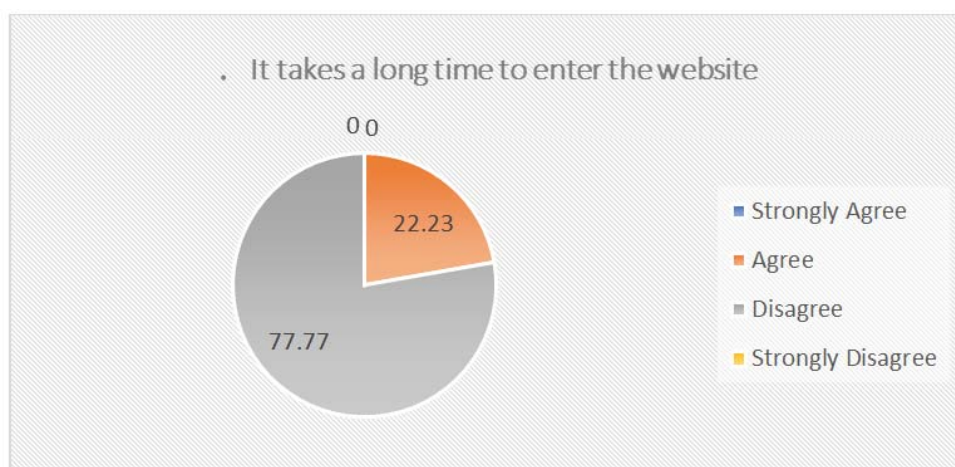

Figure 21 The results of students' perceptions of the 20th statement

The diagram above shows that 22,23% of students agree that the use of Mentimeter media takes a long time, and 77,77% of students disagree if the use of meter media takes a long time. This shows that students are familiar with and can quickly interact with the media.

3.2 Discussion

From the research above, the results of students' perceptions of using Mentimeter media in learning to write descriptions have a positive response; namely, students think that using Mentimeter

media can improve their ability to write a descriptive text. This aligns with research conducted by Chotimah and Cahyani (2022). The results of his research stated that mentimeters could influence student learning outcomes in online learning; in other words, student learning outcomes in writing are proven to be better after treatment using Mentimeter media in online learning.

Menmeter media also has a good impact on the interaction of teachers and students; where from the results of the student perception questionnaire on the use of Menmeter media, students can interact directly with the teacher, namely discussing the results of the writing they have submitted in Menmeter. In addition, the teacher also provides feedback about the quality of students' writing so that they know the shortcomings of their writing and can revise it for the better. This aligns with research conducted by Pratama (2021). This study will determine students' perceptions of using Mentimeter and Google Classroom learning media. The research method used is quantitative. The results of the study state that students prefer media meter rather than google classroom in listening learning; Mentimeter can help students and teachers be more interactive in the learning process.

The use of meter media in learning has a good impact in addition to learning purposes; this media is also a means of information on technological developments in education. Information technology-based media can also provide habituation exercises for students in accessing the digital world; this impacts the sustainability of school assessment activities that prioritize students' information technology abilities. Research conducted by Sari (2021) also has a positive impact on learning English and has a significant impact on students' engagement in learning English.

From the discussion of research results with previous research, using Mentimeter media can positively impact learning activities, especially in learning English. Mentimeter media can continue to be developed and used for the continuity of learning activities.

4. Conclusion

This study seeks information to answer the research question by analyzing the qualitative data in students' responses through the close-ended questionnaire. The Mentimeter media can help students in writing activities, especially descriptive text. It can be seen from the students' responses that Mentimeter has many features to comment on in writing, the students can get new knowledge from their friend's writing because all students can access it, and the students can practice writing descriptive base on the picture given well. From the result of the questionnaire, most of the students agree with all the statements mentioned. From those results, a Mentimeter can be recommended for the teaching and learning process to improve writing activity.

5. Acknowledgements

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