COMPARISON OF STUDENTS' PERCEPTION OF MENTIMETER AND GOOGLE CLASSROOM IN TEACHING LISTENING

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Abstract

The COVID-19 pandemic has made the government issue a policy that all teaching and learning activities are carried out through online learning. Changing the face-to-face learning process into an online learning process is a challenge for teachers. Teachers are required to present an interactive online learning process like they usually do in face-to-face learning. This study aims to examine the students' perception of using media Mentimeter and Google Classroom in listening subject at Bina Sarana Informatika University. This research was conducted using quantitative method. The sample of this study was third semester students in the listening for specific purposes course. Data collection was done through questionnaire. The results of this study are expected to be a reference for teachers in choosing media in online learning and for improving the quality of the online learning.

Keywords: Mentimeter, Google Form, Online Learning

Background

The corona virus has a huge impact on human life. Covid-19 has made people carry out their daily activities from home. Following the recommendation of the Indonesian government, working, studying and worship activities are carried out at home. Covid-19 changes the learning process that was initially carried out face-to-face into online learning. Teachers are required to carry out their obligations to deliver material to students. Keeping students able to interact in the learning process is one of the challenges for teachers. Teachers need to find out the best media to deliver their materials to the students. Media that can be used as an alternative for online learning during this pandemic are the Google Classroom or Google Form and Mentimeter programs. Google Classroom is an application created by Google which aims to help lecturers and students without having to meet each other. The lecturer can assign assignments and immediately assign grades to students. The weakness of Google Classroom is the loss of direct interaction in the learning process.

Mentimeter is an easy-to-use presentation software. With Mentimeter you can create fun and interactive presentations. Mentimeter helps you make your events, presentations, lectures, and workshops innovative and memorable. Mentimeter is a website-based application that is used to conduct survey activities in a seminar or learning activity. (Herlawati et al., 2021) Mentimeter can develop the students and teacher interaction. The students also can give a feedback to the teacher.

(Mahmashony, 2018) as performed a quantitative research on the optimizing teaching aqeedah with Google Classroom and interactive Mentimeter in the pharmacy study program FMIPA UII. The result of this research showed that teaching aqeedah by optimizing the use of Google Classroom and Inter-active Mentimeter can change the attitude or behavior of Pharmacy students. Most of the students also stated that there was a positive change after taking the aqeedah.

In addition, (Zulfa & Huda, 2021) showed in her quantitative research that there is a significant difference between experimental class and the control class. It can be concluded

from the research that the experimental class using the Mentimeter shows a higher value increase than the control class using PowerPoint.

To find out the students' perception about the application of the Mentimeter and Google Classroom for the third semester students of English Department at Bina Sarana Informatika University. This research was conducted in the listening for specific purposes class. The students will experience two media in learning listening for specific purposes class that is Mentimeter and Google Classroom.

Research Methods

This research was conducted using quantitative methods with survey design and observation. The observation was performed in the odd semester of 2020/2021 for 12 times. Survey is research conducted on large or small populations, but the data studied is sample data taken from that population, so there are relative case, distribution and relationships between sociological and psychological variables. (Sugiyono, 2005)

The participants of this study were 3rd semester students of English Department at Bina Sarana Informatika University undertaking listening for specific purposes class. There are 54 students from 3 different classes each class consisted of 20, 20 and 14 students.

The data collection stage of this research was carried out through questionnaire. The questionnaire was filled out by the students in the 3rd semester. The data were processed and analyzed to describe the effectiveness of Mentimeter and Google Classroom in listening for specific purposes class from a student's point of view. The questions are about students' attitudes towards the two media used by lecturers in the teaching and learning process. They are Mentimeter and Google Classroom. The observation also conducted to know how many students were participate during the listening for specific purposes class. Students attended the online classes for listening for specific purposes for a semester or 14 meetings. After learning the material and listening the audio, the students will be given exercise using the Mentimeter and Google Classroom at each meeting. In the first meeting, the students did the exercise using the

Google Form, then at the second meeting the students did the exercise using the Mentimeter and so on until the meeting 14. At the 15th meeting before the final semester exam, they were asked to fill out a questionnaire that had been provide. After the data is collected, the results are obtained categorized and analyzed using the Likert scale technique.

Finding & Discussion

To find out the enthusiasm of students in learning listening for specific purposes through the Mentimeter and Google Classroom observations of the student's attendance every meeting were conducted. The day before the meeting, the students will be informed about the media that will be used in the teaching learning process tomorrow in the WhatsApp group. From observation about the comparison of the students' participation in listening for specific purposes class, more students participate in the listening for specific purposes class if the teaching learning process using the Mentimeter. The students were very enthusiastic if the teacher used Mentimeter in teaching learning process. This condition can be seen in the chart below:
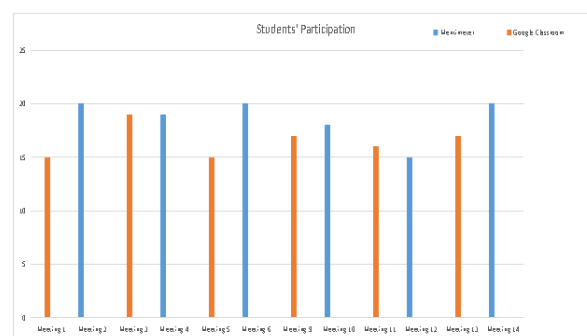

Figure. 1 First Class Students' Participation

From the figure 1, it can be concluded that the students in the first class prefer Mentimeter and Google Classroom. At the first meeting Google Classroom was used to deliver the material. From 20 students, only 15 students that participate in the

class. At the second meeting, Mentimeter was used to deliver the material of listening for specific purposes. The students participate in the second meeting was 20 students. Before the third meeting, the teacher would inform the media that would be used. The result of the observation indicated that more students participated if the media being used was Mentimeter.
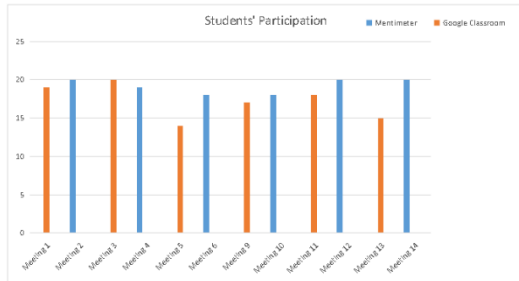

Figure. 2 Second Class Students' Participation

From the figure 2, the students participated in the meeting 1 that used Google Classroom was 18 students. Then, at the second meeting, Mentimeter was used to deliver the material of listening for specific purposes. The students participate in the second meeting was 20 students. Mostly, all students would participate the listening for specific purposes class if the teacher delivered the material through the Mentimeter. In other hand, if the teacher used Google Classroom only some students participated in the listening for specific purposes class.
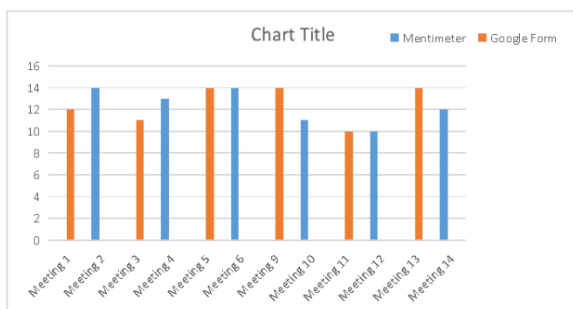

Figure. 3 Third Class Students' Participation

The first figure and the second figure show that more students in the first class and second class prefer the Mentimeter to Google Form. The students explained that they love to learn with a new media and can interact with their friends and their lecturer. Different from the previous two classes, the last class like Google Form better than Mentimeter.

Different from the previous two classes, the students in the third class had different opinion. The students in the third class argued that Mentimeter needs a stable internet connection and of course a lot of data plan (internet quota). That reason made the most students in the third class like Google Classroom better than Mentimeter. The students also explained that they had to answer the question immediately if the Mentimeter used to deliver the material. They also added that the Google Form give them some time to do the exercise.

The questionnaire has distributed to the 3rd semester students of English Department at Bina Sarana Informatika University as the participants of this research. The number of the participants are 54 students. In order to describe the effectiveness of using Mentimeter, a descriptive analysis was used based on the students' responses to the questions listed in the questionnaire. The questionnaire scoring technique used in this research is the Likert scale technique. Based on (Sugiyono, 2013) "Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena." The questions about students' perception regarding the use of the Mentimeter are described in the frequency description table below:

Table. 1 Students' Perception to the Mentimeter

Maximum score is 4 x 10 = 40 (maximum score on the Likert scale x the number of question). The expected total score is the maximum score multiplied by the number of respondents, 40 x 54 = 2160. The percentage of the student' perception about the effectiveness of Mentimeter is 88 %. Percentage of the students' perception = 88 %. So, if it is put into the percentage category based on (Arikunto, 2009) is:

Table 2. Percentage Category

NO	Pertanyaan	SS	S	TS	STS
1	Saya merasa puas dengan pembelajaran menggunakan media mentimeter	29	20	5	
2	Pembelajaran menggunakan mentimeter membuat motivasi saya untuk belajar semakin meningkat	20	31	3	
3	Pembelajaran menggunakan mentimeter membuat saya semangat untuk belajar listening for specific purposes	30	24		
4	Saya setuju jika mentimeter diterapkan dalam pembelajaran listening for specific purposes	43	11		
5	Pembelajaran listening for specific purposes menggunakan mentimeter menjadikan saya lebih aktif dalam proses belajar mengajar	28	22	4	
6	Saya merasa dari awal pembelajaran sudah tertarik dengan media mentimeter	39	14	1	
7	Saya setuju jika mentimeter adalah media yang inovatif dan kreatif untuk pembelajaran listening for specific purposes	30	24		
8	Saya yakin media mentimeter dapat meningkatkan hasil belajar listening for specific purposes	29	19	6	
9	Dengan menggunakan mentimeter, saya dapat saling mengetahui pendapat teman sayamengenai materi yang sedang dipelajari	19	30	5	
10	Saya belajar hal baru ketika belajar dengan menggunakan mentimeter	37	15	2	
	Jumlah	304	210	26	0
	Jumlah Skor	1216	630	52	0
	Skor	1898			
	Persentase	88%			

The percentage category is the students "sangat setuju" the Mentimeter is effective in learning listening for specific purposes. While the questions about students' perception regarding the use of the google form are described in the frequency description table below:

Table 3.	Sangat Setuju	76%-100%
	Setuju	51% - 75 %
	Tidak Setuju	26%-50%
	Sangat Tidak Setuju	0% - 25%

Students' Perception to the Google Classroom

NO	Pertanyaan	SS	S	TS	STS
1	Saya merasa puas dengan pembelajaran menggunakan media google classroom	5	28	19	2
2	Pembelajaran menggunakan google classroom membuat motivasi saya untuk belajar semakin meningkat	3	24	23	4
3	Pembelajaran menggunakan google classroom membuat saya semangat untuk belajar listening for specific purposes	2	26	24	2
4	Saya setuju jika google classroom diterapkan dalam pembelajaran	4	17	32	1

	listening for specific purposes			
5	Pembelajaran listening for specific purposes menggunakan google classroom menjadikan saya lebih aktif dalam proses belajar mengajar	28	22	4
6	Saya merasa dari awal pembelajaran sudah tertarik dengan media google classroom	39	14	1
7	Saya setuju jika google classroom adalah media yang inovatif dan kreatif untuk pembelajaran listening for specific purposes	1	21	32
8	Saya yakin media google classroom dapat meningkatkan hasil belajar listening for specific purposes	2	18	34
9	Dengan menggunakan google classroom, saya dapat saling mengetahui pendapat teman saya mengenai materi yang sedang dipelajari		15	33	6
10	Saya belajar hal baru ketika belajar dengan menggunakan google classroom	6	17	28	3
	Jumlah	90	202	230	0
	Jumlah Skor	360	606	460	0
	Skor	1426			
	Persentase	66%			

From the table 3, it can be seen that the percentage of the student' perception about the effectiveness of Google Classroom is 66 %. The result of comparison of the students' perception about two media in teaching listening for specific purposes is the students prefer learning the listening for specific purposes subject with the Mentimeter.

Conclusion

After analysis the data gained from the questionnaire, it can be concluded that the students prefer Mentimeter to Google Form in teaching listening for specific purposes class. Mentimeter helps the students and teachers to interact each other in the teaching learning process. Mentimeter enabled us to be more engaging for the students. Instead of just talking at the students for forty minutes and then having a quiz that most of them did not engage with at the end, we were able to make the lecture more interactive and inclusive. (Skoyles & Bloxsidge, 2017) Although Mentimeter has a weakness that is needs a stable internet to operate it, the students still enjoy the learning process with the Mentimeter. In Mentimeter application, the personal information of the student is not reflected on the teacher screen. With this feature, shy and anxious students in the classroom feel more comfortable and their participation in the class increases (Skoyles & Bloxsidge, 2017)

Acknowledgement

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