Experiences of social science students through online application of Mentimeter in English Milieu

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Abstract. This current study is aimed to scan the social science students’ experiences in the implementation of Mentimeter in their English milieu. Cross-Sectional Survey Design was done by distributing questionnaires that involved 118 participants containing 45 male and 73 females. Three social science study programs at university level were participated, to be precise Social Welfare, Taxation, and Management. This convenient sampling was selected to meet the social science students’ experiences in the program of Mentimeter in English milieu. The significant domains of the employment of Mentimeter were drawn, precisely (1) the implementation of online app; and (2) the impacts of Mentimeter for students’ productive skills. The findings of this study provide the significant teaching practices in the use of Mentimeter as the teaching variation for English classroom and the maximal of technology used by the students studying English. This study also elaborates suggestion for the future researcher.

1. Introduction

English communication is rapidly growth through technology in the current era[1]. Communication in globalization is generally used by means of the internet, cell phones, pagers, etc that is to relocate the conventional instruments such as memo, note, and letter writing [2]. When technology is along the lines of a critical pedagogics, technology of communication grasps transformative prospective as the factual method for the scholars [3]. Furthermore, [4] discovered that the integration of technology can improve the scholars on writing skills through accessible compositions and communication aids through accessible discussion. Consequently, assimilating technology in communication is valuable in the classroom milieu.

One of the different benefits of technology is the skill to communicate messages speedily from place to place the world and will be used to inform the resource [5& 6]. Moreover, technology also has the influence to make overeducation by piloting in a new model of coupled teaching [7]. Dealing with education with technology, the learners’ motivation, learning approach, and learning result could be settled by the employment of technology openly [8]. Additionally, the enablement of technology will pilot judgement on what category of program you can crush [9]. It is in line with a survey research that was directed by [10]. She discovered that technology can be applied to make the most of its pedagogic significance. A survey research by [11] revealed that the practical of technology is latent to support to teaching period, in case of physical. Accordingly, technology is an instrument that can be applied to transfer messages and resources rapidly in the pedagogic requirements.

One of the technologies employments used in this current study was Mentimeter. Based on the home page of Mentimeter [12], it is an easy-to-use instrument that helps facilitators and presenters look like stars and it does not require installation or downloads required and it is allowed. Mentimeter is a communicating instrument in which the students can response the questions namelessly and stress-free to entrance through smartphones, laptop, or tablets [13]. Thus, Mentimeter is an online application in which the scholars can be involved in English milieu openly by means of their devices.

To enhance the scholars’ contribution and appointment in English milieu, the ESP educators could assimilate technology in ESP course [14]. [2] stated that technology is for a specific purpose that supports to encounter the learning outcomes. Besides, to encourage precise communication skills and language expertise in the true situation, accessible communication, as an instrument, is obtaining an extra communication role in English milieu [15]. It is also along the lines of [16], to emphasis on
content and performance the task of the student's self-control, the educator can involve internet for ESP scholars to develop deeply in their topic discussion. Therefore, the employment of technology in English milieu for non-English department scholars can affect the scholars itself. It demonstrated by [17]. He discovered that the implement of internet in teaching at ESP classroom of Tunisia and Oregon has been improved. A literature evaluation by [14] found that the implement of technology can be effective for ESP scholars. Hence, the implement of technology in ESP milieu can help the students to more beneficial in teaching and learning process.

As mentioned previously, this current study is aimed to examine the social science students’ experiences in the employment of Mentimeter, as an accessible application, in their English milieu. The experiences concentrated on the scholar’s perspective on the classroom process when the teacher employed the application.

2. Methods
In this present study, Cross-Sectional Survey Design was leaded to scan the social science student's practices on the employment of Mentimeter (an Online App) at the English milieu. According to [18], a cross-sectional survey design was directed to examine the current attitudes, beliefs, opinions, or practices dealing with the students thinking about matters. This data was collected by distributing questionnaires that involved 120 participants of three social science study programmes at the university level, namely Social Welfare, Taxation, and Management. This convenient sampling was chosen to gather the social science students' experiences in such application of Mentimeter in English milieu. The data collection procedure was piloted directly in in two months. Furthermore, the data gathered was studied by using descriptive statistics on SPSS 22. This behind table elaborates the participants’ profile.

| Variable                  | Label          | Rate | Ratio |
|---------------------------|----------------|------|-------|
| Gender                    | Female         | 77   | 64.2  |
|                           | Male           | 43   | 35.8  |
|                           | Social Welfare | 53   | 44.2  |
| Study Program             | Taxation       | 40   | 33.3  |
|                           | Management     | 27   | 22.5  |
|                           | Yes            | 119  | 99.2  |
|                           | No             | 1    | 0.8   |

3. Results and Discussion
This study assists to examine the students’ experiences on the employment of Mentimeter as an online application in their English milieu. The questionnaires are distributed after the scholars got Mentimeter in their English teaching and learning process. The questionnaires consisted of three fields of this study, to be precise (1) the employment of online application; (2) the implementation of Mentimeter as the online application English milieu, and (3) Mentimeter impacts to the students’ productive skills. Every field provided some subfields in which to gather the students’ experiences in the implementation. There were 20 substances on surveys that measures on the five scales, to be precise (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree that provided in the students’ questionnaires. This following table is the summary of the three fields in the questionnaires.
Table 2. Three Fields Summary in the Students’ Questionnaires

| The Employment of Online Application | Mean |
|--------------------------------------|------|
| I have experience on Online App(s) in classroom learning. | 3.82 |
| I feel happy for the variety in classroom by involving Online App(s) | 3.99 |
| I like using Online App(s) in the classroom learning. | 3.70 |
| I have not quite internet access for Online App in the classroom. | 3.64 |
| I expect to the authorities for providing more internet access. | 4.67 |

**Main Mean** 3.964

| The Implementation of Mentimeter in English milieu | Mean |
|----------------------------------------------------|------|
| I implement Mentimeter for the first time in learning English milieu | 4.35 |
| It is stress-free for using Mentimeter through mobile phone/laptop/tablet PC/others. | 4.09 |
| The implementation of Mentimeter in English milieu can lead my English skills. | 3.95 |
| I feel calm for writing in Mentimeter. | 3.94 |
| Mentimeter can help me to motivate for speaking activities. | 3.79 |
| I expect to practice Mentimeter in writing and speaking for different topics. | 3.67 |

**Main Mean** 3.965

| Mentimeter Impacts to Students’ Productive Skills | Mean |
|--------------------------------------------------|------|
| Speaking                                         |      |
| The topic discussion is interesting              | 3.85 |
| It can be piloted for my speaking skill          | 3.67 |
| The topic discussion is complicated              | 1.25 |
| It needs more practices                          | 3.76 |
| Writing                                          |      |
| It is paperless                                  | 3.98 |
| It provides emoticon for writing activities      | 4.25 |
| It can be piloted for my writing skill           | 3.86 |
| It is limited characters for writing             | 3.76 |
| It does not showed the writers of their writing  | 3.82 |

**Main Mean** 3.57

As mentioned previously, this study is aimed to examine the social science students' experiences in the employment of Mentimeter, as an online application, in their English milieu. It offers three fields. First, the implementation of the online application was completed by the social science students who took English class. It concentrated on their experiences using Mentimeter in their English milieu. Second, the implementation of Mentimeter in English class was piloted on the social science students who took English course. Third, Mentimeter impacts for students’ productive skills were focused by the social science students concentrating on speaking and writing skills. The range mean that 0-1 means strongly disagree; 1,1-2 means disagree; 2,1-3 means neutral, 3,1-4 is agree, 4,1-5 is strongly agree. The range shows the students response when Mentimeter was applied in the students’ classroom.

Based on the findings, for the first field under “the domain the implementation of the online application in their classroom” is that the all participants showed their agreement as a mean of 3, 9. This domain is elaborated into five subfields. The subfield of the students experience on Online applications in classroom learning is 3, 82. The students feel happy for the variety in classroom by involving Online application as is 3,99. 3,70 is as the mean for the students like in using online application in the classroom learning. The students also mentioned that they do not have quite internet access for online application in the classroom proved by the mean 3, 64. The last subfield in the first field is the students are expected to the authorities for providing more internet access.

In the second field is the implementation of Mentimeter in English milieu. This field has six subfields. Firstly, the students stated that this is the first time in implement Mentimeter in English
milieu as 4.35. 4.09 is mean for the students who are stress-free in using Mentimeter through their devices. Additionally, the implementation of Mentimeter in English milieu can lead the students’ English skills is as 3.95 and the students are calm for writing in Mentimeter is as 3.94 as well as Mentimeter can help the students to motivate in speaking activities is as 3.79. The students also expect that they can practice using Mentimeter in productive skill for different topic is 3.67. The mean for the second field is 3.9.

Mentimeter impacts to the student’s productive skill is the last field that has been gathered and the mean for this field is 3.57. This field has nine subfields. The topic discussion raised is interesting as 3.85 for the mean and the topic is complicated as 1.25. The students pilot by this application is as 3.67 they students also need more practices using this application as 3.76. They also mentioned that it is paperless as 3.98 and it provides emoticons for writing activities as 4.25. Mentimeter also can be piloted the students in writing skills as 3.86 since it does not present the writers as 3.82. Last, Mentimeter has limited characters for writing as 3.76.

 Besides, the number of the student’s responses are also presented in the percentage on how agree the students in the implementation of the application. The diagram presents that field 1 has 78.28% of the students’ agreed on implementation of the online application in their classroom. The field 2 proved that 78.3% of the students agree the implementation of Mentimeter in their English milieu. Besides, 71.8% of the students are agree that the use of Mentimeter has been impacted for the student’s productive skill, such speaking and writing. The mean of students’ responses in the questionnaire is also presented in the following diagram.

![The Percentage The Students Experiences](image_url)

**Figure 1.** The Percentage of Students’ Responses in the Implementation of Mentimeter

The diagram proved that the students agreed on Mentimeter implementation in the English milieu when they take the course.

The finding presents that the social science students agree on the implementation of the online application in their classroom. On the other hand, they agree on the need for internet access on the implementation of the online application in their learning process. This finding is consistent with a research by Inayati (2015) that discovered the employment of technology can maximise the pedagogic value. She surveyed to 67 faculty members of English teachers. This present study is also in line with Robinson et al (2017) that the usage of technology adds on education period theoretically. He conducted on physical class. However, both studies agreed that it is good to the implementation of technology in the classroom. Moreover, the present study focused on the implementation of the online application, specifically Mentimeter. The previous research from Inayati used social media technology (SMT) and Robinson used digital technologies (CD players and MP3 Players).
There were six sub-fields that draw the implementation of Mentimeter in English milieu. This present study publicised that the social science students agree on the implementation of the application in English milieu. This finding is in line with Healey [17]. The employment of technology in English milieu can affect the students itself and the use of internet in teaching at ESP classroom of Tunisia and Oregon has been enhanced. Furthermore, it is along the lines of Dashtestani et al. research [14] that the use of technology can be value for ESP areas.

Dealing with Mentimeter impact for students’ productive skills, the findings show that it was focused on speaking and writing skills. The findings revealed that the social science students agree for developing speaking and writing guided by Mentimeter. The finding also in line with Ming that revealed technology integration can enhance the students on writing skills through online essays and communication skills concluded accessible discussion [4]. Additionally, it also draws that the implementation of Mentimeter as the variation on education milieu.

4. Conclusions
All in all, this survey study examines the social science students’ experiences in the employment of Mentimeter in their English milieu. It evidenced that the social science students agreed on the implementation of the online application in their classroom, they also agreed on the implementation of Mentimeter in their English milieu, and they agree on the impacts of the application of their speaking and writing skills. The result of this study offers the significant teaching practices in the employment of Mentimeter as the variation in education for social science students and one of the best technology used by the students studying English. Furthermore, future researchers can see the effectiveness of Mentimeter on the English areas.

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