



## The Effectiveness Of Teaching Vocabulary Using Mentimeter

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Received: 14 Desember 2023  
Revised : 26 Desember 2023  
Accepted: 01 Januari 2024

### Abstract

*This research' goal is to specify the efficacy from using mentimeter to improve the ability of class VIII H students in mastering English vocabulary at SMPN 1 Jombang. Several studies have shown that students lack vocabulary knowledge, both broadly and in depth. Lack of vocabulary knowledge reflects English proficiency because vocabulary is an effective tool for predicting language proficiency. The method used in this research is quantitative with a pre-experimental research design. The method used here is quantitative and pre experimental studi design. The population is class VIII H students of SMPN 1 Jombang. Researchers took all and researchers used in class VIII H as a sample of this study, a total of 31 students and in it there were 13 students and 18 female students. Researchers used vocabulary as a research instrument and this test was carried out before post test and pre test the application from mentimeter. This research data is processed implementing SPSS for Windows ver. 25. The average student post-test result is 66,61 and the post test average is 82,90. The result from paired sampel of t test was 0,000 that is not more than 0,05 so  $H_0$  is being accepted and reject the  $H_0$ . Based on the data above can be seen that there is effectiveness at students' ability in mastering vocabulary implementing the mentimeter technique.*

**Keywords:** effectiveness, vocabulary ability, mentimeter

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**How to Cite:** Nabilah, F. (2024). The Effectiveness Of Teaching Vocabulary Using Mentimeter.  
<https://doi.org/10.5281/zenodo.10466470>

## BACKGROUND OF THE STUDY

Language is a very crucial communication tool in life of human and it reflects one's life including what one thinks, what one says, and what one does. Humans use language in spoken and written form to express their ideas. A person who masters many languages (multilingual) will make them an acceptable figure wherever they are and the more diverse the languages mastered by a person, the wider the range of knowledge they have. English is one from most highly used language's in the world that contains different purposes.

Four main capabilities in English should be gained from someone to take it comprehensively, according to Brown the capabilities such as speaking, writing, listening, reading Kusriani & Amalia (2021). Four English capabilities then separated to two categories namely speaking and productive skills, and also writing skills when receptive language skills namely reading and listening. Students must learn it all in balance so that their English skills are complete.

Vocabulary was one of the components of language. Vocabulary was very important for a person's ability to communicate. People who has a large vocabulary are better at using language than those who have a small vocabulary. Almost every aspect of language was significantly influenced by vocabulary. Mohammad (2018) creat an analog " When the order in language realizes a framework thus there is flesh and vital organs in the vocabulary which proves the urgency of a vocabulary

in language even though someone has such good capability in structure but if the vocabulary is not mastered by them in showing their feelings then the structure does not have a significant influence on our abilities.

Vocabulary defined as the variety of words possessed from a language Saputra (2021) and also the important element that we learn in a language. Ambarwati & Mandasari (2020) stated about vocabulary as the first dimension in learning foreign language. Vocabulary become a basis for someone if you want to master the proficiency of a language. Crucial thing in that statement is when students had mastered the vocabulary, so they success to master the important element in the language. The words they choose to say influence the process of the confession about message they sent. Student's vocabulary in reading give the impact to their capability to understand and perceive texts. Students in addition also give impact about how they pass their mind to the readers. Vocabulary in short plays as the main role to complete students until they can interscope in English.

Teaching English vocabulary required a way to make students excited to learn and easy to understand because English was still foreign to some students. Then if a teacher cannot provide fun and meaningful learning, then students will have difficulty capturing the material. (Sari & Sembiring, 2019) maintain that to talk in English, vocab is very crucial it because when we are not adequate vocabulary, nothing will be said. In short, vocab was a simple component to learn the language. The problem that still founded is because English was comprehensively not same like Indonesian from its pronunciation, structure, and many more. Students experience diversities to distinguish word forms of grammar, like speech. In addition, student lean to get bored also have little contribution as English classes. These problems should be resolve to prevent the detention for students to start next grade. They have no big motivation to learn English because they think it is hard.

As maintained on result of interviews with the English teacher for class VIII H in the vocabulary class, she discovered that students experience some problems while learn the vocabulary. The average score of a vocabulary is 65, while the average score of a school is 78. So, it can be stated that their vocabularies are low because their grades are below the average school grade. The problems experienced by Class VIII H students of SMPN 1 Jombang in mastering vocabulary varied greatly. Interviews were conducted with 3 students in class VIII H, and the three students stated that the learning process was not appealing so the students felt lazy of learning English. They said that English was taught only to memorize vocabulary and understand grammar. The learning that was carried out was passive learning, where the teacher teaches, and students listen so that there was no interaction between students and teachers. In addition, the lacks of school facilities were sometimes an obstacle to students at studying English notably good at vocabulary.

One of the efforts that can be made by a teacher is to build a fun studying vibe for students by utilizing technology. Interactive learning using technology in learning vocabulary can be more interesting and fun by using a platform. A teacher carries out efficient and innovative solutions for them in order to prohibit vocabulary. Teacher must have valuable method at learning so students getting more interested by the Mentimeter platform at learning English. According to Munir (2012) the Mentimeter platform has its own special features and

attractiveness because it has several features that attract attention. Besides that, Mentimeter also gives confidence and improves student learning outcomes. Mayhew et al. (2020) state that the Mentimeter gives students method to state the concentration or focus with increasing contribution by studying mechanisms such as students can implement the cellphones to responses the digital question and also this undoubtedly takes to the more belonging study environment.

There are several previous studies that also used Mentimeter as a vocabulary teaching method, namely a research guided by Yunus & Wong (2020) that showed that there was a substantial diversity along the post test and pre test results and also positive feedback that students give. It can be concluded that Mentimeter was an efficient way to improve students' vocabulary and writing skills. In addition, there is also an improvement in English speaking, grammar, vocab, writing, listening skills when studying English by the platform named Mentimeter. This is also a way that was worth trying with the hope that by using Mentimeter as an English vocabulary learning platform, students will experience positive changes and feedback. Hence, the researcher guided study on "The Effectiveness of Teaching Vocabulary Using Mentimeter".

## **Related Literature**

### **Vocabulary**

#### **1. Definition of Vocabulary**

Vocabulary can be defined in different ways. Jack Richards and Willy Renandya consider it as an essential component of language skills and a determining factor in the proficiency of students' English abilities Rachmawati (2020). According to Penny Ur, vocabulary refers to the words taught in a foreign language, where new vocabulary items may consist of multiple words but convey a single idea (Rachmawati, 2020). In line with Heibert and Kamll, vocabulary is the understanding of word meanings (Rachmawati, 2020). In essence, vocabulary defined as an important thing in language which give the effects to knowledge and clarifies concepts within the context of communication.

Acquiring vocabulary involves the process of memorization, which typically relies on the brain's capacity. Initially, the brain perceives sensory information through sight, hearing, and visualization across various contexts. Subsequently, the sensory response centres establish connections with higher cortical functions to facilitate processing, manipulation, and ultimately, the storage of this information. The brain forms neuron networks that link newly learned words with similar words, enabling pattern recognition and categorization.

Vocabulary encompasses the entirety of words utilized in a language, whether spoken or written, to convey thoughts or ideas. It plays a crucial role in acquiring proficiency in a foreign language as it serves as the key indicator of language ability. It can be argued that vocabulary goes beyond a mere compilation of words, as it encompasses information on word usage and its meanings within a given language. In the realm of language learning, vocabulary holds the utmost significance in attaining proficiency across all four language skills. A student must possess a solid grasp of vocabulary, and it is imperative for them to continually enhance their mastery of words. Clearly, vocabulary constitutes an essential foundation of any language, rendering it inseparable from linguistic expression.

#### **2. Vocabulary Mastery**

It is an indicator which is applied in the context of expertising the English language. Thus students can interpret and have the capability to implement meanings and words where if the vocabulary understood by students has more impact on their competence which will also increase but if knowledge is limited then students will find it difficult to learn or understand English in honing capabilities.

According to Manik (2016) said the importance or urgency of a vocabulary where vocabulary is a word as a whole with regulations in integrating it as a language where in the educational aspect in order to support English capabilities, this vocabulary is necessary or mandatory to learn. If the vocabulary has been significantly mastered by students, it will make it easier for them to achieve optimal acquisition in their learning.

### **3. Types of Vocabulary**

Harmer (1991) in Pandiangan and Sari (2021) classifies two categories of vocabulary where the first is productive vocabulary and the second is vocabulary. Productive vocabulary is directed towards learning that students get and there is hope to apply it, while receptive type processes various words that students will interpret when they meet but they are unable to express it through speech. Turnip et al (2020) classify these two categories namely:

#### 1) Productive Vocabulary

Namely interpretation or as a word hall that is learned and can be expressed in a way that is not wrong or real and is optimally implemented through writing and also pronunciation. This contributes to the need or necessity at the right time. Thus this type of vocabulary can be considered as an active mechanism because it is able to manifest various words in showing or sharing thoughts with other people.

#### 2) Receptive vocabulary

That is, various words as appropriate are interpreted when implemented but production cannot be carried out. This type of vocabulary is easy for those who study it to learn when they encounter it in a reading, but cannot speak or write it.

### **4. Teaching Vocabulary**

Sa'D & Rajabi (2018) the basis for making language decisions where learning is very important to be implemented at the school level because it can optimize students' abilities to speak in English and also teachers have the opinion that an international language, namely English, can make people interact more comfortably and relax with other people from various countries in interpreting various things such as culture, knowledge, art and others caused by literary works in the form of English.

Manik (2016) explain that the importance or urgency of a vocabulary where vocabulary is a word as a whole with regulations in integrating it as a language where in the educational aspect in order to support English capabilities, this vocabulary is necessary or mandatory to learn. If the vocabulary has been significantly mastered by students, it will make it easier for them to achieve optimal acquisition in their learning.

### **Mentimeter**

Mentimeter was an interactive presentation application based in Stockholm, Sweden. This application allowed users to create presentations and receive input

from the audience through polls, graphs, quizzes, Q&A, and other interactive features. Mentimeter was an online system of audience answer mechanism that we can applicate it as interactive presentation, Mentimeter can also be used for surveys, quizzes, word clouds, image presentations and graphics. With Mentimeter, the communication among audience and presenter can be presented in presentations with the feature of providing direct feedback (feedback) via smartphones, tablets, PCs or laptops Salazar (2019). The Mentimeter platform a technology that based on communicative studying model which can be implemented for learning. Mentimeter itself to search about how efficient student complicity was at learning applicating Mentimeter. Samad & Munir (2022) stated about the advantage of ineenting it give a good influence on students'performance and also attitudes in actively participating in discussions and provide feedback in class.

## **RESEARCH METHOD**

This research's design used pre experimental study particularly the group both pre test and post test with a quantitative approach. Pre-experimental design was a test model, where students are given a test before and after being given an experiment and the researcher will compare the results of the test Sugiyono (2020). Before the treatment was not operated, the researcher Gabe pre-tested in order to see how the students' skills in vocabulary. For the treatment, students had learned vocabulary by applying the Mentimeter and the final here the post test will be given by the researcher when the treatment is done.

### **Population**

As stated by Sugiyono (2020) the population was the Entire element which is used as a leveling enviroment including object's or subjects which has particular characteristics preserved by the researcher to study and conclusion pinched as conclusion and the determination of study and population sample was very important because broad conclusions are usually drawn from research results. Accuracy and thoroughness in preserving the sample and population gives the quality and weight here for the result. Determination of the population, and in particular a research work, also provides "truth" for the generalization of the conclusions obtained from the research. Therefore, in preparing the design, the researcher was really able to determine the population and research sample well. The population here was carried from SMPN 1 Jombang with all of class VIII students in item There were nine clas of them starting from VIII-A until VIII-J, by the total number of 324 students.

### **Sample**

This is the part of featured and number of population. That was when the population is huge it is unlimesly that the researcher studied about anything in it. Hence, they could implemented some sample that carried out in population. The study here was pre-experimental, the researchers did not randomly assign participants to groups. Researchers took class VIII H as a sample of this study. The sample cannot be too "bad" or "good" at their accomplishment in English. In determining the choice of experimental class, the researcher took it based on suggestions from the teacher because all classes had the same average value. The researcher takes all students of class VIII H, 31, 13 boys and 18 girls' students as the experimental class.

### Technique of Data Collection

In an effort to collect data valid then that technique used here are:

1. Observation
2. Pre-Test and Post-Test
3. Related Literature

### Technique of Data Analysis

Data analysis was an activity after collecting data from all data sources, grouping based on variables and types of respondents, examining each variable, formulating problems, testing hypotheses. Researcher collected both tests data. The researcher classified the result from test which data is gained by the result are analyzed quantitatively. Quantitative analysis is performed using statistics. Researcher used data analysis using the following technique by the SPSS 25 software. Descriptive statistics were implemented to provide the gauge and mean of every group on the both tests. This technique was applied to determine substantial diversity on vocabulary ability said students before and also after they being taught by Mentimeter. The data was acquired by the test. The results of the data prepared by classifying the first test and the second test in order to know if there was a substantial diversity after the treatment had given. Vocabulary result data is in the form of data on the average value of vocab test learned by the Mentimeter. The pre test is the students' point data before being learned applying the meter. In this technique there were several types such as descriptive analysis, normality and paired sample tests which can be seen from a normality test that proved which data is normal.

## RESEARCH RESULTS AND DISCUSSION

### Students' vocabulary skills before being taught using mentimeter

The researcher conducted a pretest to find out students' vocabulary skills which was held in class VIII H on July 18, 2023 at 10.50 to 12.10 pm. Students were learned a test to get the vocabulary skills before being treated using a mentimeter. The table below is the students first test point before receiving the handling in class:

Table 1. Class VII-H Pre-Test Score

NO.	CODE	SCORE
1	K1	75
2	K2	80
3	K3	60
4	K4	80
5	K5	50
6	K6	60
7	K7	85
8	K8	60
9	K9	70
10	K10	80
11	K11	70
12	K12	60

13	K13	55
14	K14	55
15	K15	45
16	K16	60
17	K17	60
18	K18	55
19	K19	75
20	K20	75
21	K21	60
22	K22	65
23	K23	65
24	K24	70
25	K25	60
26	K26	65
27	K27	55
28	K28	85
29	K29	80
30	K30	80
31	K31	70
<b>TOTAL</b>		<b>2040</b>
<b>AVERAGE</b>		<b>66,61</b>

As stated on that table, there are 31 students who took the pretest at experimental class by the average score of 66.61 and also total score obtained by students was 2040 with a median score 65 and mode score is 60. The highest pretest point' at class VIII Y was 8,5 and the lowest score is 45.

Table 2. Descriptive Statistic of Pre-Test

<b>Descriptive Statistics</b>						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
PRETEST	31	40	45	85	66.61	11.03
Valid N (listwise)	31					

FromAs seen on the test results there is an average score obtained by class VIII H students is 66.61. The students who got pretest scores under 65 was 17 students with a total percentage of 54.83%, it can be said that student is score in the pre-test showed that students' vocabulary mastery was still low.

#### **Students' vocabulary skills after being taught using mentimeter**

The researchist organized a posttest to get and see the students' vocabulary skills which was held in class VIII H on July 27, 2023 at 09.30 to 10.50 pm. Before carrying out the post-test, the researcher conducted learning with descriptive text material first and students were also practiced using mentimeter with a total of two meetings. The first meeting focused on students' vocabulary skills in groups

consisting of 4 students per group when learning English and the second meeting focused on students' vocabulary skills in groups in answering questions. It turns out that when using mentimeter at the process of studying they are satisfied and enthusiastic about learn the English, especially when looking at the pictures contained in the descriptive text questions even though before being taught to use mentimeter or when given a pre-test the students looked depressed just by looking at written English. and only a few students seemed interested in continuing their learning activities. In addition, the grade VIII H post test scores were also better than the pretest scores, we can see in the table below:

Table 3. Class VII-H Post-Test Score

<b>NO.</b>	<b>CODE</b>	<b>SCORE</b>
1	K1	80
2	K2	90
3	K3	80
4	K4	90
5	K5	85
6	K6	80
7	K7	90
8	K8	80
9	K9	85
10	K10	85
11	K11	80
12	K12	85
13	K13	80
14	K14	80
15	K15	75
16	K16	85
17	K17	85
18	K18	70
19	K19	80
20	K20	85
21	K21	85
22	K22	80
23	K23	80
24	K24	90
25	K25	80
26	K26	85
27	K27	80
28	K28	90
29	K29	80
30	K30	85
31	K31	85
<b>TOTAL</b>		<b>2570</b>

<b>AVERAGE</b>	<b>82,90</b>
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As stated on table, 31 students took the posttest in experimental class with the amount score of average is 82.90. The total score obtained by students from the post test was 2570 with a median value of 85 and a mode score of 80. The highest posttest score in class VIII H was 90 also the lowest posttest point is 70.

Table 4. Descriptive of Student's Post-Test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
PRETEST	31	20	70	90	82.90	4.614
Valid N (listwise)	31					

From the descriptive statistics above, the mean in the post-test score is 82.90 of 31 students. Students' scores in the post-test showed an increase after being given treatment using a mentimeter, this can be analyzed from the snalles score obtained by student was 70 and the biggest one is obtained by student was 90. The mean score post-test was increased from the pre-test, meaning that the level of students' vocabulary mastery was increased from poor to good level (Based on score table classification criteria). However, because the pre-test scores were much smaller than the post-test scores, this indicated that the students' vocabulary skills increased after applying the meter, the scores in the table above show that the post-test scores were higher. from the pre-test value. Students' scores seem to have increased, from an average score of 66.61 to 82.90.

**Significant differences in students' vocabulary mastery before and after teaching vocabulary using mentimeter**

To discover substantial diversity in student scores before and after giving treatment using mentimeter. The data proves that the difference is existed among the students' pretest and posttest scores. researchers must test paired samples, but before carrying out paired sample tests, researchers must ensure about the distributed data which happens normally so that normalitas test must be carried out on the data obtained.

After calculating the descriptive statistics from both test, researcher conducted a normalitas test, the researchist conducted a normality test with the aim of showing that the sample data from the test results came by the population that distributed normally to find out the result so Kolmogorov Smirnov test with SPSS. The normality test results presented below:

Table 5. Normality Test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.60794231
Most Extreme Differences	Absolute	.103
	Positive	.094
	Negative	-.103

Test Statistic	.103
Asymp. Sig. (2-tailed)	0.20
a. Test distributed is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	

The hypothesis for testing normality is:

1. Null Hypothesis (H0): Data is normally distributed
2. Alternative Hypothesis (Ha): Data is not normally distributed

From the table above, it can be seen that the Sig. (2-tailed) for this class is 0.20 and according to the normality test hypothesis that if Sig. (2-tailed) > 0.05 the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. This means that the data is normally distributed because the significance value is higher than 0.05. See the paired sample test table below:

Table 6. Paired Sample Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test and Post-Test	-17.097	8.923	1.603	-20.370	-13.824	-10.668	10	.000

The hypothesis for testing normality is:

1. Null hypothesis (Ho) means that the distribution of data is normal
2. Alternative hypothesis (Ha) means that the distribution of data is not normal

From the table can be explained about the Sig. (2 tailed) for that class is less than 0,05 (0,000) so that there are an acceptance of Ha as the alternative hypothesis and the rejection because the significant for is lower band 0,05. As stated at the result, where was a substantial differences among The first test and the second test scores of the students after they were given material using Mentimeter, the conclusion is mantimeter proved efficient way on the vocabulary skills or capabilities in class VIII H students of SMPN 1 Jombang. Obviously, the post test scores for class VIII H are bigger pretest scores. As stated at the result of analyze data and the paired sample test above Mentimeter defined as an effective teaching vocabulary mystery to class VIII H students in SMPN 1 Jombang.

**Discussion**

**Students' vocabulary mastery before being taught using mentimeter**

Based on the results of observations, researcher found that students were passive in the learning process. Some students looked lazy, bored and leaned their heads on the table. The researcher saw that the learning process carried out by the teacher did not attract students' interest in learning which made students lazy and passive because the teacher only gave notes that had to be read and memorized. Wong & Yunus (2020) states that the problem students face in mastering vocabulary is the inability of students to master English vocabulary because they are not able to understand the questions because a lack of vocabulary results in them

being unable to adapt and showing little interest. Students experience difficulties in dealing with unknown vocabulary, do not understand messages or implied meanings, and cannot form sentences.

In addition, the mastery of vocabulary in students was still not high, as could be known by the number of students who cannot answer when the teacher gives a question, especially if the question is in English and must be answered in English as well. Students' vocabulary mastery at a low type when viewed from the results of the pre-test, such as not interpreting the meaning of words and not being able to choose what words fit in sentences according to pictures and context. The pre-test results proved a mean score is 66,61 with the highest score being 85 and the lowest score being 45. The biggest students' frequency scores was in the range of 56-65 with 11 students or 35.48%.

Therefore, when the researcher held a study in class of VIII H at the first meeting where at that time they were only contribute a vocabulary test which goal is to know the students abilities before they had given lesson implementing . about their encouragement and self confidentiality were not good regulated and they felt guilty to show their ideas with English language.

As explained above, the researcher make a conclusion that several factors causing students' deficiency of vocabulary mastery were that they didn't understand what the word mean and they didn't have good enough vocabulary memorization. Students are also not confident in pronouncing English words in front of the class. In addition, the passivity factor of students is not only because they cannot understand the learning material, but students also do not have the opportunity to convey and respond to the teacher in class during the learning process. According to Puspa & Imamyartha cited in Mayhew (2020), claims that learning English by applying the Mentimeter usage can provide motivation and intensify their interest in learning so that students are more satisfied at learn the languages.

#### **Students' vocabulary skills after being taught using mentimeter**

There are several studies that examine measurement inat studying English mostly at vocabulary skills. The research goals is to provide the increase in students' motivation in learning English and their ability to master vocabulary. From the research results, all relevant research reveals bout the Mentimeter usage can intensify the students motivation in studying English notably at vocabulary skills. The study here also emphasizes the use of mentimeter as a technique in teaching students' vocabulary skills. because it is difficult to recognize the words mentioned in the test and students are also less focused because English is a subject they are not interested in. Many of them answer questions with wrong answers. this may be known by the lowest score achieved by them is 45 and the highest score obtained by students is 85. The conclusion is that students still have to improve their competency at mastering the vocabulary.

In the first treatment, the researcher started by explaining the use of meteri mentimeter and giving examples of problems in the form of images that would be used before using meteri mentimeter. Based on the examples given, some students responded quickly and some students just kept silent. Then, the researcher made groups of 7 groups and each group had 4 members. After that, the researcher distributed the link [www.menti.com](http://www.menti.com) to students access the mentimeter home page. The researcher distributes the question code and for each question has 10 seconds

to answer each question the right or wrong answer will appear on the meter display after the time for each question is finished. The overall score would appear after each group answers all the questions and the winner will appear automatically. The researcher gave prizes for the winners 1 to 3. As stated by Rachmawati (2020), that mentimeter method makes students compete with each other and respond quickly. The group that answers the questions faster than the others and answers correctly will be the winner. Because of it, students were very excited to responses all the questions.

In this section, active students experience more improvement than before, although not completely. Using mentimeter in groups increases student activity and interest, and students become more enthusiastic. Wong & Yunus (2020) say that implementing the method is needed for learning vocabulary because it could be have recourse to overcome problems in studying vocabulary. Students have a great moment and do not get bored when they studying the new term

In the second treatment, the researcher carried out the same activity, but the group for the second treatment consisted of 2 students consisting of 15. Students were given descriptive text questions with different pictures. As in the first treatment, students were formed into 7 groups with 4 members being given questions about cats. Whereas for the second treatment the researcher gave questions about tigers, then the competition was more intense because the number of groups was more than in the first treatment.

After the researcher applied mentimeter method when the studying process starting, students became more excited in participating, satisfied and enjoying the learning process. Students who are lazy and passive become active, such as answering and responding. In addition, the vocabulary learned is also remembered more quickly by students. As stated by Wong & Yunus (2020) that mentimeters will make them enjoy the process and easily to remember vocabulary by using the picture instead of give them a roster of words.

This means that the application of this method has made changes in students' attitudes in class in addition to increasing students' vocabulary mastery. The use of mentimeter can be used to get students interested in reviewing vocabulary. This method built a pleasant situation at classroom, they are encouraged in learning Crump & Sparks (2018):

Table 7. Score Comparism

	Pre-test	Post-test
Mean	66.61	82.90
Range	40	20
Mode	60	85
Maximum	85	90
Minimum	45	70

Based the table so the score average of students at the pretest and posttest experienced a very significant difference, where the pretest score was 66.61 which was a low score, and in the posttest 82.90 had an increased value, and the significance value was 0.000. for the pre-test range 40 and post-test 20. while for the pre-test mode value 60m and post-test 85. from the results of the maximum pre-test value of 85 and minimum value of 45 and for the maximal post-test value 90 has an increased value and for the minimum post-test value test 70 As the results of the data described in the findings point, it is evident mentimeter method can be used to teach vocabulary and improve students' vocabulary mastery.

In addition, before the pre-test was carried out, the students' vocabulary mastery was still low. This can be seen from the results after carrying out the pre-test, the student scores were very low and the students were less enthusiastic. Whereas after the treatment the students experienced an increase in vocabulary mastery and also after the students carried out the post test the student scores were higher than before where during the pre test the average student score was 66.61 while in the post test the score could be 82.90 which looks very different . Mentimeter method can be used to teach vocabulary and improve students' vocabulary mastery from the low category to the capable category in learning vocabulary.

As the research conducted by Wong and Yunus (2022) the application of Mentimeter in class signify cantly improves students' vocabulary skills. Also, their students also believe that such platforms effectively improve their reading skills or vocabulary mastery. because of the vocabulary and create a collaborative learning environment for them. Based on these data, from this study researchers gained new insights. As a new finding for researchers that not only vocabulary mastery skills are honed in using the meter but other skills can also be trained from the media meter such as speaking and reading skills.. The researcher found that there was speaking ability in the research process, students gained speaking and reading skills during the pretest and posttest and also being able to increase student confidence.

By using the mentimeter method students can add new English vocabulary, the researchist knew that students has new vocabulary after using mentimeter , students can also discuss to find out new vocabulary that students don't know when answering questions. From the question and answer between students, these students would add new vocabulary to work on English questions or even to answer other questions. In addition, before using mentimeter, the researcher gave several sentence instructions as examples of sentences that would be used later in mentimeter which most students did not know beforehand, then while using mentimeter students would know questions with right or wrong answers after answering questions and they knew what It means. According to Samad & Munir (2022), applying mentimeter as a learning medium has big impact to the student studying activities it all because the improvement of learning outcomes. student achievement of the vocabulary taught using mentimeter increases and this can be known by the percentage level where the average score at the is only 66.61 and still has not reached the minimum criteria for mastery learning scores given by the school while in the posttest the average score of students reaches 82.90 and able to exceed the minimum criteria for mastery learning scores from schools. It may be

concluded about the students vocabulary increased because the level at the post test better than the level at pre test.

The last conclusion here verified about a significant impact to the use of Mentimeter method on students' vocabulary mastery abilities at the 8th class level in Junior high school that defined as the innovative and new media in studying and teaching process. As mentioned in the research conducted by Wong & Yunus (2022) who used mentimeter for students at the university level, he said that mentimeter was an effective technique in teaching activities, especially in adding new vocabulary, he also claimed that meter was a creative learn about media that will make students it is not easy to be bored when given learning using this media, especially English lessons which are not liked by most students.

## CONCLUSION

In the conclusion section, we will discuss the conclusions of the three questions from chapter II, there are three questions, the first is their vocabulary skills before being learned implementing Mentimeter, second is their skills when had being learned or taught use it and the last is substantial diversity among vocabulary abilities before and also after getting taught to use it.

### **Students' vocabulary mastery before being taught using mentimeter**

To get the abilities, pre test should be given from researcher before ut stating. The test shared for the students of class VIII G to determine their skills. Research fjmoubf out and idebtify data from the pretest to see the students, background education before they're given some treatment. The high St score in class VIII H suring the pretest is 85 and smaller score was 45. The regular or average value of pretest is 66,61. The biggest frequency of student scores is in the range of 56 – 65 as many as 11 students or 35.48% at a sufficient level

### **Students' vocabulary mastery after being taught using mentimeter.**

The researcher provides implementation by studying vocabulary skills through the use of mentimeter in class VIII H. After carrying out the implementation, the researcher gives the students a posttest. The highest post-test score for class VIII H students was 90 and the snalles grade for students' post-test was 70. Meanwhile, the average post-test score for students was 82.90. The highest frequency of student scores is in the range of 76-85 with 24 students or 77.41% at the good level. The scores showed that most of the students got high scores and there was an increase from the pre-test scores after being taught using mentimeter because their scores increased significantly.

### **Significant differences in students' vocabulary mastery abilities before and after being taught using mentimeter**

There's a substantial diveristy among the students and when after being treated implementing Mentimeter method. The average score on both test are 66,61 to 82,90. As stated on analysis data the results of the experimental research where researchers obtained data about teaching vocabulary skills using Mentimeters. The result is sig.2 test - the score is 0,000 because the significant value not bigger that mentimeter is effective on students' vocabulary skills in class VIII H at SMPN 1 Jombang in the 2022/2023 Academic Year.

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