

CHAPTER I

INTRODUCTION

1.1 Background

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 basic 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 gives 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.

Sari & Serimbing (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 absimple 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 learn to get bored also have tittle 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.

Based on the researcher's preliminary observation at SMPN 4 Palopo, the learning media that has been implemented is question and answer. When the teacher conducted learning using the lecture method, the researcher found that some students were noisy in class, bored, and not focused on learning. The learning methods used also don't increase student's vocabulary, so students are less able to speak English.

According to Nabilah (2024), 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 student getting more interested by the Mentimeter platform at learning English. Mayhew et al. (2020) state that the Mentimeter gives students method to state the concentration or focus with increasing contribution by studying mechanism 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 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 pretest results and also positive feedback that students give. It can be concluded that Mentimeter was an efficient way to improve student's vocabulary. Hence, the researcher guided study on "The effectiveness of Mentimeter platform in teaching vocabulary at the seven grade of SMPN 4 Palopo".

1.2 Problem Statement

The problem statement of this research formulate: is the use of Mentimeter platform effective in increasing students' vocabulary at SMPN 4 Palopo?

1.3 Objective of Research

The aim of this research is to find out whether or not the use of Mentimeter platform effective in increasing students' vocabulary at SMPN 4 Palopo.

1.4 Significant of Research

The results of this study are expected to contribute especially to students, teachers and further researcher. The result will be used as follows:

1. For students

- a. This research is expected to make the students easier to master vocabulary as much as possible and build interest students in learning English.

- b. Knowing that smartphone not only as accessories but can be also as a learning media.

2. For English teacher

- a. With this research, the researcher hopes that English teacher can avoid boredom of the students in learning English, especially vocabulary mastery.
- b. Hope this research can be a reference for teachers to implement learning media in teaching English subject.

3. For the next researcher

The researcher hopes that this research can be used by the other future researchers as an illustration or reference in conducting similar studies.

1.5 Scope of Research

The researcher investigates whether Mentimeter can help students in improving their vocabulary mastery and understanding of English vocabulary in learning, especially the main focus in this research is restricted on students' vocabulary, specifically focuses on noun, verb and adjective. The researcher only focused on this material because this vocabulary is often used in everyday life.

1.6 Operational Definitions

To get a general understanding and avoid misunderstanding of the research, the researcher provides definition of key terms related to the title:

1. Vocabulary

Vocabulary is a collection of words that can be used to form an idea or sentence to convey an idea to other people.

2. Mentimeter

Mentimeter is a learning media that is carried out online via smartphone, laptop or tablet as well as a web-based application that is used to carry out online presentations, play quiz games, interactive surveys and can explore students opinions directly in order to assess the extent of students' understanding of learning material delivered by educators.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. 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. 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.. According to Alqahtani (2015), vocabulary is the total number of words required to convey concepts and convey the speaker's meaning. According to one definition, a person's vocabulary is the collection of all the words they know or are likely to use to create new sentences. McKeown & Curtis (2014), stated that vocabulary is the understanding of the meaning of words. According to Alizadeh (2016), vocabulary is more complex than current definitions.

Vocabulary is a person's mastery of words in spoken and written language. Mastery of vocabulary is very important to achieve language mastery. The more vocabulary a person, especially a student, can acquire and master, the more ideas the student can convey (Dzul, 2023). Vocabulary is a collection of words that can be used to form an idea or sentence to convey an idea to other people (Purnamasari, 2021).

Vocabulary was a unity of letters then became words then arrange to use by person or group to communicate (Riskawati, 2014). According to Hayati (2018), vocabulary is the totality of words or vocabulary or terms that refer to certain concepts possessed by a child in an environment. Vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication (Rahmadani, 2017).

By looking over those definition, the researcher concluded that vocabulary is a collection of words used to communicate and convey an idea. Mastering vocabulary allows a person to convey more ideas and is essential for language.

b. Types of Vocabulary

Finacchiaro (2021), distinguishes between two categories of vocabulary: Content word and Function word.

1) Content Words

According to Macfayden (2017) content words can be classified as verb, noun, adjective, and adverb. As a result, this study focuses especially on noun, verb, and adjective in the vocabulary exam. The types of content words are further explained as follows:

a) Noun

Noun is a word that use to name a person, location, or object. A noun is a word used to name a person, animal, place, thing, and abstract idea, according to Macfayden (2017). There are instances where nouns are defined based on the grammatical category to which they belong. Because nouns in different languages have different classes, this definition is frequently language-specific. Imtiaz (2020) stated that there are eleven different types of nouns in English:

(1) Proper Noun

A proper noun is the given name of a person, or a specific place or thing, that is own name (examples, Imran, Karachi, and Rover). A proper noun always starts with a capital letters (examples, Sunday, March, and December). Name of all person, name of countries, name of oceans are counted in category of proper nouns (examples, Mashal, Pakistan, Atlantic).

(2) Common Noun

A common noun is the word used for a class of person, place, or thing (examples, person, city, and dog). Common nouns are not capitalized unles used in start of a sentence. There are some expectiones like in poetry where every word of new line is capitalized. Something that is personified in poetry is also capitalized example, “So Nature incites them in their herts” (Prologue-Geoffrey Chaucer).

(3) Concrete Noun

Concrete noun is the things which we can see or touch physically. This noun contrast with abstract category of noun. For example: tree, hammer,

and pen. We can see them feel them or touch them. Sometime we name it material noun.

(4) Abstract Noun

Abstract noun is things you cannot see or touch. Abstract noun don't have physical existence. These nouns are difficult to guess. Sometime learners get confused with abstract noun and adjective. Abilities and emotions are abstract noun example bravery, joy, determination, etc.

(5) Collective Noun

Collective noun is words that denote groups' collection or multitude of something. These noun are used as singular. For example team, army, and concert.

(6) Compound Noun

Compound noun is nouns made up of more than one word. For example: court-martial, pickpocket, water bottle. Some compound nouns are two words (example, peace pipe), some are hyphenated (example, play-off), and some have become single words (example, eye-opener). Many of them are currently transitioning through those stages. Therefore, spelling compound nouns can be a nightmare. Some compound nouns form their plural by adding an to the principal word, not necessarily to the end (example, brother-in-law).

(7) Countable Noun

A countable noun is a noun that can be counted inn numbers like one pen, two cars with both a singular and a plural form. Example, dog/dogs, pie/pies.

(8) Uncountable Noun

An uncountable noun is a noun without a plural form. For example: oxygen, patience. Such nouns do not include counting. All abstract noun falls under the uncountable category of nouns.

(9) Gerund Noun

Gerund is nouns that end -ing and that represent actions. Gerunds have verb-like properties but these are used differently in a sentence unlike

verbs. Gerund noun are modified with adverbs. How to differentiate gerund noun and verb? Look at two examples:

- (a) Ali is singing a song.
- (b) Ali is fond of singing.

In sentence (a) singing is verb as its show action that Ali is performing. Verb with –ing are used followed by helping verbs is, am, was, were, etc. But in sentence (b) singing is not an action veing performed by Ali and not followed by a helping verb.

(10) Gender-specific Noun

Gender-specific noun is nouns that are definitely male or female. For example: king, vixen, and actress. A blonde is a woman. A blond is a man.

(11) Verbal Noun

Verbal noun is nouns derived from verbs and do not have verb-like properties. For example: building, drawing, attack.

b) Verb

Verb is the word that describe an action or activity, according to Imtiaz (2020). The verb is also the sentence's most crucial component. The verb expresses actions, occurrences, or states of being and asserts the most significant component of the sentence. According to Macfadyen (2017), verbs convey the activities or behaviors that are the sentence's topic. Verbs put events, acts, and states at a certain time.

According to Imtiaz (2020), these are the main kinds of verbs :

(1) Linking Verbs

Linking verb is a verb that connect a sentence together. It does not mean anything on its own but makes sense when used in a sentence. Common linking verbs that are used are: is, am, are, was, were. Example in sentence:

The birds are flying high up in the sky. She is always looking fabulous.

In the above example, we can see that the linking verbs are connecting the subject with the rest of the sentence. Without linking verbs, the sentence does not have a complete structure.

(2) Action verbs

Action verbs show action. They create an image of the happening in your head. There are two kinds of action verbs:

(a) Transitive verbs

The verb in a sentence that has a direct object is known as transitive verb. The verb should have something on which it is performed. The sentence containing transitive verbs can also be converted from active voice to passive voice. Look at the examples below:

- The batsman hit the ball hard. She walked the streets alone.

In the first example, we can see that the verb hit has a direct object ball. The sentence can also be converted into passive voice: The batsman hit the ball.

- The same case is with the second sentence. The verb walked has direct object streets and the sentence can be converted into passive voice: The streets were walked by her, alone.

(b) Intransitive verbs

The verb in a sentence that does not have a direct object is known as intransitive verb. The sentences containing intransitive verbs cannot be converted from active voice to passive voice. Let us see the examples below:

- The lion cub sleeps. The house is flawed.

In both of the above examples, there is no direct object. Both cannot be converted into passive voice too. So, the verbs; sleeps and flawed are intransitive.

(3) Reflexive verb

Reflexive verbs are those whose subject and direct object are the same. They refer back to the same thing or person. Let us see the examples below:

- She stays home herself. The cat cleans itself.

In both the above examples, the verbs are referring back to the same person. Their subject and object are the same, hence they are reflexive verbs. The reference back is done in form of reflexive pronouns by which they are being called reflexive verbs.

(4) Auxiliary verbs

Auxiliary verbs help the main verb in a sentence and are called helping verbs. Auxiliary verbs, when used with ordinary verbs help in changing the tenses, mood or voice of a sentence. They also help in making negatives and interrogative of sentences. Auxiliary verbs are also simply called auxiliaries. Common words that come under this category are as follows: Is, am, are, was, were, have, do, etc. examples in sentences :

- I was going to the shop.

Here the auxiliary is used to form a continuous tense.

- The car door was opened

Here it is used in formation of a sentence in passive voice.

(5) Modal verbs

Modal verbs are the verbs that are used before the ordinary verbs to show meanings such as: possibilities, permission, certainty, etc. they can just simply be called modals. Common modal verbs that are used are as follows:

Can, could, may, might, will, would, shall, should, must, ought.

Never and dare are also used as modal verbs sometimes.

Examples in sentences:

- (a) You dare not do such a thing. You must be Sara's sister.
- (b) You could have stopped them.

Modals are mostly put in the category of auxiliaries. Then they are sometimes called modal auxiliaries.

c) Adjective

Khansa (2023) claims that adjective define or add details about an object's size, shape, age, and color. Adjectives are words that give additional information about nouns or pronouns, according to Harmer (2014). An adjective is a term that describes a feature of the object or person that a noun is referring to. By characterizing, restricting, or otherwise improving the accuracy of meaning, an adjective changes a noun or pronoun. There are eleven categories of adjective according to Khamying (2017):

- (1) Descriptive adjectives are adjective that describe or the nature of humans, animals or things. For example : Tiger is very strong.

(2) Proper adjective is an adjective that shows the name of an object, such as language, nation, or so on. For example : The Turkish empire is very strong.

(3) Quantitative adjective is an adjective that describes a thing in a certain amount or several.

- Cardinal number, as in : I have three chairs.

- Ordinal number, as in : I am always nervous for the first few minute of an exam.

- Multiplicative number, as in : The post comes twice daily.

(5) Demonstrative adjective is a designative word that functions as a property or gives properties to the object that is designated. This word describes the object shown. For example : That girl is my cousin.

(6) Interrogative adjective is an adjective that indicates the question such as which, what, and so on. For example : Which book did you borrow from library?.

(7) Possessive adjective is an adjective that shows the meaning of possessive pronouns, such as: my, your, our, his, her, and their. For example : Her girl is beautiful.

(8) Distributive adjective is an adjective that shows things in the sense of being divided or separated. For example : The two teachers had each a red hat.

(9) Emphasizing adjectives are used to lay stress on the preceding noun. For example : I saw him with my own eyes.

(10) Exclamatory adjective is adjective used for sentences or words with exclamation marks. For example : What a bright sun it is!

(11) Relative adjectives are used to modify nouns and introduce relative clauses. For example : She doesn't decide which train to take.

d) Adverb

According to Hammer (2017), an adverb is a collection of words that expresses the meaning of a verb, an adjective, another adverb, or an entire sentence. Adverbs include crucial details that are necessary for comprehension and communication, such as how, when, and where something is done. A collection of words that enhances the meaning of a verb, adjective, or adverb is known as an adverbial phrase. Adverbs fall into a variety of categories, some of which are as follows, Macfadyen (2017):

(1) Adverbs of time : that tell us when an action occurs, for how long, and how often. Examples: now, yesterday, early, late, then and so on. Example for sentence: Today the students will get the exam.

(2) Adverbs of Frequency : a word or phrase that expresses how often the activity is done by someone. The phrase that we will find in this adverb of frequency are daily, monthly, often, rarely, and so on. Example in sentence : My favorite TV show is aired daily.

(3) Adverb of place : that describes where something happens or the location of an object. Example: far, everywhere, here, there, forward, downward, up, uphill, behind. Example in sentence : She is waiting here.

(4) Adverb of manner : describe how an action is performed or the way something happens.. Example : carefully, quickly, slowly. Example in sentence : She wrote the letter carefully.

(5) Adverbs of degree : a word of arrival that can be used to explain to someone about the level or intensity of something that happened. Example in sentence: He speaks English fluently.

Based on the explanation above, a sentence will not be complete without content words such as nouns, verbs, adjectives and adverbs. Therefore, understanding the content words will make it easier for us to arrange words in forming sentences.

b. Function words

According to Nordquist (2019), a function word in English Grammar is a word that indicates a grammatical or structural relationship with other word in a phrase. A function term, as opposed to a content word, contains little or no significant content. According to Shea (2014), a word does not necessarily have any meaning just because it is not immediately apparent. It implies that function words have a part in word and sentence construction even though they lack any significant substance. Although function words are crucial for comprehension, their significant is limited to describing the connection between two words. Auxiliary verbs, prepositions, articles, conjunction, and pronouns are examples of function words.

(a) Auxiliary verb help the main verb to describe action . For example : is, am, are, be, been, can, could, and so on.

(b)Prepositions show words used to connect nouns or pronouns with other words in a sentence. For example : with, at, from, into, in and so on.

(c) Articles show something specific or one of many. For example : a, an, the.

(d) Conjunction is a word used to connect two or more words, phrases, clauses or sentences in one sentence. For example : and, but, as, since.

(e) Pronouns refer to other nouns. For example : I, you, us, ours, she.

In regard to kinds of vocabulary, the researcher focused on content words that consist of noun and adjective. Those two kinds of content words are crucial words in the part of speech or word order.

c. Teaching Vocabulary through Technology

Mediha & Enisa (2014), states vocabulary learning is necessary moving away from traditional techniques, ie introduce vocabulary with translate it inn another direction to attract attention and motivation of students in language learning. Technology-based media become an alternative in learning English vocabulary by bringing different perspective.

In the contest of language learning foreigners, in particular, technology has become a nonentity regardless of learning innovation inn class. Azmi (2017) describes the role technology in foreign language learning. Added, proper implementation of information technology in the language classroom can promote learning, improve interactive and communication, improve independent learning, maximizing results targeted, motivating students and help them improve their performanc inn EFL class. Use of pedagogy and appropriate methodology can then create differences, bringing positive change in the classroom EFL and transforming the classroom into open digital learning environment. Mai (2020), ICT integration will allows teachers to vary teaching and learning activities, in stages change the teaching style to be more centered to students, training students to play a more active role active in learning, and access a large number of authentic learning materials.

From the discussion above, this reseach aims to explore usage trends technology in learning language vocabulary foreign to junior high school level. In

this case, researcher use Mentimeter platform as technology-based learning which can have a positive impact on students.

2. Mentimeter

a. Definision of Mentimeter

According to Fidhayallah (2020), Mentimeter is a learning medium that can be used to make online presentation via smartphone, laptop or tablet. Meanwhile, Putri, et al., (2021) Mentimeter is a tool that is accessed via the internet and has an informal and easy to access visual style. Many features can be used on this platform. Mentimeter offers several benefits that support what you want to achieve, it is used as a medium to find out discussions, and evaluation of learning. The way to use this media is that students enter the page using a unique number code displayed on the screen. Once logged in they are given the option to select many options or add free test (Coyle, 2021).

Mentimeter is a website-based interactive presentation application that is used to carry out survey activities in seminars or learning activities. Some of the benefits of the Mentimeter application include as a medium that can influence student interest in learning activities, a medium that can be used to collect data, as a medium that can be used to express opinions, and as a medium that can be used as means of reflection to measure learning activities. The mentimeter application hopes that learning activities can provide interesting interactions or feedback so that later they can optimize teaching and learning activities (Herlawati, 2021).

Mentimeter is a web-based application that can be used as a learning medium. One thing that can be used as an application of the interactive quiz-learning method is to use a Mentimeter online as an effort in order improve student learning outcomes (Andrini and Pratama, 2021). Mentimeter can be used for presentations and students can respond appropriately directly regarding the material at hand be delivered. You can also use a Mentimeter used as an interactive quiz medium which is easy for students to use too can connect directly with the educator by entering the code Mentimeter at the top are available. Online learning media can be controlled by user and other users can access what is needed learners. By using a Mentimeter, students can become more active and can

make learning happen more fun. So students it is hoped that it can be maximized further absorb the knowledge conveyed (Lusiana, 2021).

Mentimeter is an interactive presentation media where a teacher can create polls, open questions, multiple choice, and even quiz competitions. Mentimeter as a medium that can be used to increase student involvement in the learning process. The answer from each respondent to each question will immediately appear on the screen, without displaying the name of the respondent. This makes students feel that their privacy is protected even if the answer given is wrong. So that way they don't there is no need to be embarrassed when expressing opinions about a material or topic. Apart from that, teachers also play an important role in encouraging students to engage in discussions. Even if the answers given by students are wrong or incorrect, the teacher must be able to provide a positive response so that each opinion expressed can be respected (Dinata, 2020).

Mentimeter is an online application that allows users to display various diagrams of the results of social interactions of groups of people. For example, polls or opinions that are expressed openly and briefly, test that contains words of wisdom and there is also a leaderboard to fill in people who respond to the online media. Mentimeter has great potential for maintaining class interaction whether held face to face or not. The existence of this media proves that technological progress to date is very rapid and does not allow us to use it. So by using Mentimeter platform which can be accessed via android or laptop, you can support the implementation of learning (Istiandaru, 2020).

According to Herlawati (2021), with Mentimeter platform, the interaction between the presenter (in this case the teacher) and the audience (students) can be presented in presentation with the feature of providing direct feedback via smartphone, tablet, PC or laptop. The way Mentimeter works is that if a presenter or instructor publishes a presentation via www.mentimeter.com, the Mentimeter system generates a pin code for participants to enter. Then students can participate directly by entering the Mentimeter system and entering the pin code at www.mentimeter.com. The system is accessed only by pin code and no other information of the student is entered into the system. Once students log in to the

system, the answers they provide to the app are immediately reached and generated in real time by their teachers and peers.

Based on existing sources regarding the meaning of Mentimeter above, researcher conclude that Mentimeter is an online learning medium that can be used for online presentations on smartphones, laptops, or tablets. It offers numerous benefits, including influencing student interest in learning activities, collecting data, expressing opinions, and measuring learning activities. Students can access the platform using a unique number code and can select options or add free test. The teachers can create polls, open questions, multiple choice, and quiz competitions, increasing student involvement in the learning process. Students can express opinions without fear of embarrassment, and teacher play a crucial role in encouraging students to engage in discussions. It has great potential for maintaining class interaction, whether held face-to-face or not. The rapid technology progress of Mentimeter demonstrates its potential in supporting learning implementation. Using the Mentimeter platform, educators can support the implementation of learning and improve student outcomes.

b. Menu and features of Mentimeter

According to Dayani (2022), the main menu in this application is Type, Content, and Customize. There is another submenu in each of these menus, for the Type menu there are options for modifying the slide display, namely :

- 1) Popular question types, there are several presentation options in the form of multiple choice, word cloud, open end, scale, ranking, and Q&A.
- 2) Quiz competition, there are several options for answering the quiz, namely select answer and type answer.
- 3) Content slide, there are several presentation options, namely heading, paragraph, bullets, image, video, big, quote, and number.
- 4) Advanced question, there are several presentation options, namely 100 points, 2×2 grid, quick form, and who will win?

The content menu contains settings or editing features for each selected menu type. Meanwhile, the customize menu contains a settings menu, including slide settings (containing close voting options, hide instruction bar, hide results), layout, image, advanced layout, and advanced color. Then the advanced layout

and advanced color options are only available for paid accounts (Mentimeter Pro). Apart from the three main menus mentioned, there are also example, theme, and configure menus. These three main settings menus apply to all slides being created. Meanwhile, the menu/feature described previously is only for setting each slide page.

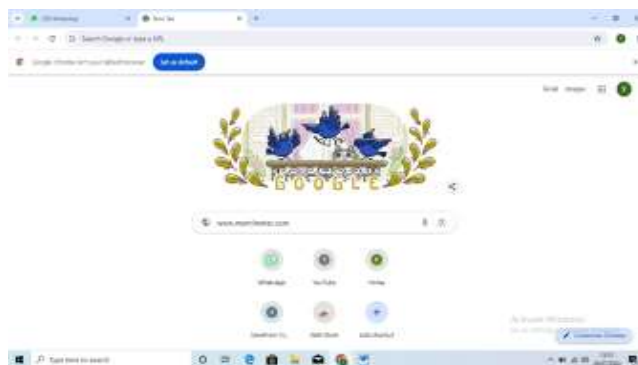
c. Steps of Using Mentimeter

Mentimeter can be used for online or face-to-face learning activities, so that educators can give online presentation with students. Apart from that, the Mentimeter can also be used in teacher assessments in the form of quizzes. The following are the steps for using a Mentimeter.

According to Fidhyallah (2023) the steps for using a Mentimeter are as follows:

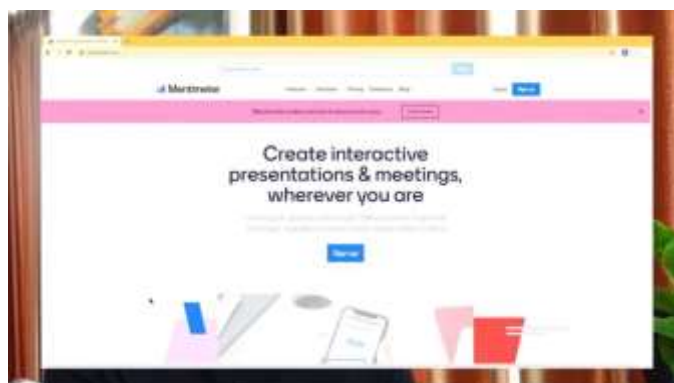
1) Create an account

- a) Open your browser/google chrome then search for www.mentimeter.com, click sign up



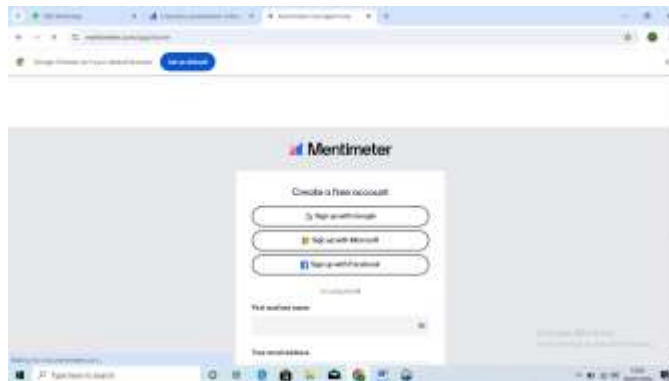
Picture 2.1 Creation an account

- b) Register if you don't have an account yet



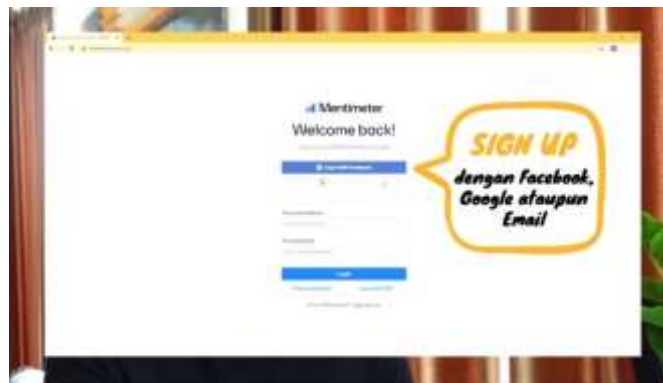
Picture 2.2 Creation to register

- c) Please register using a google, facebook account or create a new account with email



Picture 2.3 Creation to register using google or other options

- d) Click log in



Picture 2.4 Creation to login

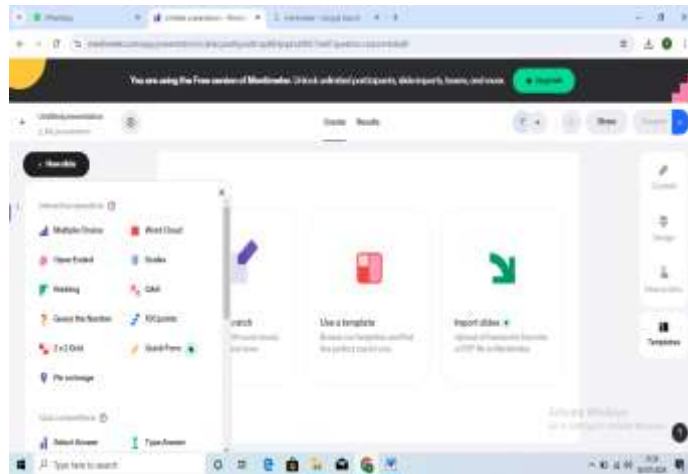
2) Create PowerPoint

- a) Click on new presentation and new folder to create a folder



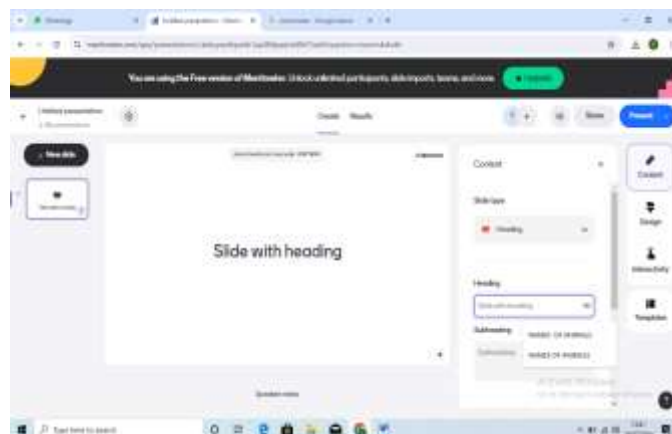
Picture 2.5 Creation on new presentation

b) Click add slide



Picture 2.6 Creation to add slide

c) Type and fill in the columns in the heading and sub-headings to fill PowerPoint



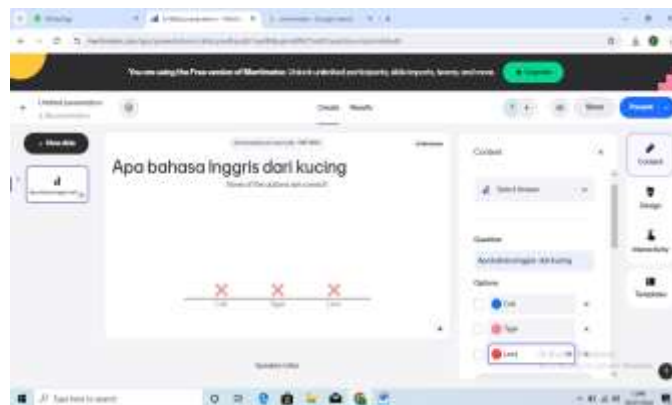
Picture 2.7 Creation to fill in the column

d) To add a quiz, click select answer or answer type on the slide type



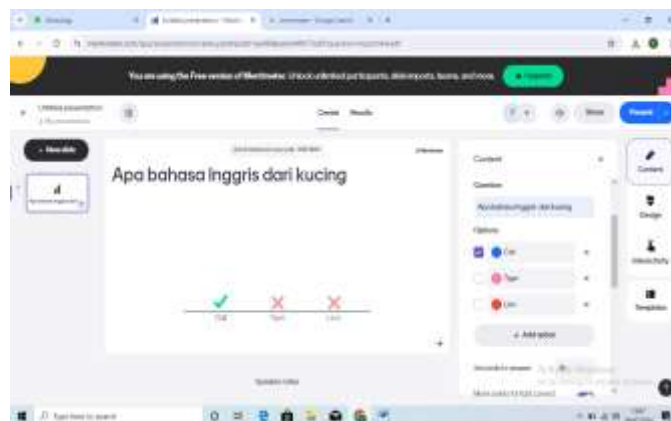
Picture 2.8 Creation to add quiz

- e) Fill in the your question column to write the question and fill in the options column to write the answer



Picture 2.9 Creation to write the question

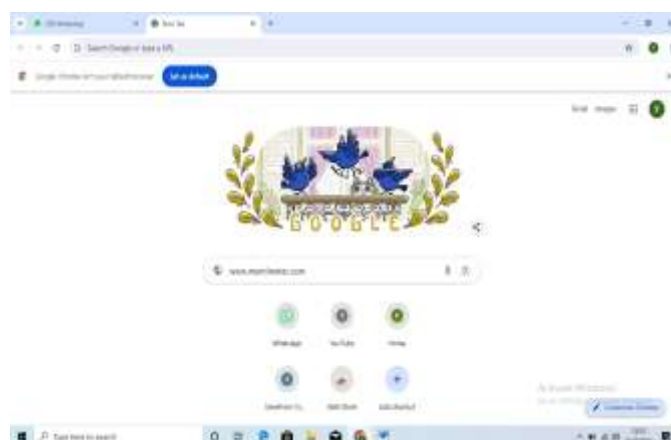
- f) Click the check box then select the answer to mark the correct answer.



Picture 2.10 Creation to mark the correct answer

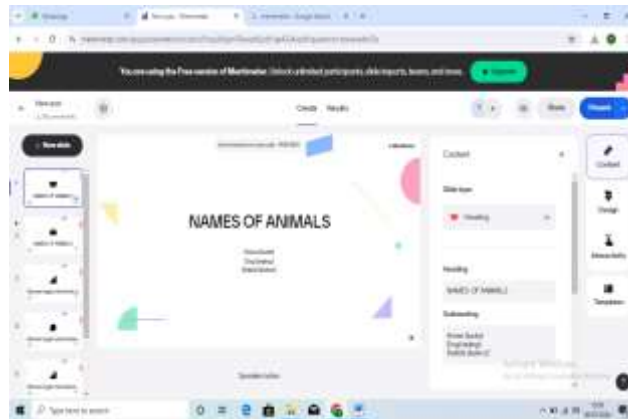
3) Presentation

- a) Open a browser then search for www.mentimeter.com



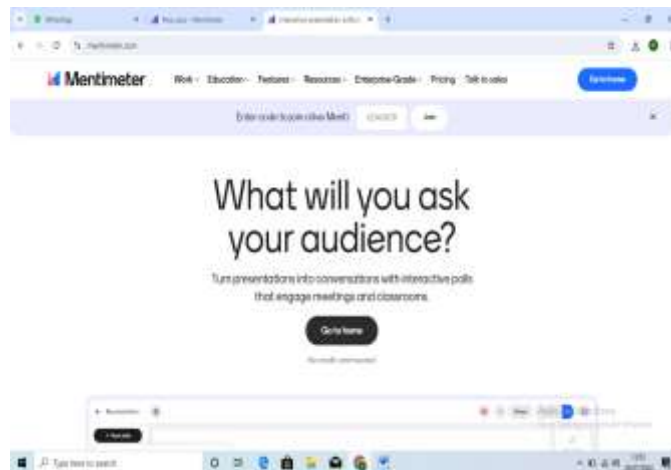
Picture 2.11 Creation presentation

b) Click present in the top right corner then follow the instructions



Picture 2.12 Create to click present

c) Students open www.mentimeter.com in their browser and fill in the presentation code column provided by the educator



Picture 2.13 Creation to open Mentimeter

d) Students can directly access learning materials



Picture 2.14 Create to access learning material

d. Advantages Using Mentimeter in Teaching Vocabulary

Mentimeter is a useful and dynamic learning tool, but it has several advantages. Other advantages are as follows: according to Andrini & Pratama (2021), several advantages of the Mentimeter application are stated, namely:

- 1) Mentimeter does not use up device memory because this application is used online and stored in the online application so there is no need to worry about files being lost.
- 2) Mentimeter can be accessed via smartphone or android so students can study anywhere.
- 3) With the Mentimeter application, resource persons can interact directly with participants by providing special slides for discussions and questions and answers during learning so that they can improve the quality of learning and directly monitor participants who take part in learning activities because of the interaction between resource persons and participants.

According to Nuretha (2023), the advantages of the Mentimeter consist of several things, namely:

- 1) Mentimeter is software that is easy to use.
- 2) Mentimeter itself can directly form interactions between students and educators.
- 3) Students can also directly provide input through this Mentimeter application.

Meanwhile, according to Dayani (2022), there is advantages of Mentimeter include :

1. Free online based application.
2. Can contain various quiz models, surveys, questionnaires, and questions.
3. The images and shapes are varied so they are interesting to look at.
4. Interactive presentations with an online editor that is easy to use and automatically saved to the facilitator's account.
5. Can be used anytime and anywhere
6. Audience members don't have to sign up, they only need a Mentimeter question code from the facilitator.

e. Disadvantages Using Mentimeter in Teaching Mentimeter

Mentimeter is an interactive online learning media that has its drawbacks. According to Alfian (2023) the disadvantages of the Mentimeter are:

- 1) Mentimeter can only be used online.
- 2) The language used in Mentimeter is English.

Meanwhile, according to Dayani (2022), there is disadvantages of Mentimeter include:

- 1) Even though there is an Indonesian language option, however operations are still in English.
- 2) For free account users, you can only create 3 slide quizzes, the rest must be paid

2.2 Previous Studies

Actually, this is the first research whether Mentimeter platform can improve the students' vocabulary mastery or not. But there are previous studies using some applications that similar with Mentimeter platform. The following are some previous researchers who put forward their research as follows:

1. Farah Nabilah (2024) with the journal entitled "The Effectiveness of Teaching Vocabulary Using Mentimeter". The researcher used t-test, where the aim of the research was to find out whether the use of Mentimeter could improve vocabulary achievement of the participants. The result showed that there was an improvement in vocabulary achievement of the participants. The average student post-test result is 66,61 and the post test average is 82,90. Also the researchers concluded that the use of Mentimeter can be an effective method to improve vocabulary achievement in junior high school students. Also, it recommended that English teachers should consider using Mentimeter as a media teaching Vocabulary.
2. Arlian Fachrul Syaputra, Mantasiah R, and Syamsu Rijal (2020) in their journal entitled "Web-based Mentimeter Learning Media in Learning German Writing Skills". The researchers used true experimental design in the form of the randomized pretest-posttest control group design. And the result showed that the German writing skills obtained t-count $2.59 < t\text{-table } 2.004$ at a

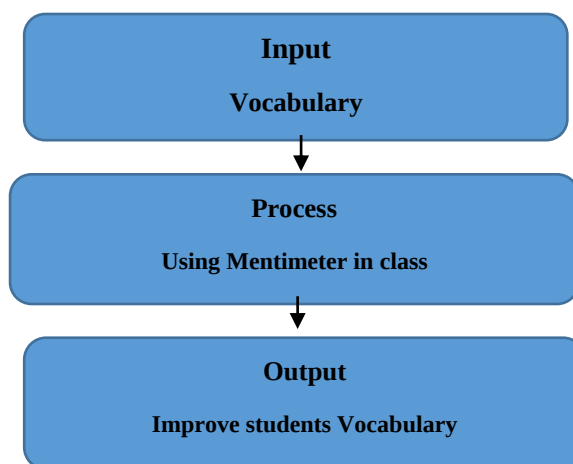
significant level of 0,05. Overall, the web-based Mentimeter learning media is effectively used in learning to write German.

3. In their journal article “The Utilizing of Mentimeter Platform in Enhancing the EFL Students English Skills in Digital Era,” Pratiwi Samad and Fairus Suryani Munir (2022) discuss this topic. Finding out how well students were taught English and how they felt about the Mentimeter platform English learning process were the two main goals of the study. The ability of pupils to improve in a variety of English language skills was the main emphasis if the research. The researcher used the qualitative descriptive method to carry out the study. Interviews and questionnaires are among the instrument used in this study. The study’s questionnaire results demonstrated that students’ performance in speaking, pronouncing words correctly, vocabulary, grammar, writing and listening in English had improved. The result of the interview described that students have improved in the field of communication and vocabulary mastery, but their need of the specific English training must be fulfilled.

Based on those three previous research findings above, the researcher concluded that all researchers used Mentimeter Platform. However, there is a difference between previous research and this research, namely in the research method. Previous researcher used a true-experimental design in the form of a randomized pretest-posttest control group design. Meanwhile, this research used a pre-experimental design that only observes a group of people after treatment.

2.3 Conceptual Framework

There are three elements that explained in this study:



There are three elements that explained in this study, which are briefly explain as follows:

1. Input refers to the researcher giving a vocabulary test to each student in the class.
2. Process refers to implementation of Mentimeter.
3. Output refers to students' mastery of vocabulary consisting of noun, verb and adjective.

2.4 Research Hypothesis

Related to the previous explanation, the researcher formulated the hypothesis as follows:

1. Null Hypothesis (H0) the use of Mentimeter platform does not increase students' vocabulary
2. Alternative hypothesis (H1) The using of Mentimeter platform application is effective to increasing students' Vocabulary.

General Testing Rules by using the formula as follow: If $\text{sig } \alpha < 0,05$ it means that (H0 is rejected) If $\text{sig } \alpha > 0,05$ it means that H0 is accepted and H1 rejected.

Based on the criteria above, if significant (2-tailed) lower than ($\alpha = 0,05$), it indicates that H0 is rejected. It means that Mentimeter platform effective in teaching vocabulary at SMPN 4 Palopo. Meanwhile, if significant (2-tailed) is higher than ($\alpha = 0,05$), it indicates is that H0 is accepted. It means that Mentimeter platform is not effective in teaching vocabulary at SMPN 4 Palopo.