

Optimizing German Speaking Skills with Mentimeter Interactive Media

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Abstract. The purpose of this study was to investigate the effectiveness of Mentimeter in learning German speaking. This study use quasiexperimental approach which involved a control group and an experiment group. Mentimeter media was implemented in the experiment group during 5 meetings. Students' performance was measured before and after the implementation of learning process. Data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics aimed to describe and categorize the levels of students' performance, while inferential statistics aimed to discover whether there was a significant influence of mentimeter media in increasing students' performance. Results show that the sig value of the experiment class is 0.00. It proves that Mentimeter media is effective in increasing students' performance as the sig. value is lower than 0.05.

Keyword: Mentimeter, Web Based Learning Media Speaking, German, Learning Media

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INTRODUCTION

Productive language skills, which include writing and speaking skills, are important aspects of language acquisition. These skills enable individuals to produce language, both orally and in writing, and are a key indicator of a person's ability to communicate (Taubah, M., & Dhaifi, I., 2020; Lewier et al., 2021)

Mastery of productive language skills, in this case speaking skills, is not achieved instantaneously (Harianto, E., 2020; Idrus, 2022). Rather, it necessitates consistent practice, an understanding of language structure, and the courage to express ideas. In the context of foreign language learning, such as German, speaking skills frequently present a challenge for students, as they must not only comprehend grammar and vocabulary, but also be able to utilize them appropriately in accordance with the situation. Consequently, interactive and practice-based learning approaches are essential for effectively cultivating students' speaking skills (Fatimah et al., 2021; Putri et al., 2021; Saleh et al., 2022)

The initial study conducted by the researcher revealed that German language learning in the school setting still encounters several challenges. These include the continued reliance on less innovative media, the infrequent use of such media in learning, and the prevalence of speaking difficulties among students. This is evidenced by the worksheets and data on the value of students' speaking skills, the majority of which receive scores below the *Kriteria Ketuntasan Minimum* or *Minimum Completion Criteria (KKM)* standard. This is due to the fact that some students lack sufficient German language proficiency, which results in a lack of motivation and indifference towards German language lessons. This information was gathered through observations and interviews conducted by researchers with German language teachers and students at four schools: SMA Negeri 1 Makassar, SMA Negeri 1 Gowa, SMA Negeri 8 Gowa, and SMA Negeri 10 Gowa.

The aforementioned difficulties have a detrimental impact on students' performance, as evidenced by empirical findings on writing proficiency and proficiency in the German language, among other domains (Arifah et al., 2023; Hidayah & Azizah, 2024; Mardiana & Azizah, 2024; Usman et al., 2024) that show that students' German speaking skills are still in the lower category.

These challenges can be addressed through the use of innovative and creative learning media that align with the characteristics and needs of students. There are a variety of learning media that can be employed in accordance with the learning objectives. One such learning medium is web-based learning media, which can be utilized to enhance proficiency in German writing and speaking skills. This web-based learning medium is regarded as an engaging and effective tool due to its accessibility on various digital devices, including smartphones, laptops, and computers. This assertion is supported by findings from (Januarisman & Ghufro, 2016) demonstrated that web-based learning media is an effective pedagogical tool, as evidenced by the results of a summative evaluation using the t-test. Additionally, research conducted by Wong & Yunus, (2020) the findings showed a significant difference between the results of pre and post-test and positive feedbacks from the pupils. In conclusion (Hill & Fielden, 2017) showed that Mentimeter is an effective tool to enhance pupils'

writing vocabulary. that technology-enhanced learning tools such as Mentimeter are effective in promoting student engagement and participation

Mentimeter is a web-based Clicker, Audience Response System (ARS) or Student Response System (SRS) which allows students to answer digital questions using a mobile device. It has the potential to transform the classroom environment into a more interactive, engaging and inclusive one (Mohin et al., 2022). Mentimeter applications is a interactive and game-based Web 2.0 tools (Gokbulut, 2020). Students can respond in unison with a card or whiteboard displaying the answer. Response cards are effective at all levels of education. They increase active responses, improve test scores, and motivate learners (Moorhouse & Kohnke, 2020).

Based on the results of those studies, that mentimeter can be used in an integrated way in several subjects, such as writing course, reading course, speaking course, and etc. The studies also suggest that mentimeter positively affect the increase of the of the learners' cognitive.

This study aims to investigate the effectiveness of the implementation of mentimeter media in speaking class. This study is different from other studies because in this study mentimeter media was applied in German s language learning is more geared towards supporting active learning of language and culture, while in other learning, it is mostly used to evaluate comprehension or general interaction. By conducting this study, the question if mentimeter media can be implemented in german speaking language can be answered. The findings of this study are expected to give benefits in the improvement of the quality of german speaking learning.

RESEARCH METHOD

This research employed a quantitative research with experimental methods. The experimental class consisted of 28 students, while the control class comprised 29 students. The sampling technique employed in this research is random sampling. Data were collected by a german speaking test an the theme is *die Schule*. The assessment of test results refers to the Goethe Zertifikat A1 guidelines.

Table 1. Assessment of German Speaking Skills

Assessment Criteria	2 Points	1 Point	0 Points
Task fulfillment	Task well done, almost no errors	There are errors, but the task is still fulfilled	There are many mistakes and the task is not fulfilled
Pronunciation	Very easy to understand	Uses mother tongue accent, but still understandable	Difficult to understand due to poor pronunciation

The maximum points on the two criteria are 2, so the maximum points on speaking skills are 4. The predicate value is sourced from Goethe Zertifikat, which is as follows:

Table 2. Grade Predicate Goethe Zertifikat A1

Value	Predicate
100-90	Sehr gut
89-80	Gut
79-70	Befriedigend
69-60	Ausreichend
59-0	Nicht bestanden

The data were then analyzed using descriptive statistics and inferential statistics. Descriptive statistics are carried out to describe the average speaking german skills of students, while inferential statistics, in this case paired sample t-test, are carried out to determine whether there is a significant effect of the *Mentimeter media* on the German speaking skills of class XI SMA Negeri 1 Makassar.

RESULT AND DISCUSSION

The study began with a pre-test of German-speaking skills in the control and experimental classes, utilising the theme "die Schule." Subsequently, the experimental class was provided with a web-based learning medium (*Mentimeter*) for the acquisition of knowledge, whereas the control class was instructed through conventional methods, namely lectures and discussions.

Subsequent to the learning process, which spanned three meetings, the two classes, namely the experimental class and the control class, were administered a final test (post-test) comprising the same questions. The following table presents data on student performance before and after the application of the *Mentimeter media* in German-speaking skills. Data on student performance before and after the application of *Mentimeter media* in german speaking skills are shown in the following table:

Table 3. German Speaking Skill Results in Experiment Class

Interval	Level	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
100-90	Sehr gut	0	0	7	25%
89-80	Gut	2	7%	6	21%
79-70	Befriedigend	6	21%	3	11%
69-60	Ausreichend	0	0	4	14%
59-0	Nicht bestanden	20	72%	8	29%

In general, the acquisition of student scores before being given treatment in the experimental class was at the nicht bestanden level or did not pass, namely 20 students or 72%. The low score is because the sentences expressed contain several errors and affect understanding, the vocabulary used is still very minimal, there are several pronunciation and intonation errors and difficult to understand, the content of the conversation is still lacking and in carrying out conversations students sometimes get help from the teacher.

After the application of mentimeter media, students' speaking skills are generally at the sehr gut or very good level, namely 25% and 6 students or 21% are at the gut, or good level. Based on the values that have been presented, it can be concluded that in speaking skills students have been able to express sentences that contain some errors, but do not affect understanding, the vocabulary used is quite varied, pronunciation and intonation only have some errors but do not affect understanding, and the content of the conversation is quite adequate and in general students carry out conversations without help from the teacher.

Table 4. German Speaking Skill Results in Control Class

Interval	Level	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
100-90	Sehr gut	0	0	0	0
89-80	Gut	0	0	0	0
79-70	Befriedigend	0	0	6	21%
69-60	Ausreichend	4	14%	3	10%
59-0	Nicht bestanden	25	86%	20	69%

In general, the acquisition of student scores before and after learning German without the application of Mentimeter Media is at the level of 86% and 69%, which is insufficient to pass the examination. The low score is due to the presence of several errors in the sentences expressed, which affect comprehension. The vocabulary used is still very limited, and there are several pronunciation and intonation errors, which make it difficult to understand. The content of the conversation is still lacking, and in carrying out conversations, students sometimes require assistance from the teacher.

The decline in student performance on the pre-test and post-test can be attributed to the presence of several errors in the provided sentences, which negatively impacted comprehension. The vocabulary utilized was limited, and the students exhibited difficulties in pronunciation, intonation, and comprehension. The content of the conversations was inadequate, and the students frequently required assistance from the teacher during the discussions. More information on the increase of the students' performance can be seen from the analysis of inferential statistics provided in the table below:

Table 5. Paired Samples Statistics Experiment Class

Pair 1		Mean	N	Std.	Std. Error Mean
				Deviation	
Pair 1	pretest	63.11	28	9.597	1.814
	posttest	72.14	28	13.773	2.603

The table above shows that the average score of students before the application of mentimeter media was 63.11 and after the application experienced an increase of 72.14. This shows that there was an increase of 9.03. The following is in the control class.

Table 6. Paired Samples Statistics Controll Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestkon	57.86	29	1.529	.284
	posttestkon	61.03	29	5.382	.999

The table above shows that the average score of students' pretest in the control class was 57.86 and the posttest was 61.03. There was an increase of 3.17. To find out whether the improvement in student performance in the experimental class is significant, it can be seen in tables 7 and 8.

Table 7. Paired Samples Test Experiment Class

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	posttest - pretest	9.036	8.643	1.633	5.684	12.387	5.532	27	.000

The results of the paired sample t-test analysis show that the significance value of 0.000 is lower than the standard significance value (0.05). In addition, the t-count value obtained is 5.532, which is higher than the t-table value of 1.703. Based on these data, it can be concluded that there is a significant increase before and after the learning process in the experimental class using mentimeter media. So it can be concluded that web-based learning media is effectively used in German speaking skills of SMA Negeri 1 Makassar students.

Table 8. Paired Samples Test Controll Class

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	posttest - pretest	3.172	4.575	.850	1.432	4.913	3.734	28	.001

The results of the paired sample t-test analysis show that the t-count value obtained is 3.734 and the t-table value is 1.701. Based on these data, it can be concluded that the t-count value is higher than the t-table value, but there is no significant increase before and after the learning process in the dick class using the lecture or discussion method.

Based on the results of data analysis, it can be concluded that learning using Mentimeter Web-based learning media has good effectiveness than learning without using this learning media. By using mentimeter learning media, because it is interactive, flexible, and supports the active language learning process.

The effectiveness of Mentimeter in learning to speak German lies in its ability to combine technology with interaction, which helps students feel more confident, engaged and excited about using the target language. In addition, the use of mentimeters is considered more flexible and practical and is an ideal educational tool with the support of pedagogical reasons. This is in accordance with what was stated by Sari, A. B. P. (2021); Moorhouse, B. L., & Kohnke, L. (2020); (Madzlan & Lim, 2022); (Rahayu, 2023)

Teaching using Mentimeter Web-based learning media will also open opportunities for students to learn independently, fun, and can utilize the smartphones they have in learning, especially in learning German speaking skills.

Therefore, the use of smartphones in schools is not only a means of playing social media and playing games but can be utilized in learning. With the Mentimeter Web-based learning media, students are expected to practice independently, dare to express opinions and learn to develop the logic of thinking and reasoning. The use of this learning media in learning German productive language skills is as feedback for students and teachers, for teachers Mentimeter Web-based learning media can be used to make it easier to provide or explain material while for students as a tool for independent learning and utilizing technology in learning.

From the results of this study, according to the German language subject teacher, that learning with this learning media provides convenience in teaching. In addition, this learning media makes students clearer in understanding the material because the material presented in the Web can be accessed easily and directly from each student's smartphone. Students' activeness and memory in the learning process increased due to the teaching and learning process using this media. The conclusion is that Mentimeter Web-based learning media as media and learning resources are effective in improving student learning outcomes.

From the description above, it can be seen that the existence of Mentimeter Web-based learning media can be used to increase students' passion and motivation to learn and enable students to learn independently, especially in speaking and Meanwhile, with this learning media the teacher functions as a facilitator and directs students and motivates and guides student learning. The main purpose of this learning media is to improve the efficiency and effectiveness of learning in schools, both time, facilities, and energy in order to achieve optimal goals, and by using this learning media students are easier to understand a problem to be discussed..

CONCLUSION

Based on the research results discussed earlier, it can be concluded that speaking skills are considered as one of the difficult language skills in learning German. This can be seen from the students' pretest scores which are mostly categorized as low or not passing. However, after the application of mentimeter learning media in the experimental class, this media is considered as an effective media in improving students' German speaking skills. The results of the paired sample

test analysis showed that students' performance improved significantly in the class with a mean score of 2.160 improvement and in the German translation class with a mean score of 9.03 improvement, with an average increase of 9.03. Therefore, mentimeter learning media is an effective alternative that can be used by teachers in teaching German speaking.

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