Lived Experience on Mentimeter as Students Response Systems (SRS) in ELT Classroom: A Swot Analysis

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ABSTRACT: This study was aimed to get detail experience of educators on using Mentimeter in ELT Classroom. Three educators were selected based on their 3-year experience in using Mentimeter. By means of SWOT anaylisis, the findings were categorised into 4 points (Strength, weakness, opportunity and threat. The study found that Mentimeter has strength on the term of accessibility, students' engagement, brainstorming, participation and simplicity. Afterwards, the study also reported that Mentimeter brings weakness on its implementation such as internet connection, visibility on user name and time consuming in open-ended questions point. Moreover, the Mentimeter also indicates promising features on its application such as for engaging students, providing quick responses, and facilitating data collection through features like polling and multiple-choice questions. Lastly, Mentimeter is reported to have some potential threats of reliance on device and internet connectivity in the classroom.

KEYWORDS: Mentimeter, SRS, ELT classroom.

1. INTRODUCTION

Student Response Systems (SRS) are tools that can be used to enable engagement, improve feedback processes on multiple levels, and gather data from students in online or face-to-face educational situations. Students may also include queries, remarks, qualms, suggestions, or events that happened in class and are subsequently examined by the instructor. According to Wang (2015), when there was a fun component in the lectures, many students were more engaged and could better redirect their attention. Applications and features The Kahoot! website has extensive assistance and instructions to assist new users. But since Kahoot! is so straightforward, making quizzes is also rather straightforward. In fact, Ismail and Mohammad's (2017)'s recent study praised its usability. As just one version is available to everyone, there is no purchase option or upgrade. Joining is really easy: in teacher mode, a sign-in from a verified email account is necessary, while the student only has to input a special pin on her or his own mobile device. SRSs are also used to encourage pupil involvement in class. The findings showed that SRSs encourage engaged involvement and insightful input from both students and teachers. Additionally, in order to increase students' levels of involvement, commitment, and learning, lecturers in colleges and institutions are increasingly using Student Response Systems (SRSs), also known as audience response systems, classroom response systems, or simply clickers. In actual use, SRSs allow instructors to ask multiple-choice questions to their pupils, who then answer using a portable wireless transmitter, with the results being presented instantly on charts

The responses are collected and displayed instantaneously, allowing the instructor to provide immediate feedback to the students and adjust the lesson accordingly. According to Clark (1983), more than the medium itself, what directly influences students' learning is how instructors employ technology-related teaching tactics. Since they are no longer as novel to students, it would be interesting to learn if srss are still as popular as they were then. Student Response Systems are commonly used in large lecture settings, but can also be utilized in smaller classrooms or online environments. According to studies, clickers are particularly appreciated by students studying introductory psychology (Patry, 2009) and are linked to improved test performance in this group (Poirier and Feldman, 2001). Student Response Systems, also known as Classroom Response Systems or Audience Response Systems, are technology-based tools that allow students to respond to questions posed by teachers or instructors in real-time. These systems typically consist of wireless handheld devices or clickers, software, and a central receiver that collects and displays student responses. The benefits of Student Response Systems include increased student engagement, improved student participation, and the ability to provide immediate feedback to both students and teachers. Additionally, these systems can provide valuable data on student performance and understanding, which can be used to inform instructional decisions and improve student learning outcomes.

The impact of Student Response Systems on learning can be significant. Here are some of the key ways in which these systems can positively impact student learning outcomes:

1. Increased student engagement: Student Response Systems can help to increase student engagement by allowing students to participate in class discussions, quizzes, and polls in real-time. This can help to keep students more focused and attentive during class (Denker, 2013).

2. Improved student participation: Student Response Systems can encourage more students to participate in class discussions, as they provide a way for students to anonymously submit their responses. This can help to ensure that all students have an opportunity to share their ideas and opinions (Bullock et al., 2002; Greer and Heany, 2004).

3. Real-time feedback: Student Response Systems provide real-time feedback to both students and teachers, which can help to identify areas where students may be struggling and allow teachers to adjust instruction as needed (Heaslip, Donovan and Cullen 2014).

4. Enhanced formative assessment: Student Response Systems can be used for formative assessment purposes, such as checking for understanding during a lesson. This can help teachers to identify areas where students may need additional support, and adjust their instruction accordingly. Salemi (2009).

5. Increased motivation: Student Response Systems can help to increase student motivation by providing a more interactive and engaging learning experience. When students feel more engaged and motivated, they are more likely to be successful learners. (Gourlay, 2015).

Overall, Student Response Systems can have a positive impact on student learning outcomes by increasing student engagement, improving participation, providing real-time feedback, enhancing formative assessment, and increasing motivation.

LITERATURE REVIEW
Theory and Practice
Student Response System
Beatty, Gerace, Leonard, and Dufresne (2006) describe a particularly intriguing application of questions and SRSs to promote higher levels of learning in their study on successful asking when teaching physics. Instead of teaching, their Question-Driven Instruction approach makes use of students' queries as the central activity. With this method, instruction is essentially altered so that the students' queries and responses inform what the teacher says and does. Because teachers are guided by students' questions rather than students being led by instructors' questions, the writers refer to this method of instruction as agile teaching. When the lecturers do pose questions, they do so in a way that evaluates basic, procedural, and metacognitive knowledge. Although the majority of the literature accurately explains how SRSs affect student learning, some writers make suggestions about how the technology might be used as a tool for faculty learning. (Banks, 2006). A good source of information about how to restructure readings, lectures, and course activities to address student difficulties is feedback that an instructor receives about misconceptions and reasoning errors that students make. This is true even though giving feedback to students is an important step in the learning process. Many of the patterns of students' misinterpretation, absence of previous knowledge, or flawed reasoning would go undetected without the frequent interactions and systematic exhibition of students' answers. Effective questions, according to Beatty et al. (2006), can quickly convey and store students' views and previous information about a subject.

Student Response Systems, also known as Classroom Response Systems or Audience Response Systems, are technology-based tools that allow students to respond to questions posed by teachers or instructors in real-time. Asking questions, raising one's hand, and expressing comments are among definitions offered (Rocca, 2010). A overlapping notion characterizing engagement in the classroom has been created by Siau et al. (2006). This is referred to as interaction. In line with this, their definition of interactivity refers to students' "active involvement and participation in the classroom" (Siau et al., 2006). These systems typically consist of wireless handheld devices or clickers, software, and a central receiver that collects and displays student responses. Student Response Systems enable teachers to ask questions and receive immediate feedback from students, which can help to enhance student engagement, promote active learning, and inform instructional decisions. They can also be used for formative assessment purposes, such as quizzes and polls, as well as for summative assessment, such as exams. Overall, Student Response Systems can be a powerful tool for enhancing student learning outcomes and improving instructional practices. By providing a way for students to participate in class discussions, quizzes, and polls in real-time, these systems can increase student engagement, improve participation, provide real-time feedback, enhance formative assessment, and increase motivation

Student Response Systems can be a useful tool in speaking classes to enhance student engagement and promote active learning. Here are some ways in which these systems can be used in speaking classes:

1. Interactive discussions: Student Response Systems can be used to facilitate interactive discussions in speaking classes. Teachers can ask questions related to the speaking topic, and students can respond in real-time using the clickers or handheld devices. This can help to keep the discussion on track and ensure that all students have an opportunity to participate. (Abrahamson, Judson and Sawada).

2. Immediate feedback: Student Response Systems can provide immediate feedback on student responses. This can help teachers to identify areas where students may need additional support or guidance and adjust their instruction accordingly. (Kulik and Kulik 1988).

3. Peer evaluations: Student Response Systems can be used to facilitate peer evaluations in speaking classes. For example, teachers can ask students to provide feedback on their classmates' speaking skills, and students can respond anonymously using the

clickers or handheld devices. This can help to encourage constructive feedback and promote a supportive classroom environment. (Slutsky and Aun, 1996).

4. Polling: Student Response Systems can be used for polling in speaking classes. For example, teachers can ask students to vote on a topic related to the speaking class, and the results can be displayed in real-time using the central receiver. This can help to spark class discussions and encourage critical thinking. (Caldwell, 2007; Liu et al., 2009; Mayer et al., 2009; Kay & LeSage, 2009; Surgenor, 2010).

5. Assessment: Student Response Systems can be used for assessment purposes in speaking classes. For example, teachers can administer quizzes or exams using the clickers or handheld devices. This can help to ensure that students have understood the material covered in class and can apply it to real-world situations. (Freeman et al., 2006).

Active learning techniques have been shown to boost student engagement and academic achievement (Mohrweis & Shinham, 2015; Nelson & Crow, 2014). Active learning is defined as "any instructional method that engages students in the learning process" (Prince, 2004, p. 223) as opposed to only having them listen and take notes. Of all active learning activities, question and answer (QA) sessions provide teachers the opportunity to determine right away if specific students comprehend a subject that has been addressed in class. Overall, Student Response Systems can be a valuable tool for enhancing student engagement and promoting active learning in speaking classes. By providing a way for students to participate in discussions, provide feedback, and receive immediate feedback, these systems can help to improve student learning outcomes and enhance the overall classroom experience.

Mentimeter

Mentimeter offers an infinite number of participants and a variety of question formats. Mentimeter is said to have a higher potential for eliciting the replies of the students in formative assessment because of its wide choice of question styles and limitless number of participants. The usage of SRS and Mentimeter is being discussed in several relevant investigations. (Van Daele, Frijns and Lievens, 2017) The goal of the study was to learn how to use the Classroom Response System (CRS), (Cavanagh, 2011) also known as the Students Response System (SRS), to boost classroom interaction. Socrative was the technology employed by SRS. (Knight and Wood, 2005; Stowell and Nelson, 2007; Denker et al., 2018) according to the study, using Socrative in teaching and learning processes is typically seen favorably. According to the satisfaction survey, the majority of students appreciated using Socrative. They discovered Socrative to be user-friendly and thought it would be beneficial for their English education. Mentimeter's benefits include fostering a welcoming atmosphere during discussions for the students since they may contribute and provide comments in a non-judgemental setting because they do it anonymously, and it also gives teachers the ability to create and mold learning materials and assessments. The students' inability to change or recover their comments after submitting them, as well as the fact that votes are cast anonymously, make it challenging to determine which pupils do and do not grasp the subject being taught, are further drawbacks of using Mentimeter.

Mentimeter is a web-based audience response system that allows presenters to engage their audience in real-time through interactive polls, quizzes, word clouds, and Q&A sessions. It is a cloud-based software that enables users to create interactive presentations that can be displayed on any device, and allows the audience to participate in real-time via their smartphones or other mobile devices. Mentimeter provides presenters with a wide range of interactive tools that can be used to make presentations more engaging and interactive. Engagement is vital for promoting online learning, claim Martin and Bolliger (2018). The significant effect that student involvement in online synchronous classrooms has on students' intellectual development was another way that Britt (2015) emphasized the importance of this factor. In online learning settings, challenges including student isolation, failure, retention, and boredom must be addressed in order to keep students interested (Pawlak et al., 2021; Derakhshan et al., 2022). According to Bundick et al. (2014), student engagement is widely understood to be the degree of concentration, excitement, and interest that students demonstrate to begin and complete the learning process. In synchronous education, students and teachers communicate with one another in a specific virtual setting using an online platform, according to Bower et al. (2015). These include multiple choice questions, open-ended questions, scales, word clouds, and more. Presenters can also customize the look and feel of their presentations by adding custom backgrounds, images, and logos. One of the key features of Mentimeter is the ability to display real-time feedback from the audience in the form of graphs, charts, and word clouds. This allows presenters to get an instant understanding of the audience's opinions and preferences, and adjust their presentation accordingly. Mentimeter is a type of "Student Response System" (SRS) that allows students to take part in discussions and debates using their mobile, laptop, or tablet devices, claims Little (2019). Similarly, Mentimeter is accessible software that fosters student conversation, according to Puspa and Imamyartha (2019). Mentimeter encourages collaborative learning by allowing students to voice their thoughts to professors and other students, according to Quang (2018). With its beautiful results display, it also offers consumers dynamic learning possibilities (John, 2018). Mentimeter is used by businesses, educators, and presenters of all kinds to engage their audience and enhance their presentations. It is particularly popular in educational settings, where it is used to facilitate active learning and promote student engagement.

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Mentimeter relationship with SRS in the classroom.

Mentimeter is a type of Student Response System (SRS) that can be used to enhance student engagement and participation in the classroom. Many instructors are using Mentimeter into their own practices. Hill and Fielder (2017) have conducted research on Mentimeter's beneficial benefits on student engagement and inclusivity. Their research included examining how university students felt about utilizing Mentimeter to create interactive online quizzes and if this increased student involvement. Rudolph (2017) just published a succinct evaluation of Mentimeter. In comparison to sessions without it, this study finds that Mentimeter increases student involvement during MCQs. He mentioned the Mentimeter as an engaging tool for workshops and lectures.

Here are some ways in which Mentimeter can be used in conjunction with other SRS tools:

1. Real-time feedback: Both Mentimeter and other SRS tools allow for real-time feedback from students. This can help teachers to identify areas where students may be struggling and adjust their instruction accordingly. (Hill and Fielden, 2017).

2. Interactive presentations: Mentimeter can be used to create interactive presentations that can be displayed on any device, just like other SRS tools. This can help to keep students engaged and encourage active participation (Micheletto, 2011)

3. Variety of question types: Mentimeter offers a variety of question types, including multiple choice, open-ended, scales, word clouds, and more. This allows teachers to ask a variety of questions and get a better understanding of student knowledge and opinions. (Cline, 2006).

4. Customization: Both Mentimeter and other SRS tools offer customization options, such as custom backgrounds and logos. This can help to create a more engaging and personalized learning experience for students (Rudolph, 2017).

Overall, Mentimeter can be a valuable addition to a teacher's toolbox of SRS tools. By providing a way for students to participate in class discussions, quizzes, and polls in real-time, these systems can increase student engagement, improve participation, provide real-time feedback, enhance formative assessment, and increase motivation.

Previous Studies

Studies related to the use of Mentimater have been conducted in several areas and years. Zhang (2022) discovered that Mentimeter is designed to encourage student engagement by providing honest criticism. Additionally, research by Jakcly and Lestariningsih (2022) shows that using Mentimeter boosts students' confidence when presenting their thoughts and arguments. Mentimeter may be able to enhance student engagement, collaboration, and interaction in the classroom, according to Picardo et al. (2022). Musliha and Punawarman (2020) also discovered that Mentimeter falls within the category of technology-based problems, meaning that if the server or connection go down, the learning activities will also be lost. Poor substitute will affect students' engagement in the debate, according to Mohin et al. (2022). According to Sari (2021), students lose motivation when they experience problems with their internet connections.

METHODOLOGY

This study used Phenomenology Research using Lived Experience model by Manen (1990). The respondents were selected using purposive sampling technique by focusing on the lecturers who have been using Mentimeter more than 3 years. Semi-structured interview was used to collect comprehensive and detail experience of the respondents. Finally, the data gained were analysed using SWOT analysis.

RESULTS AND DISCUSSION

There are 4 main topics in this point, and they are related to the Strength, Weakness, Opportunity and Threat of Mentimeter use as a collaborative tool and interactive presentation software.

Strength

Mentimeter is a versatile tool that saves time in gathering student data for surveys and opinions. It is used in both online and offline settings, enhancing participation and learning. In a speaking class, students are more confidence and comfortable to mention their opinions and point of view. (Respondents' response)

Interviewees suggest Mentimeter saves time in gathering data and information from students, especially for surveys and opinions on specific topics or interactions. They have been using Mentimeter for three - four years, showcasing its versatility in both online and offline settings. Mentimeter is used for engaging students, conducting formative assessments, checking understanding, and creating a fun, gamified learning experience. It is in accordance to Zhang (2022) who found that Mentimeter is intended to gain students' participation with direct feedback. It also supported by the findings of Jakcly & Lestariningsih (2022) that Mentimeter makes students feel more confidence in delivering the ideas and arguments. Picardo et.al (2022) also suggested that Mentimeter could help students improve their engagement, collaboration and interaction in the classroom.

Weakness

"Mentimeter's weaknesses include technical issues, unstable internet connections, and ensuring student honesty. It also challenges students to elaborate on questions beyond Mentimeter's results." (Respondent 1).

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"Students may receive messages or notifications that interfere with focus and engagement. The discussion of students' answers can also hinder learning efficiency. Polls can be suggested as a way to gather feedback and generalize responses, saving time compared to open-ended questions or word cloud features." (Respondent 2).

"Mentimeter's inability to track participant names is a weakness as uncertainty about its visibility. This makes it difficult for instructors to identify and engage with specific individuals during sessions. Additionally, some students may choose not to participate, potentially affecting the tool's effectiveness in facilitating active student engagement." (Respondent 3).

It can be seen that Mentimeter also faces technical issues, unstable internet connections, and challenges in ensuring student honesty. It can cause distractions and time-consuming discussions, hindering learning efficiency. Polls can save time and generalize responses, but its inability to track participant names makes it difficult for instructors to identify and engage with specific individuals. Musliha and Punawarman (2020) also found that Mentimeter is categorised in technology-based challenges where the connection and server are down, the learning activities will be lost as well. It is in line with Mohin et.al (2022) that poor substitution will impact to students' participation in the discussion. The respondents also highlights the potential for distractions and time-consuming discussions during Mentimeter use in class.

Opportunity

Mentimeter offers potential for engaging students, providing quick responses, and facilitating data collection through features like polling and multiple-choice questions. Its simplicity, accessibility, and compatibility with various devices make it an effective tool for teachers to gather feedback, offer personalized responses, and create interactive learning experiences. This approach enhances student engagement, promotes active participation, and provides valuable feedback for improved teaching and learning outcomes. (Respondents' response)

It can be highlighted that Mentimeter offers a valuable opportunity for teachers to enhance classroom teaching and learning experiences. Sirajudin & Hasan (2018) also suggest that with widespread access to gadgets and the internet, it encourages active participation and engagement especially communicative skills. Afterwards, Sari (2021) also reported that The ease of use and availability of Mentimeter, combined with the increasing adoption of technology, create a favourable environment for leveraging its features and promoting interactive learning. This presents a significant opportunity for educators to incorporate Mentimeter as a powerful tool for student engagement, knowledge-building, and real-time feedback, ultimately improving teaching outcomes.

Threat

The time required to load the app and potential distractions from other applications can also pose challenges. Educators must possess pedagogical skills and competency to navigate these threats and ensure effective communication and interaction with students. Mentimeter in the classroom may face distractions from students' smartphones, causing them to lose focus on the learning experience. Additionally, discussing individual answers in larger class sizes can be time-consuming. To mitigate these issues, features like polling can be utilized to gather and analyze data more effectively. Mentimeter's effectiveness in classrooms relies on stable internet connectivity, especially in remote or suburban areas, which can be unpredictable. This can hinder seamless usage and disrupt the learning process. Additionally, restrictions on mobile phone usage may pose challenges for students who cannot access Mentimeter on their personal devices. (Respondents' response)

The respondents highlights the potential threat of reliance on device and internet connectivity for Mentimeter in the classroom. Technical issues or unstable internet connections can disrupt Mentimeter's smooth operation and hinder its effectiveness. Mentimeter in the classroom faces potential threats due to reliance on device and internet connectivity. Technical issues, unstable connections, and distractions from other applications can disrupt its effectiveness. It is in accordance with Sari (2021) who found that students get demotivated when face trouble-some in internet connection. In learning process Mathew et.al (2020) also found some threats related to the use mentimeter that students' tend to copy the ideas, felt wasted time and slow to set up. Educators must possess pedagogical skills to navigate these threats and ensure effective communication and interaction with students. However, Mentimeter's benefits outweigh potential drawbacks, making it a valuable tool for classroom engagement and assessment. Despite these threats, Mentimeter's user-friendly interface and accessibility contribute to its overall effectiveness in engaging students and facilitating interactive learning experiences.

CONCLUSION

The study indicates that Mentimeter can enhance student interaction in a speaking class while providing valuable insights through a SWOT analysis. According to the study, Mentimeter excels in terms of usability, student involvement, brainstorming, participation, and simplicity. After that, the investigation revealed that Mentimeter's implementation has flaws like a slow internet connection, user names that are visible, and time-consuming open-ended inquiries. The Mentimeter also suggests positive elements on its application, such as tools for polling and multiple-choice questions, which can help with data collecting and engage students while also delivering speedy results. Last but not least, there are reportedly certain risks associated with Mentimeter's dependency on technology and internet access in the classroom. Mentimeter's seamless operation and efficiency can be hampered by technical

problems or erratic internet connections. Because of the reliance on technology and internet access, timing devices in classrooms could be in danger.

Educators can make informed decisions about integrating the tool effectively and maximizing its benefits while addressing its limitations. The analysis also provides insights into potential areas for improvement and future opportunities to enhance the overall learning experience in speaking classes. Despite these threats, Mentimeter's user-friendly interface and accessibility contribute to its overall effectiveness in engaging students and facilitating interactive learning experiences.

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