



The Effect of Using Mentimeter Media in Learning to Improve News Text Comprehension in Grade XI Students

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ABSTRACT

Interactive and innovative learning media are essential in learning to achieve high learning outcomes. Mentimeter is a web-based presentation platform and application designed to create interactive presentations in real-time. This tool allows users to create polls, quizzes, word clouds, and question and answer sessions to increase student engagement in the classroom. This study aims to describe: 1) the results of the pre-test on the ability to understand news texts; 2) the results of the post-test on the ability to understand news texts; 3) the effect of Mentimeter media on learning the ability to understand news texts. The research method used is a quantitative method through a One Group Pretest-Posttest Design. This study took place in the first semester of the 2025/2026 academic year at SMA Negeri 1 Tanjung Morawa. The population of this study was 32 grade XI students who took the pre-test, learning to understand news texts using Mentimeter media, and took the post-test. The sample was determined at 30 based on a statistical formula; selected by simple random selection without replacement. Data on the ability to understand news texts were collected using a test instrument compiled based on objective indicators to produce test specifications for the ability to understand news texts as a basis for compiling test items. The data were analyzed using a one-sample t-test to achieve the first and second objectives. A paired sample t-test was used to determine the third learning objective. The use of the t-test can be justified because the homogeneity and normality tests were met. The results of the study: 1) the pre-test results of the ability to understand low-category news texts; 2) the post-test results of the ability to understand high-category news texts; 3) the mentimeter media had a significant effect on learning the ability to understand news texts.

Keywords: mentimeter media, learning, news text comprehension

Pengaruh Penggunaan Media Mentimeter dalam Pembelajaran Peningkatan Pemahaman Teks Berita Siswa Kelas XI

ABSTRAK

Media pembelajaran yang interaktif dan inovatif sangat diperlukan dalam pembelajaran guna mencapai hasil belajar yang tinggi. Mentimeter adalah platform presentasi berbasis web dan aplikasi yang dirancang untuk membuat presentasi interaktif secara real-time. Alat ini memungkinkan pengguna membuat jajak pendapat kuis, awan kata, dan sesi tanya jawab untuk meningkatkan keterlibatan siswa di ruang kelas. Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil prates kemampuan memahami teks berita; 2) hasil postes kemampuan memahami teks berita; 3) pengaruh media mentimeter dalam pembelajaran kemampuan memahami teks berita. Metode penelitian yang digunakan adalah metode kuantitatif melalui One Group Pretest-Posttest Design. Penelitian ini berlangsung pada semester ganjil tahun ajaran 2025/2026 di SMA Negeri 1 Tanjung Morawa. Populasi penelitian ini adalah 32 siswa kelas XI yang mengikuti prates, pembelajaran memahami teks berita menggunakan media mentimeter, dan mengikuti postes. Sampel ditetapkan sebanyak 30 berdasarkan formula statistik; dipilih secara random sederhana tanpa pengembalian. Data kemampuan pemahaman teks berita dikumpulkan menggunakan instrumen tes yang disusun berdasarkan indikator objektif sehingga menghasilkan spesifikasi tes kemampuan pemahaman teks berita sebagai dasar penyusunan butir tes. Data dianalisis menggunakan uji t satu sampel untuk mencapai tujuan pertama dan tujuan kedua. Uji t sampel berpasangan digunakan untuk mengetahui tujuan pembelajaran ketiga. Penggunaan uji t dapat dibenarkan karena uji homogenitas dan normalitas terpenuhi. Hasil penelitian: hasil prates kemampuan memahami teks berita berakategori rendah; 2) hasil postes kemampuan memahami teks berita berakategori tinggi; 3) media mentimeter berpengaruh signifikan dalam pembelajaran kemampuan memahami teks berita.

Kata kunci : media mentimeter, pembelajaran, pemahaman teks berita

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INTRODUCTION

The development of information and communication technology has had a significant impact on education in the 21st century. Modern education faces dynamic challenges along with technological developments and changes in student character. In today's digital and globalized era, education is required to produce students who not only master material but also possess literacy skills, critical thinking, creativity, and the ability to utilize technology productively. According to Andrian & Rusman (2020), 21st-century education must be oriented toward developing higher-order thinking skills and utilizing technology as a learning tool. This suggests that the learning process must be innovatively designed to adapt to the needs of the times.

In line with this, the Merdeka Belajar policy demands a flexible, independent, and creative learning process. According to Suryaningsih & Nisa (2021), in their Merdeka curriculum implementation guide, the Merdeka curriculum provides teachers with the flexibility to develop technology-based learning models that encourage student independence. Sahredin et al. (2024) added that digital learning can expand student access to learning resources, increase participation, and strengthen the process of character-building literacy. Thus, teachers have a crucial responsibility in selecting learning media that suit the characteristics of today's students.

However, based on initial observations and teacher reflections, it was found that students' understanding of news texts remains low. Many students lack the ability to analyze information elements, have difficulty distinguishing fact from opinion, and are unable to summarize news content accurately. Rahmawati (2023) stated that low comprehension of news texts is influenced by low interest in reading and a lack of varied learning methods. Nur & Jaslin (2024) added that monotonous lecture-based learning makes students passive and less likely to think critically. This indicates a gap between learning expectations and the reality on the ground.

Another factor contributing to low student understanding is the suboptimal use of learning media. Learning is still dominated by traditional methods, resulting in less active student engagement. Fathona & Jetra (2025) stated that conventional learning struggles to encourage optimal student participation and reduces learning motivation. Maria et al. (2022) added that one-way learning cannot improve students' higher-order thinking skills. Therefore, interactive learning media is needed to create active, enjoyable, and effective learning.

Technology-based media is an alternative that can be used to improve the quality of learning. Diah & Sekreningsih (2018) explain that interactive media can improve conceptual understanding because students gain more concrete and participatory learning experiences. Ikhsan & Muhammad (2025) also state that educational technology functions as a tool to create an engaging and efficient learning process. One innovative media that can be used is Mentimeter. Mentimeter is an interactive learning platform that allows teachers to provide evaluations, quizzes, and polls directly through students' devices. Izza et al. (2025) state that Mentimeter increases learning motivation because it provides a fun learning experience through healthy competition.

Furthermore, the use of Mentimeter is also relevant to the characteristics of Generation Z, who are very close to technology. Because the majority of today's students are Generation Z and are accustomed to digital devices, technology-based learning media like Mentimeter are more effective in capturing their attention and increasing their engagement. To address this issue, interactive learning media like Mentimeter are needed, which can directly increase student participation. Therefore, this study aims to determine the effect of using Mentimeter media on improving students' comprehension of news texts.

Based on the description above, this article addresses three research questions. First, what is the mean pre-test score on news text comprehension? Second, what is the post-test score



on news text comprehension? Is there an effect of Mentimeter media on learning to comprehend news texts?

In line with the research questions above, this article also addresses three research objectives. First, to describe the mean pre-test score on news text comprehension. Second, to describe the mean post-test score on news text comprehension. Third, to describe the effect of Mentimeter media on learning to comprehend news texts.

This article has several benefits. First, for school principals, this article is useful because it can be used as supervision material for Indonesian language teachers on learning to comprehend news texts. Second, for prospective Indonesian language teacher students, this article is also useful because it can be used as reference material both in writing scientific papers on news texts and in classroom discussions about learning media. Third, for the group of Indonesian language teachers, this article is also believed to be beneficial because it has the potential to be used as discussion material in scientific meetings with fellow Indonesian language teachers.

Relevant articles for this research were found in online scientific journals. First, Gultom et al. (2026) entitled *The Influence of Using Pinterest Application Media in Learning News Text Writing Skills*. The results of the study showed: 1) the mean pre-test of the ability to write news texts of class XI.A students of SMA Swasta Hosana, Medan was 16.84 or 52.63 percent (categorized as low); 2) the mean post-test of the ability to write news texts of class XI.A students of Hosana Private High School, Medan was 26.00 or 81.25 (categorized as high); 3) the Pinterest media application was proven to be effective in learning the ability to write news texts. The t-value of the paired sample test was -19.363 with a sig. $0.00 < 0.05$ so that H_0 was rejected. Second, Wati & Ningsih (2026) entitled *Correlation of Environmental Vocabulary Mastery with News Text Writing Skills of Grade XI Students of SMA Negeri 2 Kinali*. The results of the study showed that H_0 is rejected and H_1 is accepted. Acceptance of H_1 can be interpreted that

there is a significant relationship between environmental vocabulary mastery and news text writing skills of grade XI students of SMA Negeri 2 Kinali. Third, Pasaribu & Putri (2025) entitled *The Contribution of Linguistic Vocabulary Mastery to News Text Writing Skills of Grade VII Students of SMP Negeri 1 Rantau Selatan, Labuhan Batu Regency, North Sumatra*. The results in this study are three: 1) the mastery of vocabulary in the field of journalism of seventh grade students of SMP Negeri 1 Rantau Selatan, Labuhanbatu Regency, North Sumatra is at a more than sufficient qualification with a score of 74.13; 2) the writing skills of news texts of seventh grade students of SMP Negeri 1 Rantau Selatan, Labuhanbatu Regency, North Sumatra are at the sufficient qualification with a score of 58.83; 3) there is a significant contribution between the mastery of vocabulary in the field of journalism to the skill of writing news texts of seventh grade students of SMP Negeri 1 Rantau Selatan, Labuhanbatu Regency, North Sumatra by 84.82%. This is also evident from the research results, which show that $t_{count} > t_{table}$ ($0.921 > 0.227$) and $t_{count} > t_{table}$ ($20.1362 > 1.9929$).

METHOD

This study used a quantitative research method. This method was chosen because the focus of the study was to measure student learning outcomes in numerical form that could be analyzed using statistical techniques. A quantitative approach allows researchers to objectively test hypotheses through the process of collecting measurable data from respondents (Razak, 2017).

This research took place at SMA Negeri 1 Tanjung Morawa in the 2025/2026 academic year. During this period, three core activities were carried out. First, preparing test instruments, including scoring rubrics, and preparing lesson plans for reading news texts using the Mentimeter. Second, field activities included conducting a pre-test for understanding news texts, learning activities for understanding news texts using the Mentimeter, and post-test activities. Third,

reporting activities included data analysis and writing reports based on scientific articles from online journals.

The population of this study was 11th-grade students of SMA Negeri 1 Tanjung Morawa who participated in the pre-test and learning activities for understanding news texts. The news used a minimeter and took a post-test. There were 32 students.

The sample size was determined at 30 based on statistical formulas (Santoso, 2023; Amin et al., 2023; Setiawan, 2007). Each sample member was selected randomly from the population using a technique without replacement.

Data on news text comprehension were collected using a test instrument. To obtain a valid test (Azwar, 2013; Fulcher & Davidson, 2012), the following steps were outlined:

First, determine the type of test from a language perspective. This article uses a written test. In other words, the test is a reading test, namely the ability to read news texts from written sources.

Second, determine the number of news texts to be tested. This article uses one news text on the topic of independence heroes.

Third, determine the structure of the news text to be tested. This article uses four structures: introduction, body, and conclusion.

Fourth, determine the size of the news text, which includes the 5W+H elements. This article uses news texts with a length of 75-90 words.

Fifth, determine the type of test. This article uses a four-option multiple-choice news text comprehension test.

Sixth, determine indicators for understanding the news text. This article uses implicit indicators because the sample members are 11th grade students. The indicators are: 1) main sentence, supporting sentence 1, supporting sentence 2; main idea, supporting idea 1, supporting idea 1. Specifically for content indicators, there are supporting sentence indicators-3 and supporting ideas-3.

Seventh, determine the number of indicator questions in the news text. This article uses one question for each 5W+H element. Thus, each news text has six questions.

Eighth, compile the test specifications into a table. The specifications for the news text comprehension test are presented below.

Table 1
News Text Comprehension Test Specifications

Reading Indicator	News Text Indicators			Total
	Lead	Body	Tail	
Main Sentence	1	7	15	3
Supporting Sentence-1	2	8	15	3
Supporting Sentence-2	3	9	17	3
Supporting Sentence-3	-	10	-	1
Main Idea	4	11	18	3
Supporting Idea-1	5	12	19	3
Supporting Idea-2	6	13	20	3
Supporting Idea-3	-	14	-	1
Total	6	8	6	20

The pre-test and post-test data for news text comprehension were examined to obtain raw scores. Each answer number answered according to the key is given a score of 1 (one), if it does not match it is given a score of 0 (zero). Oleh karena itu, skor maksimum yang berpeluang dicapai oleh anggota adalah 20.

The pre-test and post-test data for news text comprehension were each analyzed using a one-sample t-test. The purpose of this inferential statistical analysis was to ensure the equality of the observed mean with the expected mean of 10,95 for the pre-test and 17,00 for the post-test. A paired-sample t-test was used to determine the effect of using the Mentimeter on learning news text comprehension.

The use of the one-sample and paired-sample t-tests was preceded by a requirement test. These tests were the normality test and the homogeneity test.



RESULTS

1. News Text Comprehension Pre-test

First, The mean pre-test score for news text comprehension for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 10.57, with a standard deviation of 1.125. Complete descriptive statistics for the pre-test data are presented in the table below.

Table 2
 Descriptive Statistics of News Text Comprehension Pre-test Results

Descriptives			
		Statistic	Std. Error
pretest	Mean	10,57	0,207
	Median	11,00	
	Variance	1,289	
	Std. Deviation	1,135	
	Minimum	9	
	Maximum	13	
	Range	4	

Second, the pre-test data for the eleventh-grade news text comprehension of SMA Negeri 1 Tanjung Morawa students were shown to be normal. This was confirmed by the SPSS calculation results. The Shapiro-Wilk statistic was 0.902 with a sig. 0.703 (Figure 1). Thus, Ho was accepted because sig. 0.703 > 0.05.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	0,850	30	0,562	0,902	30	0,703

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

Figure 1
 SPSS Screenshot of the Results of the Pre-Test Data Normality Test Calculation

Third, the pre-test data for the eleventh-grade news text comprehension of SMA Negeri 1 Tanjung Morawa students were also shown to be

homogeneous. This was indicated by the F-value = 9.088 with a sig. 0.614. Thus, Ho was accepted because sig. 0.614 > 0.05.

The expected mean for the pre-test data was set at only 11.95, equivalent to a standard score of 54.75. This low expected mean was based on the consideration that the students in this study sample had not yet received instruction in news text comprehension using Mentimeter.

Based on SPSS calculations, the t-value was -1.850 with a significance value of 0.710 (Figure 2). Thus, Ho was accepted because the significance value of 0.710 was > 0.05. This means that the expected mean of 10.95, equivalent to 54.75, is the same as the observed mean of 10.57 (Figure 3), which is equivalent to a standard mean of 52.85. This standard mean is considered low category.

One-Sample Test				
Test Value = 10,95				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	-1,850	29	0,710	-0,383

Figure 2
 SPSS Screenshot of One-Sample Test Results for Pre-test Data

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	30	10,57	1,135	0,207

Figure 3
 SPSS Screenshot of One-Sample t-Test Statistics Results for Pre-test Data

2. News Text Comprehension Post-test

First, the mean post-test score for news text comprehension for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 16.67, with a standard deviation of 1.155. Complete descriptive statistics for the pre-test data are presented in the table below.

Table 3
 Descriptive Statistics for Post-test Results for
 News Text Comprehension

Descriptives			
		Statistic	Std. Error
posttest	Mean	16,67	0,211
	Median	17,00	
	Variance	1,333	
	Std. Deviation	1,155	
	Minimum	15	
	Maximum	19	
	Range	4	

Second, the post-test data for the eleventh-grade news text comprehension of SMA Negeri 1 Tanjung Morawa students were shown to be normal. This was confirmed by the SPSS calculation results. The Shapiro-Wilk statistic was 0.214 with a sig. 0.667 (Figure 4). Thus, H_0 was accepted because $\text{sig. } 0.667 > 0.05$.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post-test	0,214	30	0,467	0,903	30	0,667

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

Third, the post-test data for the eleventh-grade news text comprehension of SMA Negeri 1 Tanjung Morawa students were also shown to be homogeneous. This was indicated by the F-value = 7.011 with a sig. 0.587. Thus, H_0 was accepted because $\text{sig. } 0.587 > 0.05$.

The expected mean for the post-test data was set at 17,00, equivalent to a standard score of 85,00. This high expected mean was based on the consideration that the students in this study sample had received instruction in news text comprehension using Mentimeter.

Based on SPSS calculations, the t-value was -1.581 with a significance value of 0.125 (Figure 5). Thus, H_0 was accepted because the significance

value of 0.125 was > 0.05 . This means that the expected mean of 16,67, equivalent to 83,33, is the same as the observed mean of 17,0 (Figure 6), which is equivalent to a standard mean of 85,00. This standard mean is considered high category.

One-Sample Test				
Test Value = 17,00				
	t	df	Sig. (2-tailed)	Mean Difference
posttest	-1,581	29	0,125	-0,333

Figure 5
 SPSS Screenshot of One-Sample Test Results for Post-test Data

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest	30	16,67	1,155	0,211

Figure 6
 SPSS Screenshot of One-Sample t-Test Statistics Results for Pre-test Data

3. News Text Comprehension Post-test

First, the mean post-test score for news text comprehension for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 16.67, with a standard deviation of 1.155. Complete descriptive statistics for the pre-test data are presented in the table below.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	10,57	30	1,135	0,207
posttest	16,67	30	1,155	0,211

Figure 7
 SPSS Paired Sample Statistics Screenshot for Pre-test and Post-test Data

To determine the effect of Mentimeter on news comprehension skills, a paired-sample t-test was conducted.

The t-value was -19.498 with a significance level of 0.000 (Figure 8). Therefore, a significance



level of $0.000 < 0.05$ means that H_0 is rejected. This means that the two means are significantly different. Therefore, Mentimeter significantly influenced the learning of news comprehension skills for eleventh-grade students at SMA Negeri 1 Tanjung Morawa. This is because the post-test mean was significantly greater than the pre-test mean.

Paired Samples Test					
pretest - posttest					
Paired Differences			t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean			
-6,100	0,305	0,506	-19,498	30	0,000

Figure 8
 SPSS Screenshot of Pre-test and Post-test Data

DISCUSSION

Mentimeter is a web-based presentation platform and application designed to create interactive presentations in real time. This tool allows users to create polls, quizzes, word clouds, and question-and-answer sessions. In learning news comprehension skills, students interactively answer questions about the nature of news texts, their structure, and their linguistic aspects.

The linguistic aspects of news texts taught to the sample members included sentences and ideas within each paragraph of the news text structure. Through the question-and-answer sessions, students were facilitated in understanding the content of each news text structure: the main sentence, supporting sentences, main idea, and supporting ideas.

The polling sessions increased the students' learning motivation, resulting in high test scores. This is in line with various findings on the importance of learning motivation in both the teaching and learning process and learning outcomes (Izza et al., 2025; Saragih et al., 2025; Zalukhu et al., 2026).

The low pre-test results for news comprehension skills are believed to be due to linguistic factors. The indicators in question are the sentences

and ideas within each news text structure. In other words, this article does not use explicit indicators, namely the 5W+H itself. Narrative text comprehension tests, also referred to as reading skills, are also found in various articles focused on language and literature learning. These articles include those written by (Prawira et al., 2026; Razak et al., 2020; Dewi et al., 2025).

CONCLUSION

First, the mean pre-test of the ability to understand news texts of grade XI students of SMA Negeri 1 Tanjung Morawa was categorized as low. Second, the mean post-test of the ability to understand news texts of grade XI students of SMA Negeri 1 Tanjung Morawa was categorized as high. Third, the Mentimeter media significantly influenced the learning of the ability to understand news texts for grade XI students of SMA Negeri 1 Tanjung Morawa. That is the conclusion of the study using a one-group pretest-posttest design.

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