Unlocking the power of Mentimeter: Exploring EFL students' perspectives for enhancing writing proficiency

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Abstract: This study investigates the perceptions of EFL students' perceptions regarding the Mentimeter-based activities andtheir specific features for help learning writing skills. The quantitative research method through descriptive analysis was employed, involving 30 EFL students from a private middle school in Malang. A closed-ended questionnaire was given via Google Forms to gather data. The results indicate that students perceive Mentimeter as a valuable tool for enhancing their learning experiences, promoting creativity, and providing a fun and interactive learning environment in writing skill. Mentimeter is also useful in promoting vocabulary expansion, language mechanics development, and comprehension. It was noted that the Word Cloud was particularly helpful for testing students' writing skills, engaging them in class, and improving academic outcomes. It may encourage competency growth, feedback, and discussions. By shedding light on Mentimeter's potential as a tool to help learning writing abilities for EFL students', the study adds to the body of knowledge on cutting-edge language learning techniques.

Keywords: EFL Students; Mentimeter; writing proficiency.

A. Introduction

The issue of writing proficiency has received considerable critical attention. Effective writing abilities are required for success in academic and professional settings (Durga & Rao, 2018). Developing writing skills can be challenging, especially for English as a Foreign Language (EFL) students. For centuries, traditional writing education methods, such as lectures and grammar-focused practices, sometimes fail to engage students and can lack significant writing skill advances. As a consequence, creative and engaging techniques to improving EFL learners' writing skills are required.

The current generation of students is growing up in an age of digitalization. Educators are increasingly understanding and adapting new digitalized teaching methods. There has been renewed interest in technology; the internet is a great facility needed. In this era of Industrial Revolution 4.0, where information has become a primary human need, the internet plays a critical role (Dijk, 2006). Teachers need to have the ability to integrate the media and learning technology to create interactive, memorable, and enjoyable classroom environments (Ariani & Festiyed, 2019). Technological innovation has been critical in promoting methodologies that encourage students' active participation (Rodríguez et al., 2021). Furthermore, anticipating forthcoming adjustments in the educational mechanism emerging from ambiguous conditions entails promoting proficiencies in employing technology to increase the facilitation of teaching and learning, enabling teachers and learners to adapt to developments in the all-encompassing technological epoch (Hanif et al., 2022). According to the studies conducted by Sengkey et al. (2019), students are more likely to study from video than text-and-image media. Moreover, there is a growing body of literature that recognizes to improve their English language skills, students must become involved and actively engaged in the classroom (Jung et al., 2012). Recent evidence suggests that students should share ideas, collaborate, solve problems, and reflect on their learning experience (Ranjbaran et al., 2022).

Media research is not something new. Even though learning resources are readily available in the present day, Gutmann et al., (2015) revealed that Generation Z students still require learning media provided by the instructor. Furthermore, Putri & Solfema (2019) published a paper describing multiple types of learning media that have a massive impact on learning activities. Hence, utilizing learning media is crucial in the language learning process. Multiple previous studies discussed a number of types of learning media. One such technology is Mentimeter, an interactive presentation platform that enables teachers to construct interesting and dynamic learning experiences. Mentimeter includes various interactive features, such as live polls, word clouds, quizzes, and open-ended questions, that can be utilized to assist learning activity in various ways (Jackly & Lestariningsih, 2022). As noted by Samad & Munir (2022), the Mentimeter platform is one of the interactive learning models based on technology that can be used effectively and efficiently. Moreover, students are able to provide answers, summarize knowledge, and communicate their opinions using the

Mentimeter platform (Lin & Lin, 2020). Considering all of this evidence, Mentimeter application seems to be highly effective for educational and instructional purposes.

Up to now, several studies have confirmed the effectiveness of Mentimeter application. The result of a study conducted by Sari, (2021) indicated that Mentimeter positively impacted English learning due to its practicality, anonymity, and freedom and that the students' engagement in discussion activities was above average. Then, in a follow-up study by Puspa & Imamyartha (2019) argued that Mentimeter enhanced English students' learning experiences in West Java. Analysis of Mentimeter was carried out by Mayhew et al. (2020), who reported Mentimeter resulted in increased interaction without judgement and a more inclusive learning environment. In addition, a recent study by Samad & Munir (2022) identified students majoring in English Education at Pohuwato University have increased their English skills in indicators such as vocabulary, speaking, writing, listening, and pronunciation. Mohin et al. (2022) emphasized Mentimeter is a powerful and flexible tool that can improve learning and teaching in the large classroom by promoting active learning, student participation, and enjoyment.

In spite of the growing popularity of Mentimeter, previous research has addressed some of its effectiveness and versatility as a valuable tool for improving English academic performance in general. Nonetheless, much less is known students' perceptions of Mentimeter for learning writing skills. Hence, this study's specific objective was to investigate students' perceptions regarding the efficacy of Mentimeter-based activities to assist EFL students in gaining writing proficiency. The research questions addressed by the study are as follows: (1) What are the students' perceptions of Mentimeter-based activities in learning writing for EFL students? (2) What are the specific features of Mentimeter-based activities that EFL students perceive as beneficial for learning writing skills?

This study investigation offers a fresh perspective on innovative and interactive methods to language learning by providing beneficial insights into the potential of Mentimeter as a tool for raising EFL students' writing skills.

B. Method

The current study adopts a quantitative research method with descriptive analysis. Quantitative descriptive data to define, explain, predict, or regulate the events

explored in this research in terms of statistical or numerical data (Gay et al., 2009). The benefit of this approach is to systematically find a thorough explanation and description of the study object (Creswell, 2012).

This study carried out from April 20 to May 14, 2023, during the odd semester of the 2022/2023 academic year. This study involves EFL students from a private middle school in Malang in the rural area. The participants were chosen as participants by random sampling. Simple random sampling is the method used to acquire data by ensuring each individual within the specified population has an equal and incompatible opportunity toparticipate in the sample (Gay et al., 2009). In a nutshell, it is an organized process of choosing a sample with an equal chance of selecting each object in the population. The participants data were presented in the Table 1, the initial sample consisted of 30 of students, 17 were female, and 13 male. The researcher collected academic records from the pupils, bolstered by teacher evaluations and recommendations to gauge the students' background achievement in English.

Table 1. The participants background

Initial	Level of English	Gender	Initial	Level of English	Gender
AS	Good	Female	DMJ	Average	Male
ACM	Good	Female	DW	Average	Female
DF	Good	Male	IVC	Good	Female
FTZ	Good	Female	LSR	Average	Male
FNK	Good	Female	PBA	Average	Male
PT	Average	Male	RL	Average	Female
ABA	Good	Male	RPA	Average	Male
AGH	Average	Male	YN	Average	Female
GWH	Good	Male	AK	Good	Female
MP	Average	Male	CBZ	Excellent	Female
MBA	Excellent	Male	FEJ	Good	Female
MIM	Excellent	Male	FR	Good	Female
NDK	Average	Female	MVMY	Good	Female
NKD	Good	Female	SUS	Good	Female
WW	Good	Female	VK	Average	Female

To get precise information from participants, the researcher applied closed-ended questionnaires given via Google Forms. The questionnaire was adapted from previous research made by Yunus et al. (2019). The instrument applied in this study is a questionnaire concerning using Mentimeter for teaching writing in EFL classrooms to establish involvement and active learning. The questionnaires comprise of two sections, Section A and B. There were 23 questions and was distributed to 30 pupils from seventh and eighth grade.

Section A asked the participants to gauge students' perceptions of Mentimeter-based activities in learning writing proficiency for EFL students. Next, section B was

designed to rank specific features of Mentimeter-based activities that EFL students perceive as beneficial for learning writing proficiency. Participants were asked to respond using a 5-point Likert scale ranging from "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree". Participants could freely express their opinions about Mentimeter in their answers to the questionnaire. The students were instructed to complete the questionnaire forms. The data gathered through the questionnaire was analyzed, tabulated and addressed in the subsequent section.

The preparation and implementation phases were the two phases in which the data was gathered. The preliminary phase was carried out by meticulously observing students' English proficiency and developing materials for face-to-face learning activities using mentimeter. The researcher arranges Mentimeter-based activities, including word cloud, open-ended question, image choice, and multiple-choice question, to facilitate language learning and developing students' writing skills. Then, the second phase involved surveying students using a closed-ended questionnaire about interactive learning utilizing the Mentimeter platform. Participants' responses to questionnaires about Mentimeter are gathered, and researchers utilize the percentage to analyze the data. The findings are presented using the data provided by the participants.

To ease data analysis, the respondents' data were initially organized in a manner that aligned with the chronological sequence of questionnaire collecting. The collected data was subsequently put into the research table. The percentage of responses was calculated within the research table. The purpose of including a scale classification system in this study was to objectively measure participants' degree of agreement or disagreement regarding the topics addressed in the questionnaire. The statements included in the questionnaire addressed the topic that the participants assessed. Furthermore, the data results for each statement of the variable indicators calculation were reported in writing by the researcher, followed by the drawing of conclusions. Ultimately, the researcher implemented a thorough descriptive analysis of the data gathered to address the research concerns. The researcher meticulously interpreted the data, granting an extensive understanding of the research findings.

C. Result and Discussion

1. Students' understanding on Mentimeter-based writing activities

Following the data gathered from the questionnaire, a total of 30 respondents, particularly seventh and eighth-grade students, had participated in writing lessons by Mentimeter-based activities in the classroom. The questionnaire distributed to the respondents had two sections, both of which matched the study's goal.

a. Section A

The questions in this section are intended to assess students' impression of teaching writing to EFL students using Mentimeter-based activities. According to Table 2, from item 1, 40% of respondents strongly agreed, and 50% of respondents agreed that using Mentimeter improves their learning experiences. While two students (6,7%) highly disagree with it. Then, item 2, there are 43.3% both agree and strongly agree. It implies that Mentimeter is viewed as a tool that encourages creativity in writing assignments. Approximately 53.3% of those polled strongly agreed, and 40% agreed. This shows that Mentimeter is regarded as an interesting and fun tool for learning English.

Further, the tabulation of the item 4 data reveals how each respondent answered each question. 53.3 % of the respondents selected "strongly agreed," while 16.7% selected "neutral." It means the Mentimeter is recognized as useful for assisting pupils in identifying and understanding a topic's primary keywords. In item 5, 43.3 % of the respondents strongly agree, and 36.7% agreed. It demonstrates that Mentimeter is thought to be a practical tool for evaluating comprehension and knowledge with peers. After that, Item 6 indicates almost all respondents agree with this statement, receiving votes from 15 students (50%) who strongly agree and 13 students (43.3%) who agree. Item 8, 50% of respondents said they strongly agreed, whereas 16.7% said they were unsure. Most respondents (43.3%) agreed or strongly agreed in item 9. Additionally, question 15 discloses that 53.3 % of the respondents strongly agreed and 40% agreed. It indicates that Mentimeter is viewed as a tool that combines enjoyment and efficacy in learning English. Item 6, 8, 9, and 15 show that students Mentimeter activities demand attention, focus, and interest from the students, contributing to their active participation and enjoyable activity.

A massive number of respondents, 46.7% feel agree, and 36.7% strongly agree that Mentimeter is regarded as a tool that supports vocabulary growth in the context of writing projects, however, 10% of them are unsure of this item 7. In line 11, a

sizable portion of respondents, 45%, strongly agreed, and 40% agreed. Item 12 contains the data with the highest percentage. 17 students, about 56.7% of the respondents, concur that using mentimeters to improve writing comprehension abilities is a good idea, and 11 of them (or 36.7%) strongly concur. For item 14, 43.3% of respondents agreed, and 46.7% of respondents strongly agreed. This implies that Mentimeter facilitates the development of language mechanics and grammatical knowledge in a context-specific manner.

Furthermore, Mentimeter activities may seem burdensome to certain students, indicating that some areas of its implementation may need more scrutiny or modification. In item 10, there was a very even distribution of replies, with 26.7% in favor and 30% against. But students may think Mentimeter activities are challenging, which might be viewed as a chance for development and learning. In item 13, when 16.7% voted for neutral, 26.7% agreed, and 43.3% strongly agreed.

Table 2. The respondents' answers (section A)

ITEMS	ANSWER (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel the usage of Mentimeter in my lessons enhance my learning experiences.	6.7	0	3.3	50	40
2. I feel that Mentimeter provided me with more freedom to express my creativity in writing	3.3	3.3	6.7	43.3	43.3
3. I think that Mentimeter makes me learn in more fun ways	3.3	0	3.3	40	53.3
4. I feel that Mentimeter helps me to get the main keywords of the particular topic in the game.	3.3	3.3	16.7	23.3	53.3
5. I find that Mentimeter is one of the best platforms to compare my understanding with my friends.	3.3	3.3	13.3	36.7	43.3
6. Mentimeter requires me to focus on the questions given through the screen in order for me to pick the correct answer.	3.3	0	3.3	43.3	50
7. The answers provided in Mentimeter Usually helps me in broadening my vocabulary for writing.	3.3	3.3	10	46.7	36.7
8. I think Mentimeter is more interesting compared to written tasks/quizzes.	3.3	0	16.7	30	50
9. I am more focused on reading the questions when I am doing Mentimeter compared to questions on the papers.	3.3	3.3	6.7	43.3	43.3
10. I feel burdened whenever my lecturer conducts a Mentimeter activity in the classroom	10	30	10	26.7	23.3
11. I find that Mentimeter enhance my vocabulary in English	3.3	0	10	40	45

12. Mentimeter helps me understand Writing comprehension better	3.3	3.3	0	56.7	36.7
13. Mentimeter makes me think that English is challenging	3.3	10	16.7	26.7	43.3
14. Mentimeter helps me learn sentence structure and grammar in context better	3.3	3.3	3.3	43.3	46.7
15. Mentimeter makes me think that learning English is fun and effective at the same time	3.3	0	3.3	40	53.3

b. Section B

It is the closing section of the questionnaire; there is a total of 8 questions in this section. The questions in this section focus on the research's second objective, which is to pinpoint the exact features of Mentimeter-based activities that EFL students believe help learn writing abilities.

In light of Table 3, item 1 a small percentage 16.7% of respondents selected the neutral option, whereas 36.7% agreed and 43.3% strongly agreed. Then, in item 2 None of the responders selected the options for disagree or strongly disagree. Instead, 53.3% strongly agreed, and 43.3% agreed. It indicates that The Word Cloud feature is seen as a feature for generating ideas and facilitating brainstorming sessions in writing assignments, as it is seen as interesting and engaging.

On the other hand, The Open-Ended question feature in Mentimeter is perceived as interesting, but has a higher percentage of neutral responses than other features. As seen in item 3, 30% agreed and 40% strongly agreed, while 23.3% of respondents selected the neutral choice. Then, in item 4, only 3.3% of respondents selected strongly disagree, compared to 36.7% agree and strongly agree with 50%. It suggests that it helps students feel confident in expressing their ideas and opinions.

Meanwhile, 51.6% of those polled strongly agreed, and 32.2% agreed has been seen in item 5. A mere 6.7% chose the neutral option, whereas 46.7% strongly agreed and 43.3% agreed with item 7. The image choice feature in Mentimeter has been identified to help visualize elements in writing tasks, making it intriguing characteristics.

Mentimeter multiple-choice question feature is highly regarded for its ability to evaluate the understanding of writing-related material. In item 7, no one of the respondents opted for strongly disagree, and only 3.3% selected disagree. However, 46.7% of respondents agreed, and 46.7% strongly agreed. Concerning point 8,

13.3% of respondents picked a neutral answer while no respondents strongly agreed or disagreed. 46.7 % of respondents agreed, and 40% strongly agreed. In contrast to the other elements, the multiple-choice question feature receives a larger percentage of neutral responses, indicating that it is quite as fascinating.

Table 3. The respondents' answers (section B)

ITEMS	ANSWER (%)				
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1. I think the Word Cloud feature in Mentimeter is more interesting than other features.	3.3	0	16.7	36.7	43.3
2. I think the Word Cloud feature in Mentimeter helps generate ideas and brainstorm for my writing assignments	0	3.3	0	43.3	53.3
3. I think the Open-Ended question feature in Mentimeter is more interesting compared to another features	0	6.7	23.3	30	40
4. I feel confident expressing my ideas and opinions through the Open-Ended question feature in Mentimeter	3.3	0	10	36.7	50
5. I think the image choice feature in Mentimeter helped me visualize elements in my writing assignments	6.5	0	9.7	32.2	51.6
6. I think the image choice feature in Mentimeter is more interesting compared to another feature	3.3	0	6.7	46.7	43.3
7. I think the multiple-choice question feature in Mentimeter helped me assess comprehension of writing-related content	0	3.3	3.3	46.7	46.7
8. I think the multiple-choice question feature in Mentimeter is more interesting compared to another feature	0	0	13.3	46.7	40

Following the findings above, the research tried to draw a discussion about exploring EFL students' perspectives for learning writing proficiency. It sought to pinpoint the student's perceptions, comprehend their attitudes and motivations regarding Mentimeter for writing skills, and identify the specific features of mentimeter that students find helpful. The findings directed to assist educators and researchers in developing targeted instructional methods to tackle EFL students' specific needs and preferences of EFL students in their growth in writing.

2. Students' perception of Mentimeter-based activities for learning writing proficiency

a. Students' positive perception and learning enhancement

It is interesting to look for in Table 2, as seen in item 1, 2, and 3, surprisingly, there are 40%, 43.3%, 53,3% strongly agree. It can be inferred that EFL students

usually consider the use of Mentimeter-based activities to enrich their learning experiences and boost creativity in writing tasks. These results reflect those of Wong & Yunus (2020), who made sure that the students indicated their preference for Mentimeter due to its qualities that provided a fun environment for learning. Moreover, most respondents strongly accepted and agreed that Mentimeter improves their educational experiences. It is consistent with the study conducted by Mayhew (2019), which demonstrated that Mentimeter was an easy-to-use tool because it didn't need to be downloaded or installed in order to be used.

Based on the data supplied, it can be reported that EFL students favorably consider Mentimeter as a tool that enhances their learning opportunities, fosters creativity in writing projects, and makes studying the English language fascinating and enjoyable. The effectiveness, anonymity, and freedom of the Mentimeter tool have all contributed to its favorable effects on English learning (Sari, 2021).

b. Identification and understanding

Another important finding is that the tabulation of item 4 and item 5 data. It can be determined that the Mentimeter has been identified as a useful tool for assisting EFL students in their language learning process, particularly in writing skills. In item 4, most of the respondents (53.3%) selected "strongly agreed" when questioned about Mentimeter's effectiveness at helping them comprehend the primary keywords of a topic. Moving on to issue number 5, a sizable percentage of respondents (43.3% strongly agreed, 36.7% agreed) admitted that Mentimeter is a beneficial tool for assessing peers' comprehension and skills. These results are consistent with those of Dinata et al. (2020) who claimed that Mentimeter is visually appealing presentation and user-friendly interface, making it an ideal medium for engaging students. This media is deemed geared toward granting easy understanding to pupils so that material from teachers can be absorbed thoroughly. Mentimeter is a benefical tool for self-evaluation that aids pupils in determining how well they understand lessons. Additionally, it is a pleasant way to communicate with peers regardless of physical or linguistic difficulties (Mayhew et al., 2020).

c. Engagement and active learning

One of the primary difficulties teachers at schools possess is keeping students' attention during a lesson. Aforementioned of the biggest learning issues in online and offline learning is a student's ability to pay attention (Hill & Fielden, 2017). The data gathered from items 6, 8, 9, and 15 showed that the respondents identified

50%, 50%, 43.3% and 53.3% strongly agreed. It emphasizes how effective Mentimeter activities are at getting EFL students' attention, focus, and interest. The current investigation found that these activities successfully encompass students and encourage active participation while making learning fun. The total efficacy of utilizing Mentimeter to teach writing to EFL students is enhanced by its ability to combine efficiency and enjoyment. It increases student involvement, makes them love the lesson, motivates them, and helps them focus. Likewise Mentimeter promotes competition, allowing pupils to have fun while benefiting from constructive feedback to learn from their blunders (Tarazi & Ortega-martín, 2023). Mentimeter is a digital software that encourages pupils to engage privately and pleasant in higher education, that leads to higher engagement and collaboration (Pichardo et al., 2021). Digital interactive technology such as Mentimeter improves student engagement, learning, and placement experience (Webb, 2022).

d. Vocabulary and comprehension improvement

Mentimeter helps respondents increase their vocabulary for writing (item 7, 46.7% is agree), their English vocabulary (item 11, 45%, is strongly agree), their writing comprehension (item 12, 56.7% is agree), and sentence structure and grammar (item 14, 46.7% is strongly agreed). This interesting result might be explained by the fact that a sizeable majority of respondents agreed or strongly agreed with each statement. Resembling with the research findings by Samad & Munir (2022) the mentimeter app can assist students gain a better command of the language, especially in speaking and vocabulary. Technology integration like this is crucial for long-term learning. Mentimeter is acknowledged as a valuable tool that helps foster vocabulary growth, enhance writing comprehension skills, and supports the development of language mechanics and grammatical understanding in a context-specific manner for EFL students, it could be particularly determined based on the data from items 7, 11, 12, and 14. It is useful for increasing students' writing vocabulary and creating a supportive learning atmosphere (Wong & Yunus, 2020). The results demonstrate Mentimeter's effectiveness in treating these particular language learning and writing skill challenges.

e. Mixed sentiment on challenge and burden

Even though the majority of respondents (item 10) did not feel burdened by Mentimeter activities (30% disagree), a sizeable portion (item 13), 43.3%, strongly agreed that Mentimeter causes them to believe that English is difficult. indicates a

range of perspectives on the perceived difficulty level associated with using Mentimeter to learn English. This outcome is contrary to Mayhew et al. (2020), found Mentimeter was used in teaching sessions without any notable problems noticed by the students. The platform and login page were both simple to use for the majority of pupils. Moreover, other research claimed that it is a flexible and user-friendly tool, and the mentimeter can enhance teaching and learning in big classes (Mohin et al., 2022). This discrepancy could be attributed to numerous factors, including pupil comprehension, internet access, and other considerations. This finding highlights how crucial it is to modify Mentimeter activities to accommodate the different needs and preferences of EFL students while also offering assistance and direction to those who find them difficult. Mentimeter can be made more efficient as an inclusive and successful tool for teaching writing to EFL students by taking proper care of these shortcomings.

3. The specific features of Mentimeter-based activities for help learning writing proficiency

Following the data findings, the second part of the questionnaire revealed that items 1 and 6 got 43.3% strongly agreed. The Word Cloud and Image choice features are the most interesting for students. Further, many students reported the Word Cloud feature that most effectively evaluates their writing proficiency (item 2, 53.3% strongly agree). However, the current study's findings do not support the previous research. Mayhew et al. (2020) stated that word clouds feature does not significantly influence rating questions. However, this finding is consistent with Samad & Munir (2022) reveal that students share feedback on essay selections in the word cloud and are enthusiastic to express their opinions on lessons learned. When discussed about specific topic in class, the word cloud feature may be utilized for eliciting academic or discipline-specific vocabulary (Moorhouse & Kohnke, 2020). Because seeing the words on the screen can start a discussion ("making them talk") and the teacher's intervention, this feature of the question assists students in developing competencies, including the ability for synthesis, makes it easier to identify knowledge, and helps in the clarity of concepts (Pichardo et al., 2021). Moreover, Wong & Yunus (2020) stated that Mentimeter helped students develop writing vocabulary. They can write effectively with the vocabulary. It is going to assist them in writing better and get better written test outcomes.

D. Conclusion

This paper set out to investigate the students' perceptions of Mentimeter-based activities to learning writing for EFL students and the specific features of Mentimeter-based activities that EFL students perceive as beneficial for learning writing skill. The findings from this study make several contributions to the current literature. First, the most obvious finding from this study is that Mentimeter-based activities had a beneficial impact on students' perception and learning experiences, especially writing skills. Students typically see Mentimeter as a tool that improves learning, encourages writing inventiveness, and makes learning English pleasurable. Besides, Mentimeter activities successfully engage students, encourage active learning, boost vocabulary and comprehension, and establish a positive learning environment. It is fresh for pupils in rural schools and incredibly helpful, especially when used for learners who struggle with understanding material.

Second, the responses to the questionnaire confirmed that most students uniformly concurred that the Word Cloud and the Image Choice features are the most fascinating and convenient for assessing writing skills. It reported that the word cloud feature has become useful for assessing students' writing skills, engaging them in the lesson, and enhancing learning outcomes. It may promote the development of competencies, solicit feedback, and build discussions. Knowing that the Mentimeter provides a critical role in improving students' involvement, educators are highly recommended to employ this platform with a view to increasing their students' writing proficiency. In a nutshell, teachers and students should receive instruction and direction from educators on how to use Mentimeter for writing-related tasks. Through Mentimeter, collaborative components and prompt feedback can promote peer engagement and enhance writing skills. The learning process can be improved by constantly assessing the success of Mentimeter-based activities and obtaining student feedback. In the end, considerably more work will need to be done to determine precise pedagogical strategies and instructional approaches that optimize the benefits of Mentimeter-based activities for writing skills growth.

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