

**NAVIGATING CHALLENGES IN IMPLEMENTING
MENTIMETER: PRE-SERVICE TEACHERS'
EXPERIENCES IN EFL TEACHING**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Degree of Bachelor's Education in English Education



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SEMARANG
2025**

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ABSTRACT

Title : Navigating Challenges in Implementing Mentimeter:
Pre-service Teachers' Experiences in EFL Teaching

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To fulfill the demands of classrooms in the twenty-first century, pre-service teachers must be prepared with digital pedagogical abilities in the current digital era. Even though technology is being used in education more and more, many pre-service teachers lack the skills and confidence necessary to use digital technologies successfully. While interactive platforms like Mentimeter have been widely used to enhance student engagement, there is limited research on how pre-service teacher utilize such tools in real classroom settings, particularly in English as a Foreign Language (EFL). Addressing this gap, the study explores how Mentimeter supports pre-service teachers in classroom management, instructional planning, and overcoming teaching challenges. Using a qualitative case study approach, six pre-service teachers from UIN Walisongo Semarang were observed and interviewed during their practicum at SMPN 18 Semarang. Data were collected through observations, interviews, and documentation, then analyzed using thematic analysis. Findings show that Mentimeter enhanced classroom engagement, built teacher confidence, and facilitated student-centered learning. Despite facing technical issues, participants adapted by preparing alternative strategies. The study implies that integrating tools like Mentimeter into pre-service English teacher can improve digital competence and promote innovative EFL instruction.

Keywords: Digital Pedagogical Skills, Pre-service Teacher, Mentimeter, EFL Instruction, Implementation Challenges

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This thesis, titled *"Navigating Challenges in Implementing Mentimeter: Pre-service Teachers' Experiences in EFL Teaching"*, is submitted in partial fulfillment of the requirements for the Bachelor's Degree in English Education at UIN Walisongo Semarang. This work would not have been possible without the help, encouragement, and prayers of many people around me. Therefore, I would like to express my sincerest thanks to:

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In the end, I would like to express my utmost appreciation to everyone who has supported this journey in ways big and small. This thesis may not be flawless in its content or presentation, but I hope it offers valuable insight and contributes meaningfully to future works in this field.

Semarang, June 16th, 2025
The writer

A handwritten signature in black ink, appearing to read 'Nab' followed by a stylized flourish.

Nabilatus Sa'adah
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MOTTO

فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيمِ

“But if they turn away, say, ‘Allah is sufficient for me; there is no deity except Him. In Him I put my trust, and He is the Lord of the Mighty Throne.’”

QS. At-Taubah: 129

“Don’t just go with the flow — lead with purpose and a plan.”

—Abah Imam Taufiq, 8/7/24

"Heaven responds to hearts that strive fully, not halfway."

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CHAPTER I

INTRODUCTION

This chapter presents the research background, research questions, research objectives, significance of the study, and research limitations.

A. Research Background

Digital pedagogical skills among pre-service teachers have become a critical need. The 21st-century classroom requires teachers to adapt their instructional strategies to incorporate technology seamlessly. For pre-service teachers, proficiency in digital pedagogy is no longer optional but essential to meeting the expectations of modern learners (Lim et al., 2011). These skills empower future educators to design engaging and effective lessons that utilize digital resources and tools. Moreover, equipping pre-service teachers with these competencies enhances their confidence and ability to establish a tech-rich learning environment (Kimm et al., 2020). This preparation ensures they can navigate the challenges of digital transformation in education while catering to diverse learner needs.

Digital pedagogical skills go beyond technical know-how, encompassing the ability to critically select, implement, and evaluate digital tools. For pre-service teachers, mastering these skills is vital for developing teaching practices that align with 21st-century educational demands. By incorporating digital tools effectively, teachers can not only enhance learning outcomes but also model

essential digital competencies for their students. Therefore, prioritizing digital skill development during teacher education programs is key to equipping educators to thrive in technologically advanced classrooms (Tusiime et al., 2022).

In this digital era, there are so many innovative digital tools in education that support language learning. One of those digital tools is Mentimeter. Interactive tools like Mentimeter are gaining traction as powerful resources for promoting student engagement and fostering digital competence. The Technological Pedagogical Content Knowledge (TPACK) framework stresses the meaningful integration of technology, pedagogy, and content knowledge. (Mishra & Koehler, 2006). Teachers can use this framework to deploy these tools effectively. For pre-service teachers, mastering TPACK is essential to skillfully incorporate digital tools like Mentimeter into their instructional practices in ways that enhance learning outcomes. The framework serves as a lens to explore how such technologies can both support and challenge the teaching of English as a Foreign Language (EFL). In this context, Mentimeter has emerged as a valuable tool for cultivating active learning environments and maintaining student motivation (Mohin et al., 2022).

Mentimeter is designed to create real-time interactive experiences. Mentimeter enables teachers to involve students actively in the learning process. Its features, which include word

clouds, quizzes, and live polls, transform traditional lectures into interactive sessions, making learning more enjoyable and participatory (Quiroz Canlas et al., 2020). This tool supports various teaching strategies by encouraging students to express their ideas, collaborate, and engage with course content dynamically.

The popularity of tools like Mentimeter reflects a broader trend toward interactive and student-centered learning environments. In the digital age, students expect their education to incorporate technology in meaningful ways that resonate with their experiences outside the classroom (Pichardo et al., 2021). Mentimeter meets these expectations by providing an intuitive platform that aligns with learners' digital habits. Fostering collaboration and communication, students can develop digital literacy and critical thinking skills. Moreover, its accessibility and ease of use make it an appealing choice for educators seeking to enhance their teaching methodologies.

Mentimeter is particularly relevant as a tool for encouraging active learning and enhancing classroom interaction. It allows educators to create dynamic and inclusive learning experiences by engaging students in real-time feedback and collaborative activities. Through its interactive features, teachers can assess students' understanding, stimulate discussions, and foster critical thinking (Zhang, 2022). For example, using Mentimeter's live polling and Q&A functions, educators can make lessons more responsive to

student needs. This adaptability not only improves comprehension but also ensures that students feel heard and involved in the learning process.

Moreover, Mentimeter enhances classroom interaction by bridging the gap between passive and active participation (Mayhew et al., 2020). Traditional teaching methods often leave some students reluctant to contribute, but Mentimeter's anonymity feature encourages all learners to participate without worrying about being judged. This inclusivity helps build a supportive and engaging learning environment where every student has a voice. Additionally, its multimedia capabilities enable teachers to integrate videos, images, and graphs, enriching the content delivery and catering to various learning styles (Chotimah & Cahyani, 2022). By fostering a collaborative classroom atmosphere, Mentimeter plays a significant role in transforming passive learners into active participants.

For pre-service teachers, Mentimeter offers immense potential to bridge gaps in digital pedagogy. As a user-friendly and versatile tool, it provides an ideal starting point for experimenting with interactive teaching methods. Pre-service teachers can use Mentimeter to design lessons that incorporate real-time feedback and active student engagement, helping them build confidence in their digital teaching abilities. Furthermore, this tool allows them to explore creative approaches to teaching, such as gamification and collaborative learning, which are increasingly important in modern

education (Demirci et al., 2021). By practicing with Mentimeter, pre-service teachers can refine their skills and develop innovative strategies that resonate with tech-savvy learners.

In addition to enhancing teaching techniques, Mentimeter helps pre-service teachers understand the broader principles of digital pedagogy. It encourages them to think critically about how to select and implement digital tools to achieve specific learning objectives. By integrating Mentimeter into their lesson plans, they gain firsthand experience in balancing technological innovation with pedagogical effectiveness. Future teachers will benefit greatly from this hands-on experience in navigating the challenges of digital teaching. In the end, Mentimeter acts as a link between academic understanding and real-world implementation, giving aspiring educators the tools they need to succeed in classrooms of the twenty-first century.

Although some research has already been conducted on how well Mentimeter materials might help teachers engage in student-centered learning (e.g. (Mohin et al., 2022); (Mayhew et al., 2020); (Tarazi & Ortega-Martín, 2023); etc.), there has not been a lot of attention on pre-service teachers' EFL instruction regarding this topic (Pichardo et al., 2021). Additionally, a large number of technologies that enhance foreign language teaching and learning studies have been tapped into teachers' self-reports. Thus, more classrooms are needed to capture a more comprehensive picture of technology-mediated teaching and learning ability. To address the gaps mentioned above,

this study aimed at exploring the role of Mentimeter in facilitating pre-service teachers in EFL teaching and contribute to the field of English teaching and learning by demonstrating the practical benefits of integrating Mentimeter into English class and offering insight into how SRS, active learning, and student-centered learning can facilitate language learning outcomes.

By highlighting the potential of Mentimeter to enhance digital pedagogical practices among pre-service teachers (Pichardo et al., 2021), this study emphasizes the need for structured training integrating reactive digital tools into language instruction. The findings advocate for a shift in teacher preparation programs toward more practice-oriented approaches that emphasize the real-world application of digital tools, such as Mentimeter. This empowers pre-service teachers to design more inclusive, dynamic, and student-centered learning environments in addition to preparing them to handle the technology demands of contemporary classrooms (Kuritza et al., 2020). Furthermore, the study contributes to the current discussion on the digital transformation of education by offering practical insights into how student response systems can foster active participation and support effective language acquisition. These implications suggest that incorporating tools like Mentimeter into teacher training can considerably improve teaching quality and learning outcomes in EFL contexts.

B. Research Questions

1. How does Mentimeter influence on classroom management and instructional strategies in EFL context?
2. What are pre-service teachers' perceptions of using Mentimeter to overcome teaching challenges in EFL context?
3. How does Mentimeter contribute to interactive and student-centered learning in EFL classrooms?

C. Research Objectives

1. To investigate the influence of Mentimeter on classroom management and instructional strategies in EFL context.
2. To explore pre-service teachers' perceptions of using Mentimeter to overcome teaching challenges in EFL context.
3. To investigate how Mentimeter contributes to interactive and student-centered learning in EFL classroom.

D. Significance of Study

This study aims to provide valuable contributions to some parties theoretically, pedagogically, and practically:

a. Theoretically

The results of this study could provide a more comprehensive understanding and insight into pre-service teachers' experiences in teaching English through Mentimeter as an interactive tool for facilitating students' learning.

b. Pedagogically

The research can provide educational innovation in the development of learning media and inform educators about the way Mentimeter navigates challenges in implementing digital pedagogical skills in EFL teaching.

c. Practically

The result of this study is hopefully useful for:

1. For Students

The findings of this study would help students to have more interactive experiences in understanding material through Mentimeter and make it a strategy for boosting pupils' motivation to be more active in learning English.

2. For Pre-service Teacher

The results of this study can be useful for pre-service teachers because they can provide experiences and challenges while using digital-based learning media, especially Mentimeter as the teaching media.

3. For Next Researcher

This study can be used as additional information for another researcher to conduct studies about the pre-service teachers' experiences navigating challenges while implementing digital pedagogical skills with Mentimeter in EFL teaching.

4. For Reader

By reading this study, the reader hopefully got more information, experiences, and a deep understanding about

the role of Mentimeter and its features as media learning and pre-service teachers' perspective while using it in EFL teaching.

E. Scope and Limitation of the Research

This research is limited to a specific junior high school context and focused on the way of navigating challenges in implementing digital pedagogical skills with Mentimeter in EFL teaching among pre-service teachers at SMPN 18 Semarang during the September-October 2024 period from UIN Walisongo Semarang. It will investigate the influence of Mentimeter on pre-service teachers' classroom management and instructional strategies, explore their perceptions of using Mentimeter to overcome teaching challenges in EFL context, and explore the contribution of Mentimeter to facilitate interactive and student-centered learning in EFL classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights two points, such as previous research and literature review, which discussed digital pedagogical skills, Mentimeter in education, and pre-service in EFL context.

A. Previous Research

To develop the first analysis, the researcher shows the previous study dealing with the article *“Engaging, Impressing, and Captivating Language Learners by Interactive Presentations- A review of Mentimeter”* written by Danyang Zhang focuses on language learning by providing a thorough review of the application of student response systems (SRS) in educational contexts. It gathers numerous scholarly sources that investigate how well these methods work to raise student engagement and enhance learning results. The article's emphasized research illustrates the motivational elements of SRS-facilitated language instruction. The article also includes a brief biography of Assistant Professor Danyang Zhang, whose research interests include second language acquisition and technology-enhanced language learning. Zhang's accomplishments and the influence of her work on language instruction are highlighted, along with her contributions to the area.

Mentimeter, an interactive presentation tool designed to increase student participation in language classes, particularly in

larger classes, takes up a large amount of the article. Using mobile devices, Mentimeter facilitates real-time communication between teachers and students by acting as a Learner Response System (LRS). The platform allows users to build quizzes with a variety of question kinds, such as multiple-choice, word clouds, and open-ended questions. Additionally, Mentimeter's usability in a variety of educational contexts is improved by its interaction with well-known platforms like Zoom and Microsoft Teams. The article notes Mentimeter's limitations, including limited customization possibilities and dependence on internet connectivity, despite its benefits in encouraging student participation and offering insightful feedback.

The article's conclusion underlines that, in spite of its limitations, Mentimeter is an effective instrument for improving language instruction and learning. It is clear that SRS like Mentimeter have the potential to create dynamic learning environments, but further study is required to see how beneficial they are in various educational settings. The results imply that although technology can greatly increase student involvement, teachers also need to take into account the drawbacks and difficulties of these resources. Overall, as the essay points out, incorporating technology into language instruction has the potential to improve the educational process. Further research may shed more light on how to best utilize these platforms in diverse educational contexts (Zhang, 2022).

The second study written by Ayat Tarazi and José Luis Ortega-Martín entitled *“Enhancing EFL Students’ Engagement in Online Synchronous Classes: The Role of The Mentimeter Platform”* focuses on how well the Mentimeter platform works to increase student participation in online synchronous English as a Foreign Language (EFL) classes in Palestine. 44 teachers were polled for the study in order to determine how they felt about Mentimeter and how it affected student involvement. The platform's ability to encourage active participation in lessons was recognized by the majority of teachers, according to the findings. In order for educators to properly use digital technologies like Mentimeter in online learning environments, the authors stress the significance of continual training. Additionally, they recommend that future studies take into account the opinions of both educators and learners regarding the use of these platforms.

While addressing the broader context of using online learning resources during the COVID-19 pandemic, this paper also emphasizes how prepared educators are to adapt to remote instruction. It emphasizes how audience response systems (ARS) can be used into higher education to improve formative evaluation and student engagement. The usefulness of interactive applications in increasing student engagement and enhancing learning results in remote and hybrid learning environments is one of the main themes. Previous studies, such as that carried out by Demirci et al., have shown the positive impacts of Mentimeter on student motivation

and engagement in English language training ((Demirci et al., 2021), (Puspa & Imamyartha, 2019)). The study emphasizes how important it is to use technologies like Mentimeter to improve learning environments.

According to the study's findings, instructors' perceptions of Mentimeter and their evaluations of how well it raises student involvement are significantly positively correlated. Mentimeter is seen by most instructors as a useful tool for boosting student engagement and decreasing disinterest during online courses. According to the study, the most positive opinions regarding the efficacy of the platform were expressed by educators who held Ph.D. degrees. The study does, however, recognize many shortcomings, including its exclusive emphasis on one nation and the absence of student viewpoints. All things considered, the study highlights how crucial it is to incorporate online resources like Mentimeter into the classroom to improve learning outcomes and boost student engagement (Tarazi & Ortega-Martín, 2023).

The third research is reviewed in the article written by Ma Mohin, Leonine Kunzwa, and Sagar Patel entitled *“Using Mentimeter to Enhance Learning and Teaching in a Large Class”*. This article discusses the use of Mentimeter, a web-based Audience Response System (ARS), in large classroom situations at the University of Hertfordshire. It emphasizes the advantages of using ARS to boost student engagement, promote active learning, and provide immediate feedback in order to meet the desired learning

outcomes. A case study that demonstrates the use of Mentimeter for formative assessment is included, along with a literature review that highlights the usefulness of ARS in educational context. According to the results of their survey, students have a positive opinion of Mentimeter, emphasizing gains in their attitudes, academic achievement, and general learning experience. Addressing a pedagogical research gap regarding Mentimeter's influence in higher education is the aim of the project.

In comparison to traditional clickers, students found Mentimeter to be more user-friendly, entertaining, and engaging, and they voiced positive opinions about it as a formative assessment tool. Their focus, involvement, and understanding of the course material were all greatly improved by using Mentimeter, which also helped to create a more engaging learning environment. The reply was overwhelmingly favorable, despite some students voicing concerns about possible distractions and the need for dependable WiFi. Mentimeter is acknowledged as an important tool for encouraging active learning and enhancing the efficacy of instruction in big courses. Better WiFi access and the addition of more difficult quiz types are two suggestions for improving the experience.

With more than 8 million users, Mentimeter has become a popular ARS for interacting with students through interactive questions and anonymous comments. Multiple-choice questions, image selections, word clouds, quizzes, and audience questions are some of its primary elements that greatly improve student

engagement and active learning. The University of Hertfordshire case study illustrated Mentimeter's efficacy in formative evaluation in a sizable engineering class, where students expressed satisfaction with its usability and educational impact. According to the results, formative evaluation using Mentimeter can enhance instruction, increase student comprehension, and promote class debates while offering instant feedback. All things considered, students favored Mentimeter above conventional approaches, valuing its intuitive interface and ability to increase involvement and participation during lectures (Mohin et al., 2022).

The fourth, the paper entitled “*Enhancing Writing Vocabulary Using Mentimeter*” (Wong & Yunus, 2020) investigates the effectiveness of Mentimeter, an online interactive platform, in improving writing vocabulary among Year 5 students. 40 students participated in the study, which assessed Mentimeter's effect on vocabulary acquisition using a mix of pre- and post-tests, questionnaires, and interviews. With mean scores rising from 40.95 in the pre-test to 50.95 in the post-test, the results showed a considerable improvement in vocabulary scores. Moreover, students provided positive feedback, indicating that Mentimeter facilitated collaborative learning and helped them expand their vocabulary, making it a valuable educational tool.

Students reported that Mentimeter was particularly helpful for collaborative vocabulary learning, with a mean score of 3.68 for learning from peers. Many pupils expressed increased confidence

in their writing abilities and a desire to continue using the platform. However, some concerns were noted regarding the potential for copying answers among peers, suggesting that while Mentimeter promotes engagement and collaboration, educators should be mindful of maintaining academic integrity. The study highlights how crucial it is to include information and communication technology (ICT) into the classroom in order to satisfy the expectations of learning in the twenty-first century.

Despite the beneficial results, the authors recognize the study's limitations, which is confined to a specific group of pupils. They recommend further research with larger sample sizes and diverse contexts to generalize the findings. Overall, the study promotes Mentimeter as a modern educational tool that not only enhances vocabulary learning but also fosters collaboration and engagement among students, particularly those with lower proficiency levels.

The fifth, a study about *“The Impacts of Mentimeter-based Activities on EFL Students’ Engagement in Indonesia”* (Sari, 2021) explores the impact of Mentimeter, a digital tool, on the engagement among English as a Foreign Language (EFL) students in Indonesia, specifically focusing on 70 non-English major students at Sanata Dharma University. The research highlights students' positive perceptions of Mentimeter, noting its practicality, anonymity, and the freedom it offers during classroom activities. These features significantly enhance student engagement, with

participation rates soaring between 82% and 91%, underscoring the role of technology in creating a conducive learning environment.

The study's conclusions show that although most students (81%) thought well of Mentimeter, there were minor concerns regarding internet connectivity issues, accessibility on certain smartphones, and anonymity. Despite these challenges, the overall sentiment towards the tool remained positive, with students appreciating the interactive and enjoyable atmosphere it fosters in the classroom. According to this, Mentimeter successfully promotes student engagement and conversation, which results in a more interesting learning environment than standard teaching techniques.

Furthermore, the study indicates a strong desire among students to continue using Mentimeter in their English classes, with 94% recommending its ongoing implementation. Many students expressed interest in applying the tool to other subjects and requested a wider variety of activities. The findings suggest that Mentimeter not only enhances student engagement but also opens avenues for future research to investigate its impact on developing various English language skills, which adds to the larger conversation about the role of technology in education.

B. Literature Review

a. Digital Pedagogy in EFL Teaching

Digital pedagogy, which involves the thoughtful integration of technology into instructional strategies, has become an essential component of contemporary EFL (English as a Foreign Language) instruction. Rather than simply using digital tools for efficiency, effective digital pedagogy emphasizes pedagogical alignment and learner-centered design. It aims to create innovative, interactive methods that foster meaningful engagement and support language acquisition. The Technological Pedagogical Content Knowledge (TPACK) model, created by (Mishra & Koehler, 2006), provides a framework for comprehending this integration and emphasizes the significance of coordinating pedagogical approaches, content expertise, and technological tools in order to create effective digital learning environments (Dahnial et al., 2023).

Key indicators of digital pedagogical skills reflect this holistic approach. Technological proficiency involves not only knowing how to use tools but also selecting and adapting them to serve specific learning goals. Instructional design refers to creating lesson plans that embed technology in ways that align with pedagogical intent. Interactivity and engagement are prioritized through the use of tools that promote collaboration

and active learning. Additionally, digital assessment and feedback mechanisms allow teachers to monitor progress and respond to students' needs in real time. Adaptability is also essential, as it enables educators to respond to technological advancements and diverse learner profiles. These competencies indicate the requirement for pre-service teachers to move beyond tool familiarity and develop learner-centered digital education (Kumi-Yeboah et al., 2020).

In EFL contexts, digital pedagogy often takes shape through the use of interactive tools that support specific language skills. Learner-centered design is demonstrated by Mentimeter, for instance, which has elements like open-ended questions, quizzes, and live polling. When used to build vocabulary, a teacher might design real-time matching activities where students connect new terms with definitions, receiving instant feedback that deepens understanding and sustains engagement. This not only leverages the tool's capabilities but aligns it with clear pedagogical goals.

For pre-service teachers, developing such practices is especially critical. Teacher training programs that incorporate platforms like Mentimeter provide authentic opportunities to experiment with technology-enhanced lesson design. This aligns with models like SAMR (Substitution, Augmentation, Modification, Redefinition), which encourages moving from

basic tool usage to transformative learning experiences (Hilton, 2016). By applying Mentimeter in ways that modify or redefine traditional instruction , pre-service teachers can better appreciate the importance of intentional and student-centered digital design.

Furthermore, Mentimeter can facilitate collaborative learning, a core element of effective digital pedagogy. For instance, using its brainstorming or word cloud features, teachers can prompt learners to reflect on themes such as cultural diversity in language use. The visual display of responses supports knowledge sharing, critical thinking, and inclusive participation—all central to learner-centered environments.

Ultimately, integrating tools like Mentimeter into EFL teaching is not solely about digital familiarity. It is about designing meaningful, responsive instruction that aligns with pedagogical aims and centers on learners' needs. Through mastering digital pedagogical indicators, pre-service teachers are empowered to create dynamic, technology-rich classrooms that promote both language development and digital competence. This foundation sets the stage for deeper exploration into how Mentimeter is specifically applied in EFL contexts.

b. Mentimeter in Language Classrooms

Mentimeter is an interactive digital tool that enables educators to create live polls, quizzes, word clouds, and open-ended questions to actively involve students in the learning process. Research suggests that Mentimeter can significantly enhance classroom interaction and participation, particularly in large or passive learning environments, by providing students with an anonymous platform to contribute their responses freely (Mohin et al., 2022). The tool offers three main sections—interactive questions, quiz competitions, and content slides—which simplify the integration of various learning activities. Unlike using separate applications such as PowerPoint, Canva, or Kahoot!, Mentimeter consolidates content delivery and assessment in one platform, increasing efficiency and coherence in lesson design.

In educational settings, Mentimeter is frequently used to assess prior knowledge, facilitate discussions, and collect instant feedback. Its features foster inclusive learning environments where learners feel safe to express ideas without fear of judgment. For example, real-time polls can reveal gaps in understanding, enabling teachers to adjust their instruction accordingly (Kuritza et al., 2020). In EFL teaching, Mentimeter can support language learning through vocabulary quizzes, comprehension exercises, and discussion prompts that

promote student interaction and collaboration. However, while these features promote engagement, their effectiveness relies heavily on how well they are integrated into the pedagogical context. Without intentional alignment with learning objectives and instructional strategies, the tool's potential can remain underutilized.

The open-ended response feature, in particular, supports higher-order thinking and language use by encouraging students to express their thoughts in English. This practice not only builds linguistic confidence but also fosters critical thinking and peer learning. Research has shown that such tasks help improve students' ability to construct meaningful responses, which are central to second language development (Tarazi & Ortega-Martín, 2023). Additionally, visual tools such as word clouds summarize class input and stimulate discussion, helping students consolidate vocabulary and conceptual understanding.

Mentimeter's user-friendly interface and compatibility with multiple devices make it accessible and adaptable for diverse classroom settings. Its asynchronous features also allow students to respond at their own pace, which is especially beneficial in remote or hybrid learning environments where synchronous participation can be difficult (Quiroz Canlas et al., 2020). Nevertheless, this flexibility must be matched with

thoughtful pedagogical planning to avoid superficial use of the tool that lacks learning depth.

To fully harness Mentimeter's benefits, educators need adequate training and support in its pedagogical implementation. While the tool is relatively easy to use, designing effective learning activities and interpreting responses meaningfully requires a deeper understanding of digital pedagogy. Without this, teachers may default to using Mentimeter in ways that are engaging but pedagogically shallow. Therefore, it is essential to incorporate Mentimeter into teacher education programs in order to provide pre-service teachers with both technical expertise and pedagogical understanding (Kuritza et al., 2020). When implemented purposefully, Mentimeter can transform language classrooms into interactive, learner-centered environments that enhance both engagement and achievement.

c. Pre-Service Teachers and Technology Integration

Pre-service teachers play a critical role in shaping future educational practices, and their ability to integrate digital tools like Mentimeter is essential for fostering effective EFL instruction. However, many pre-service teachers face a steep learning curve when first engaging with educational technology. Several studies ((Tondeur et al., 2012);(Jwaifell &

Gasaymeh, 2013)) highlight key barriers such as lack of digital confidence, limited opportunities for classroom practice, resistance to change, and uncertainty about the pedagogical value of digital tools. These challenges underscore the importance of structured training programs that offer hands-on and reflective experiences, allowing pre-service teachers to experiment with tools like Mentimeter within authentic teaching contexts. This kind of training is essential for addressing the knowledge gap between digital pedagogy theory and practice.

Research shows that using interactive tools can significantly enhance pre-service teachers' digital competencies, enabling them to design engaging, innovative, and student-centered lessons (Paetsch & Drechsel, 2021) Mentimeter's interactive quizzes and polls, for example, allow them to assess learners' comprehension in real time and adapt instruction based on immediate feedback. When used thoughtfully, these features help pre-service teachers move beyond passive tool use and toward pedagogically aligned digital teaching.

Additionally, digital platforms like Mentimeter support the development of teaching confidence by offering scaffolded, low-risk environments. In microteaching sessions, pre-service teachers can integrate technology into lesson plans, deliver content, receive feedback, and revise their strategies

accordingly (Tarwiyah et al., 2018). This interactive learning process helps them build not only technical skills but also pedagogical insight into how digital tools influence language acquisition.

Collaboration is another key benefit of using Mentimeter in teacher training. Through group projects and shared lesson design, pre-service teachers co-create digital content, exchange strategies, and reflect on diverse classroom applications. These collaborative experiences cultivate adaptability, creativity, and a culture of continuous professional growth—critical traits for 21st-century educators (Chen et al., 2021).

Moreover, Mentimeter supports the shift toward student-centered learning. Pre-service teachers learn to design lessons where learners take an active role—engaging in discussion, responding to prompts, and constructing knowledge through interaction. This approach enhances EFL students’ motivation, critical thinking, and language proficiency while reinforcing pre-service teachers’ understanding of effective, learner-driven instruction (Dávila, 2020).

Despite its potential, the meaningful use of Mentimeter depends on access to resources and high-quality professional development. To enable pre-service teachers to put their

learning into practice, institutions must make investments in digital infrastructure, mentorship support, and practical teaching experiences. When these elements are present, Mentimeter becomes more than a tool for engagement—it becomes a catalyst for transforming instructional practice in EFL classrooms.

d. Challenges in Digital Integration

Despite the advantages of digital tools, integrating them into teaching faces several challenges. Technical difficulties, such as limited internet connectivity and device compatibility issues, can disrupt classroom activities and reduce the effectiveness of digital tools like Mentimeter (Pichardo et al., 2021). Addressing these technical challenges requires institutional support, infrastructure development, and sustained investment in reliable digital access.

Lack of training is another significant barrier. Due to insufficient preparation received throughout their teacher education programs, many pre-service teachers express feeling unprepared to use digital tools effectively. Incorporating hands-on workshops, structured scaffolding, and guided practice sessions into these programs can build confidence and competence in using tools like Mentimeter (Mayhew et al., 2020). Such scaffolding helps bridge the gap between

theoretical knowledge and classroom application, especially when pre-service teachers can receive feedback and support throughout the learning process.

Resistance to adopting new tools also hinders digital integration. Teachers may perceive digital tools as time-consuming or irrelevant, particularly if they are unfamiliar with their potential benefits. Building awareness and showcasing practical, learner-centered applications can help overcome this resistance and encourage adoption among educators (Aldunate & Nussbaum, 2013). Additionally, peer collaboration—such as working in teaching teams, co-designing lessons, or sharing digital strategies—can ease the transition into using new tools and foster a culture of innovation.

In the context of EFL teaching, further challenges include language proficiency barriers and cultural differences in technology adoption. EFL teachers must navigate these complexities to design effective, culturally responsive lessons. Providing targeted professional development and opportunities for collaboration among EFL educators can address these challenges and promote successful digital integration (Kuru Gönen, 2019).

Lastly, the sustainability of digital integration requires more than just initial implementation—it demands a supportive ecosystem that includes ongoing support, regular evaluation, and strong leadership. Schools and institutions must commit to maintaining technology infrastructure, updating tools, and fostering communities of practice where educators can learn from each other. Collaborative efforts between teachers, administrators, and policymakers are essential for creating the conditions where digital pedagogy can thrive.

C. Conceptual Framework

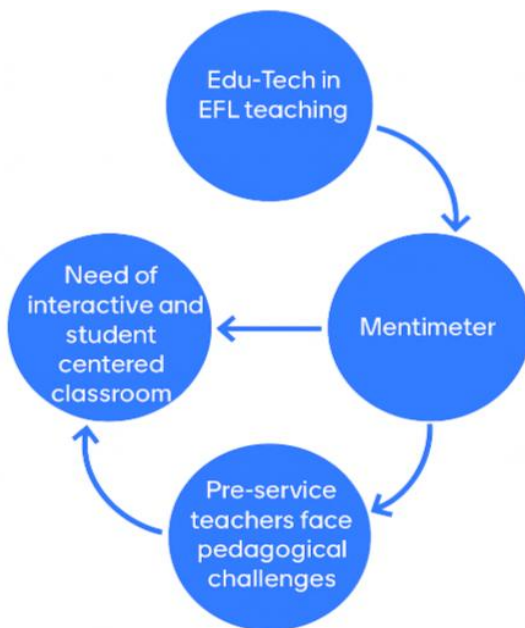


Figure 1 *Conceptual Framework*

The conceptual framework illustrates the interconnected process that underpins this study. It begins with the growing emphasis on educational technology (Edu-Tech) in EFL teaching, highlighting the need for tools that enhance teaching effectiveness. Mentimeter, as an interactive digital platform, emerges as a response to this need. Its implementation supports pre-service teachers in navigating pedagogical challenges, particularly those related to fostering active engagement and student-centered learning. This, in turn, reflects the broader need for interactive and student-centered classrooms in modern EFL contexts, reinforcing the importance of integrating educational technology like Mentimeter into language instruction.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology. Before conducting the data, the researcher presents a clear description of research design, setting, participants, data collection techniques, data analysis techniques, and trustworthiness.

A. Research Design

This study collects data using qualitative case study, as described by (Yin, 2018). Qualitative case study is often used to illustrate the importance of a central idea, examine an issue, and get insight into small persons in social problems. This research analyses the teaching process in SRS-based learning with Mentimeter using a descriptive case study approach. Descriptive research aims to describe phenomena and its features. This research focuses on how pre-service teachers experience using Mentimeter and its features in implementing pedagogical skills to navigate their challenges while teaching EFL. The research also investigates pre-service teachers who perceive the role of Mentimeter such as difficulties and opportunities while using Mentimeter while teaching EFL in junior high school.

B. Research Setting

Before the researcher observed the pre-service teachers in their class while implementing digital pedagogical skills with Mentimeter, Focus Group Discussion (FGD) with pre-service teachers was held to talk about Mentimeter and its features that can be used in EFL teaching via Google Meet; not only discussing the features, but also discussing the steps of composing interactive learning media with Mentimeter. After organizing FGD, researchers gathered data through observation, interviews, and documentation at SMPN 18 Semarang. The research was conducted from September-October 2024. The researcher collected the data while pre-service teachers got the teaching schedule at SMPN 18 Semarang. It started in the third week of September 2024. Moreover, the data analysis was composed after the data were completed.

C. Participant of the Research

The subject of this study is 6 pre-service teachers from PLP II Islamic State University of Walisongo consisting of 1 male pre-service teacher and 5 female pre-service teachers out of 7 pre-service teachers who joined FGD for refreshment talking about Mentimeter. To collect data, after observing their teaching process, the researcher conducted semi-structured interviews with them about their experience in teaching English by using Mentimeter in SMPN 18 Semarang. [Appendix 1](#) contains the detail of participants.

D. Data Collection Method and Instrument

The data collection method is used to gain data that is relevant to the literature research or literature as well as data collected from the field. The following methods were used by the author to collect data:

1. Observation

The observation is derived from the English phrase "observation," which refers to seeing, viewing, or supervising. The researcher observed and also implemented teaching practice in SMPN 18 Semarang using Mentimeter as media to deliver material, evaluation in learning, and engage the students' participation actively. This study is conducted by pre-service teachers to students of 7th and 8th grade class using Mentimeter. The observation aims to address the first research question on what pre-service teachers experience with Mentimeter in implementing digital pedagogical skills while teaching EFL, including what the features of Mentimeter they used and the reason for using those features. To collect data, the researcher followed observation standards and took field notes during the classroom evaluation process. The observation guide (see [Appendix 2](#)) adapted from some literatures (Mohin et al., 2022); Mayhew et al., 2020; Tarazi & Ortega-Martín, 2023).

1. Interview Method

Interviews are a popular methodological tool for qualitative researchers. Moleong defines an interview as a purposeful interaction between two parties: the interviewer asking questions and the interviewee providing replies. This method collects information based on the individual's experience and knowledge. The Semi-structured interviews (SSIs) use a mix of closed and open-ended questions, frequently with follow-up why or semi-structured interviews involve pre-planned questions that can be supplemented with fresh ones throughout the interview process.

This method aimed to integrate Mentimeter into teaching EFL to facilitate pre-service teachers in navigating challenges while implementing digital pedagogical skills. The researcher decided to interview 5 of 6 pre-service teachers who used Mentimeter in their classes during teaching practice, as offered during the FGD session. This selection criterion ensured that the interviewees had firsthand experience with the Mentimeter overview and could provide valuable insights. An interview with these pre-service teachers from UIN Walisongo Semarang who were doing internships at Junior High School State 18 Semarang was conducted using an interview guide. The researcher prepared nine questions generated from various theories by other researchers. In this study, the researcher used two sessions of interviews. The first session was taken in an

FGD session (see [Appendix 3](#)), and the second one was taken after observation in their classes. The observation guide (see [Appendix 4](#)) adapted from some literatures (Mohin et al., 2022; Tarazi & Ortega-Martín, 2023; Pichardo et al., 2021)

2. Documentation

Documentation plays a key role in outlining the flow of research activities. In qualitative interview-based studies, it serves as a valuable complement to the interview process. Alongside data obtained through interviews, questionnaires, observations, and other relevant instruments, documentation gives the research conclusions more substance and legitimacy. The researcher prepared necessary equipment for this study, such as notebooks and audio recorders, and gathered supporting information from student documents. The documentation process involved the use of visual evidence such as photographs and recordings to support the data collection.

E. Data Analysis Method

This study utilizes thematic analysis due to its flexibility in describing and interpreting qualitative data. As outlined by (Clarke & Braun, 2017), thematic analysis is a method used to identify, analyze, and report recurring patterns or themes within a dataset. The researcher selected this approach because of its adaptability in working with descriptive data, making it particularly suitable for

beginner researchers aiming to derive meaningful insights. Braun and Clarke also highlight that the flexible nature of thematic analysis allows for the development of in-depth and comprehensive findings.

In this research, thematic analysis is used to explore how infographic-based instruction influences students' reading comprehension and critical thinking. The process involved several key steps:

- a. After conducting classroom observations, the researcher selected specific students to be interviewed in order to understand their viewpoints.
- b. The interview recordings were transcribed, and participants were given the opportunity to review the transcripts to ensure their accuracy (a process known as member checking).
- c. Upon confirmation of the transcripts, the data underwent thematic analysis to uncover central themes related to students' experiences with infographics in learning.

According to (Clarke & Braun, 2017), thematic analysis involves six phases:

Phase 1: Becoming familiar with the data through transcription and repeated readings. The researcher will understand all the data from the interviewees.

Phase 2: Generating initial codes by identifying important points within the transcripts. The researcher will compose the initial code to make the data easier to be analysed.

Phase 3: Grouping these codes into potential themes that reflect pre-service teachers' experiences with teaching using the Mentimeter tool.

Phase 4: Reviewing and refining these preliminary themes for consistency and accuracy.

Phase 5: Defining and naming the finalized themes, ensuring they represent the data.

Phase 6: Producing the final report, presenting a detailed narrative that effectively communicates the significance of the findings.

The results of the analysis are organized thematically, illustrating students' perspectives on how infographics support their reading comprehension. This study follows a descriptive qualitative method, centering on participants' statements to gain insights into their learning experiences. After the data was analyzed, it was simplified and refined to make it easier to interpret. Proper organization of the data was essential to identify meaningful patterns. Data reduction is a crucial part of qualitative analysis and involves

selecting, focusing, simplifying, and transforming raw data from notes or transcripts to make it more manageable and insightful.

F. Trustworthiness

In conclusion, this research aims to establish trustworthiness, which refers to the reader's confidence in the credibility and reliability of qualitative findings. To ensure trustworthiness, several strategies were employed throughout the study.

The first step focused on ensuring the credibility of the data. This was accomplished by employing a variety of data gathering techniques, including documentation, semi-structured interviews, and classroom observations. This methodological triangulation allowed the researcher to cross-verify findings and capture a more holistic understanding of pre-service teachers' experiences with Mentimeter in EFL teaching (Clarke & Braun, 2017). The triangulated data enabled the researcher to identify consistencies and discrepancies, strengthening the overall validity of the study.

The second step involved comparing and analyzing data across the three sources. Data from classroom observations were juxtaposed with participants' narratives during interviews and supported with visual or written documentation. This comparative process allowed the identification of meaningful patterns and the enrichment of thematic interpretation concerning how Mentimeter influenced classroom dynamics and pedagogical decisions.

The third strategy involved maintaining objectivity through neutral reporting. The researcher intentionally minimized personal bias by using neutral and descriptive language in presenting findings. This was crucial for allowing the authentic voices and lived experiences of the participants to emerge naturally, without distortion from the researcher's prior assumptions.

The fourth measure taken to enhance trustworthiness was the incorporation of member checking and peer validation. After the interview sessions, participants had the chance to check and validate the accuracy of their transcribed statements. Additionally, the researcher sought input and feedback from academic advisors and peers familiar with qualitative research and digital pedagogy to validate the interpretation of data (Lincoln, Yvonna S. & Guba, 1985).

The fifth strategy was to ensure transferability. This was accomplished by providing a thick description of the research context, including detailed information about the research setting, participant selection, teaching practicum timeline, and institutional environment (SMPN 18 Semarang and UIN Walisongo). Such detail allows readers to assess the applicability of the findings in similar educational settings or among similar groups of pre-service teachers.

Throughout the process, the researcher kept a reflective journal to document personal thoughts, challenges, and any potential biases

during data analysis. This practice fostered transparency and self-awareness, helping the researcher to critically evaluate their role in the interpretation of the findings (Knafl, 1991).

Lastly, thematic analysis was employed following Braun and Clarke's six-phase framework (Clarke & Braun, 2017). This method allowed for the systematic coding and interpretation of patterns within the data. By combining triangulation, member checking, thick descriptions, and reflective practice, this study upholds a high standard of trustworthiness and provides a faithful representation of the pre-service teachers' experiences in using Mentimeter to navigate digital pedagogical challenges in EFL teaching.

CHAPTER IV

RESULT AND DISCUSSION

This section comprehensively explores the integration of Mentimeter into EFL teaching practices among pre-service teachers. It focuses on investigating how the use of Mentimeter influences their classroom management and instructional strategies, particularly in facilitating organized and engaging lessons. Furthermore, it examines pre-service teachers' perceptions of Mentimeter as a tool to address both internal challenges, such as limited teaching experience and external obstacles, including technological limitations and student engagement issues. Lastly, this section delves into how Mentimeter supports the development of interactive and student-centered learning environments, highlighting its role in enhancing participation, collaboration, and learner autonomy in junior high school EFL classrooms.

A. Result

1. The Influence of Mentimeter on Classroom Management and Instructional Strategies in EFL Context

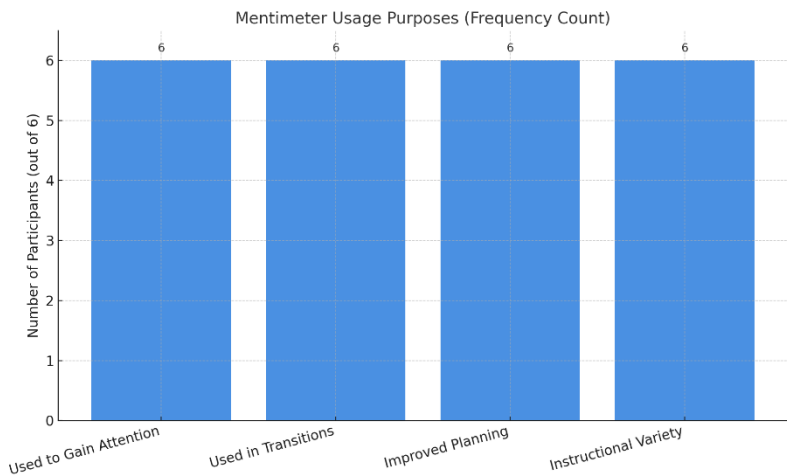
Mentimeter has shown notable impacts in EFL teaching, especially in helping pre-service teachers manage the classroom and structure their instruction. All six participants reported using Mentimeter to maintain students' attention, manage transitions, and enhance lesson planning. The

following table and chart present how participants integrated Mentimeter into their classroom routines.

Table 1 *Use of Mentimeter for Classroom Management and Instructional Planning*

Participant	Used to Gain Attention	Helped in Transitions	Improved Lesson Planning	Instructional Variety
P1	✓	✓	✓	quizzes, polls, word cloud
P2	✓	✓	✓	brainstorming, quiz
P3	✓	✓	✓	vocabulary, reading
P4	✓	✓	✓	review
P5	✓	✓	✓	brainstorming, quiz
P6	✓	✓	✓	quiz for formative assessment

Chart 1 *Use of Mentimeter for Classroom Management and Instructional Planning*



The data shows that all six participants consistently used Mentimeter as a tool to manage classroom flow and maintain student attention. Its integration was especially prominent at the start and end of lessons for activities such as warm-ups, transitions, and formative assessments. Mentimeter also influenced lesson planning, with participants indicating that the platform encouraged more organized, interactive, and time-sensitive lesson structures.

The wide range of features used—such as quizzes, polls, and word clouds—demonstrates how Mentimeter diversified instructional delivery and helped teachers align activities with specific EFL objectives.

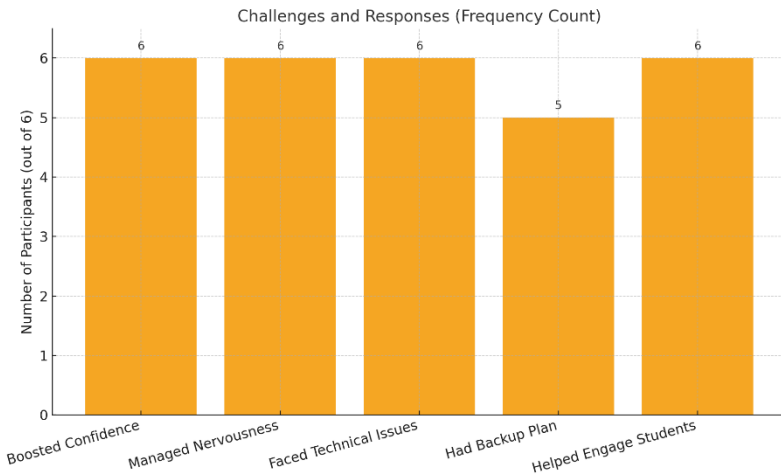
2. Pre-Service Teachers’ perceptions of Using Mentimeter to Overcome Teaching Challenges in EFL Context

The use of Mentimeter helped pre-service teachers address various teaching challenges. Internally, it supported confidence-building and reduced anxiety. Externally, it served as a solution for common obstacles such as low engagement and technical issues. Table 5 and Chart 2 summarize the frequency and nature of these challenges and strategies.

Table 2 *Mentimeter’s Role in Addressing Challenges*

P	Boosted Confidence	Managed Nervousness	Had Technical Issues	Used Backup	Boosted Student Participation
P1	✓	✓	✓	✓	✓
P2	✓	✓	✓	X	✓
P3	✓	✓	✓	✓	✓
P4	✓	✓	✓	✓	✓
P5	✓	✓	✓	✓	✓
P6	✓	✓	✓	✓	✓

Chart 2 *Challenges and Responses*



The data highlights that building confidence and reducing nervousness were significant internal benefits experienced by all participants. Mentimeter gave structure and predictability to lessons, which helped novice teachers feel more in control.

Externally, internet connectivity emerged as a frequent challenge, noted by nearly all participants. Despite this, most teachers prepared backup strategies, such as printed materials or shared device usage, to maintain lesson continuity. Additionally, students' low engagement—often seen in traditional settings—was reportedly mitigated by Mentimeter's interactive nature.

Overall, the data emphasizes that while Mentimeter is useful in addressing both internal and external challenges, it still demands technological readiness and adaptive planning.

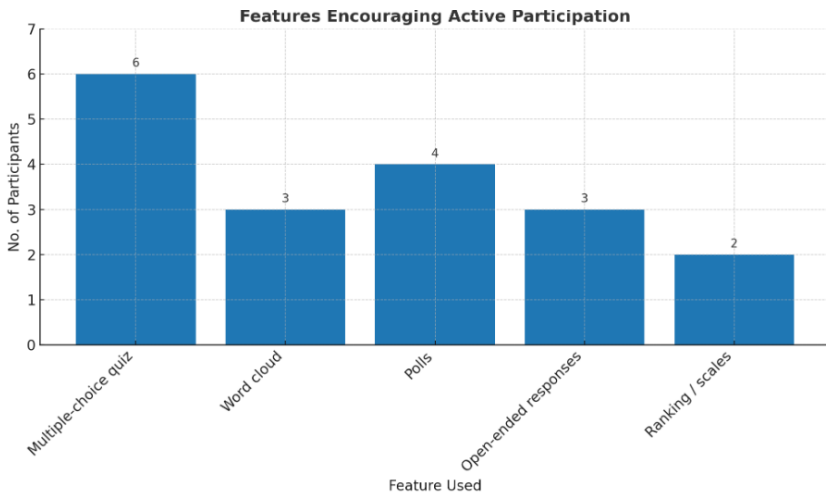
3. The Contribution of Mentimeter to Interactive and Student-centered Learning in EFL Classroom

Mentimeter promoted interactivity and shifted classroom dynamics toward student-centered learning. Participants noted increased student participation, autonomy, and enthusiasm, even among previously passive learners. The following data displays the features used and their contribution to fostering a more engaging learning environment.

Table 3 *Challenges and Responses*

P	Active Student Response	Anonymous Feedback	Learner Autonomy	Collaboration
P1	✓	✓	✓	✓
P2	✓	✓	✓	✓
P3	✓	✓	✓	✓
P4	✓	✓	✓	limited
P5	✓	✓	✓	✓
P6	✓	✓	✓	individual task

Chart 3 *Features Encouraging Active Participation*



Findings show that Mentimeter successfully increased student participation across all classes. Students responded enthusiastically, particularly to competitive and anonymous formats like quizzes, word clouds, and polls. Five out of six participants observed that Mentimeter supported student autonomy and reflective thinking, even in individual tasks, such as in Participant 6's quiz-based approach. However, peer collaboration was less prominent in individual-use contexts, indicating that Mentimeter's effectiveness in promoting interaction may vary depending on the activity type.

Overall, the data affirms Mentimeter's role in promoting learner-centered approaches, especially by offering inclusive spaces where both confident and hesitant students can

engage meaningfully. This observation underscores the platform's role in not just facilitating learning but fundamentally reimagining the educational experience to be more interactive, inclusive, and responsive to student needs. Before this observation, the researcher has facilitated the participants to get refreshment about this tool in the form of a *Focus Group Discussion (FGD)* session (see Figure 1)

The FGD served as a crucial preparatory stage, providing comprehensive training and familiarization with Mentimeter. This aligns with research emphasizing the importance of proper technological orientation for the successful implementation of digital tools in language teaching contexts.

During the FGD, participants exhibited varying levels of technological readiness and comfort with digital learning platforms. While most participants showed enthusiasm and willingness to integrate Mentimeter, one participant expressed considerable hesitation due to the platform's perceived complexity. This response is consistent with the Technology Acceptance Model, which emphasizes that users' desire to embrace new technological tools is strongly influenced by perceived ease of use.

The data reveals Mentimeter's transformative potential in creating more student-centered, interactive, and engaging EFL learning environments. However, the study also identified technical and implementation challenges that require comprehensive support and professional development for pre-service teachers.

B. Discussion

1. The Influence of Mentimeter on Classroom Management and Instructional Strategies in EFL Context

The integration of Mentimeter into EFL classrooms significantly enhanced classroom management among pre-service teachers. Its interactive features allowed teachers to capture students' attention at critical moments, such as during lesson introductions or transitions. By using Mentimeter to initiate warm-up activities or recap prior lessons, pre-service teachers created structured learning environments that minimize distractions and optimize student focus. This aligns with previous research emphasizing the importance of maintaining learner attention through technological engagement in language learning.

In terms of instructional planning, all six participants reported that Mentimeter contributed to more organized and coherent lesson structures. The platform's design, which enables pre-loading of quizzes, polls, and discussion prompts,

encouraged pre-service teachers to think through lesson flow and timing in advance. As a result, lesson delivery became smoother and more purposeful, aiding teachers in maintaining both pace and direction throughout instructional periods.

Mentimeter also offered instructional variety, a critical component in effective EFL teaching. Teachers utilized multiple features, including quizzes, polls, and word clouds, to encourage language proficiency in areas like ideation, reading comprehension, and vocabulary development. This variety not only addressed diverse learning preferences but also sustained student interest by breaking the monotony often associated with traditional teaching methods.

Another observed benefit was the way Mentimeter facilitated transitions between lesson stages. For example, teachers employed quick polls or questions to move from one activity to another, ensuring continuity and reducing downtime. Such smooth transitions are essential in junior high school contexts, where maintaining classroom momentum can be challenging, especially for less experienced teachers.

Moreover, using Mentimeter enabled pre-service teachers to assess student understanding in real time, which informed immediate instructional decisions. By collecting instant responses through the platform, teachers could adjust their teaching strategies on the spot, re-explain difficult concepts, or provide additional practice. This responsiveness

reflects an adaptive teaching style that enhances both teaching effectiveness and student outcomes.

The findings from (Mohin et al., 2022) support the notion that Mentimeter acts as a powerful tool for improving classroom management and instructional strategies, particularly in large or dynamic classrooms. Its capacity to foster active engagement and immediate feedback aligns with the principles of interactive and student-centered learning, which are crucial in language education. The platform's features encourage pre-planning and variety in instructional methods, which can lead to more organized and responsive teaching practices. Additionally, the ability to facilitate smooth transitions and real-time assessment helps teachers maintain classroom momentum and adapt to learners' needs effectively. Overall, the research underscores that Mentimeter not only enhances engagement but also contributes to a more structured, flexible, and responsive teaching environment, ultimately supporting better learning outcomes in EFL contexts.

Mentimeter was essential in assisting pre-service instructors in refining their educational practices and classroom management. It provided structure, flexibility, and immediacy, all of which are essential for teachers navigating the complex dynamics of EFL classrooms. With regular use,

Mentimeter contributed to a more organized, engaging, and student-responsive teaching environment.

2. Pre-service Teachers' Perceptions of Using Mentimeter to Overcome Teaching Challenges in EFL Context

The findings reveal that Mentimeter served as a valuable support tool for pre-service teachers in overcoming internal challenges, particularly related to confidence and anxiety. All participants reported that having a digital tool with pre-set activities gave them a sense of preparedness and control. This predictability helped reduce the nervousness commonly experienced by novice teachers, allowing them to focus more on instructional delivery rather than worrying about classroom unpredictability.

In addition to boosting confidence, Mentimeter enhanced participants' sense of self-efficacy. As they observed positive student reactions and smooth lesson flow, teachers began to trust their teaching abilities more. This is in line with Bandura's idea of self-efficacy, which highlights how positive attitudes in one's abilities are reinforced by successful teaching experiences. This is particularly significant during early teaching practice.

Externally, one of the major challenges reported was technological limitations, particularly unstable internet connections. Despite this, most participants had developed

backup strategies, such as printed materials or shared-device solutions, showing that the pre-service teachers were proactive and flexible. These coping strategies are significant, indicating an important shift toward digital resilience, a crucial skill in modern education settings.

Mentimeter also helped tackle student engagement issues, which are common in traditional EFL classrooms. Participants noted that even typically passive learners became more involved when activities were gamified or anonymous. This transformation in engagement demonstrates how thoughtfully integrated digital tools can help overcome participation barriers often seen in junior high school students.

However, not all challenges were fully resolved. One participant expressed hesitation in using Mentimeter due to perceived complexity. This is aligned with the Technology Acceptance Model (TAM), which highlights how perceived usability affects new technology acceptance. Therefore, while Mentimeter was largely well-received, continuous training and support are necessary to ensure broader acceptance and effective use among less tech-confident teachers.

The TPACK framework, which highlights the value of combining technological expertise with pedagogical and content knowledge to make successful use of digital tools like Mentimeter, is consistent with this conversation. The participants' proactive development of backup strategies

reflects an understanding of technological resilience, a key component of Technological Pedagogical Content Knowledge (TPACK), which involves teachers' ability to adapt and troubleshoot technology in diverse contexts.

Furthermore, the positive impact on student engagement and confidence can be linked to the pedagogical affordances of technology, as discussed by (Mishra & Koehler, 2006), who highlight that effective technology integration enhances pedagogical practices and student participation. The challenges related to perceived complexity and the need for ongoing training resonate with the TAM, which underscores that perceived ease of use significantly influences technology adoption.

Finally, the shift toward digital resilience and adaptability among pre-service teachers reflects the evolving nature of teacher knowledge, emphasizing the importance of flexible, design-oriented approaches in teacher education, core ideas within the TPACK framework.

3. The Contribution of Mentimeter to Interactive and Student-Centered Learning in EFL Classroom

Mentimeter significantly enhanced the interactivity of EFL classrooms, transforming them from teacher-centered spaces into more dynamic, student-centered environments. The findings from (Mohin et al., 2022) reinforce that

Mentimeter's interactive features foster learner autonomy and active participation, which are central to student-centered learning paradigms. All participants observed that students were more engaged during lessons that incorporated Mentimeter features, such as quizzes and polls. This shift in classroom dynamics reflects a broader pedagogical trend toward learner autonomy and active participation in language learning.

The platform's capacity to offer anonymous input options was a factor in this change. Students were more willing to participate when they felt safe from peer judgment, especially those who were typically shy or reluctant to speak in traditional classroom settings. This inclusive aspect of Mentimeter allowed for greater equity in student voice and participation.

Furthermore, Mentimeter encouraged learner autonomy by enabling students to reflect and respond independently during lessons. For instance, in open-ended questions or ranking activities, students were given the freedom to express personal opinions and interpretations, thereby promoting critical thinking and ownership of learning. This aligns with constructivist principles, which advocate for learning environments where students actively construct knowledge rather than passively receive it.

Despite the increase in individual engagement, collaborative learning was somewhat limited in contexts where Mentimeter was used for solo tasks. Two participants noted that their activities were more individualistic, which may have reduced opportunities for peer interaction. This suggests that while Mentimeter can support interactivity, its impact on collaboration depends on how it is integrated into lesson design. However, as (Mohin et al., 2022) highlight, the effectiveness of Mentimeter in fostering collaboration depends on how teachers design activities—integrating features like group quizzes can enhance teamwork and social learning.

Nevertheless, in classrooms where collaborative features were incorporated, such as group-based quizzes or brainstorming sessions, students demonstrated greater enthusiasm and teamwork. This shows that the platform has the potential to foster peer learning and social interaction when designed with collaboration in mind. Pre-service teachers thus play a critical role in selecting and adapting features that align with both linguistic and interpersonal learning goals.

However, this research, which indicates that such features promote inclusivity and reduce anxiety, especially for shy students, thereby democratizing classroom participation, aligns with the findings from (Mohin et al., 2022) that show Mentimeter’s interactive features facilitating anonymous feedback. Additionally, the platform’s capacity to support both

individual reflection and collaborative activities demonstrates its versatility in promoting constructivist learning environments, where students actively construct knowledge through engagement and peer interaction.

Overall, Mentimeter supported a learner-centered approach by promoting inclusivity, engagement, and autonomy. Its flexible, interactive nature allowed students to take more active roles in their own learning processes. For pre-service teachers, this was a powerful pedagogical shift that not only enhanced classroom dynamics but also aligned with contemporary educational goals for interactive and meaningful language instruction.

CHAPTER V

CONCLUSION

This study demonstrates that Mentimeter serves as a valuable tool for pre-service teachers in EFL contexts, significantly impacting both teaching practices and student engagement. The platform's ability to facilitate anonymous participation and real-time assessment has proven particularly effective in addressing traditional classroom participation barriers and enabling more responsive teaching approaches. The research findings indicate that Mentimeter successfully promotes student-centered learning environments while providing pre-service teachers with opportunities to develop crucial digital pedagogical skills.

The implementation of Mentimeter revealed several key benefits, including enhanced student engagement, improved assessment capabilities, and increased opportunities for interactive learning. Pre-service teachers reported significant transformations in their teaching practices, moving from traditional teacher-centered approaches to more dynamic, student-centered methodologies. The platform's capacity to provide immediate feedback and facilitate anonymous participation particularly benefited shy students and those anxious about making language mistakes.

However, several challenges emerged during the study. Infrastructure constraints, including internet connectivity issues and

device accessibility, posed significant barriers to consistent implementation. The platform's free version restrictions limited the scope of usage, particularly in larger classes. Time management challenges in activity design and technical troubleshooting also emerged as notable concerns.

Future research in this area should focus on several critical aspects to advance our understanding of digital tool integration in EFL contexts. Longitudinal studies examining the long-term impact of Mentimeter on teaching practices and student learning outcomes would provide valuable insights into the sustainability of such technological interventions. Additionally, comparative research investigating the effectiveness of different digital platforms in EFL teaching could help educators make more informed decisions about technology adoption. Further investigation should also address student perspectives and learning experiences with Mentimeter, as understanding learner engagement and outcomes is crucial for developing effective digital teaching strategies.

The integration of Mentimeter with other digital learning platforms represents another promising avenue for future research. Studies examining how various digital tools can work in concert to create comprehensive learning environments would be particularly valuable for developing best practices in technology-enhanced language teaching. Cross-cultural studies comparing Mentimeter implementation across different educational contexts could also provide insights into the

platform's adaptability and effectiveness in diverse settings. Furthermore, research focusing on specific language skill development through Mentimeter activities would help identify the most effective ways to utilize the platform for targeted language learning objectives.

These results underline the possibility for further research into the sustainable and successful integration of digital tools in EFL environments, while also adding to the expanding corpus of work on technology-enhanced language acquisition. As educational technology continues to evolve, understanding how to optimally implement these tools in language teaching remains crucial for advancing pedagogical practices and improving student learning outcomes.

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APPENDICES

Appendix 1 *Participants information*

No.	Participant initial	The class that taught
1.	NTS	7E, 8G
2.	ANZ	7F, 8H
3.	MRN	7G, 8F
4.	HSR	7B
5.	SYP	7C
6.	SIJ	7H, 8E

Appendix 2 *Observation Guidelines*

Observation Guidelines

Research Title : Navigating Challenges in Implementing Digital Pedagogical Skills: Pre-Service Teachers' Experiences with Mentimeter in EFL Teaching

Research Location : SMPN 18 Semarang

Research Participant : English language department pre-service teachers of UIN Walisongo Semarang

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention			
		Mentimeter is used to manage			

		transitions between lesson phases			
		Students follow instructions more effectively when Mentimeter is involved			
2.	Integration of Mentimeter in instructional strategy	Mentimeter is used in lesson planning (e.g., for quizzes, brainstorming, review, etc.)			
		Teacher designs content aligned with learning objectives using Mentimeter			
		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A, survey, presentations)			
3.	Addressing internal challenges (Teacher-related)	Teacher shows increased confidence when using Mentimeter in class			

		Mentimeter helps teacher handle nervousness or uncertainty during teaching			
		Mentimeter helps teacher manage time and lesson flow more effectively			
4.	Addressing external challenges	Teacher provides backup strategies in case of technical issues			
		Mentimeter helps overcome student disengagement and low participation			
		Teacher ensures all students can access Mentimeter (e.g., through group work or providing devices/internet access)			
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)			
		Mentimeter encourages peer discussion or collaboration			

		Students show enthusiasm and voluntary participation when using Mentimeter			
6.	Supporting student-centered learning	Students have the opportunity to express opinions anonymously using Mentimeter			
		Activities reflect a shift from teacher-centered to student-centered instruction			
		Activities through Mentimeter promote learner autonomy and decision-making (e.g., voting, open-ended reflection)			

Appendix 3 *FGD session*

No	Questions
1.	Can you briefly tell me about your teaching experience?
2.	Have you ever used Mentimeter before? If yes, in what context?

Appendix 4 Interview Guidelines

Interview Guideline

Interview Question	Answer
<i>For Research Question 1</i> 1. Can you describe how you used Mentimeter during your teaching practicum? What role did it play in managing the classroom? 2. In what ways did Mentimeter affect your planning and delivery of EFL lessons? 3. Did using Mentimeter help you handle student behavior or maintain focus during class? If so, how?	
<i>For Research Question 2</i> 4. What challenges did you face during your teaching practicum, and how did Mentimeter help you address them? 5. Were there any limitations or difficulties (technical,	

pedagogical, or classroom-related) when using Mentimeter? How did you overcome them? 6. How confident did you feel using Mentimeter, especially in managing unexpected situations or student needs?	
<i>For Research Question 3</i> 7. How did students respond to the use of Mentimeter in your classes? 8. In what ways did Mentimeter help you create a more interactive or student-centered learning environment? 9. Can you share any specific activities or features in Mentimeter that encouraged students to participate more actively?	

Appendix 5 Observation Results

1. Participant 1

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention	V		
		Mentimeter is used to manage transitions between lesson phases	V		
		Students follow instructions more effectively when Mentimeter is involved	V		
2.	Integration of Mentimeter in instructional strategy	Mentimeter is used in lesson planning (e.g., for quizzes, brainstorming, review, etc.)	V		For brainstorming and delivering material
		Teacher designs content aligned with learning objectives using Mentimeter	V		

		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A, survey, presentations)	V		Overview, live polling, word cloud, quiz, Q&A. survey, presentation
3.	Addressing internal challenges (Teacher-related)	Teacher shows increased confidence when using Mentimeter in class	V		
		Mentimeter helps teacher handle nervousness or uncertainty during teaching	V		
		Mentimeter helps teacher manage time and lesson flow more effectively	V		
4.	Addressing external challenges	Teacher provides backup strategies in	V		

		case of technical issues			
		Mentimeter helps overcome student disengagement and low participation	V		
		Teacher ensures all students can access Mentimeter (e.g., through group work or providing devices/internet access)	V		She suggests her students who don't bring device to join with their friend.
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)	V		
		Mentimeter encourages peer discussion or collaboration	V		
		Students show enthusiasm and voluntary participation when using Mentimeter	V		
6.	Supporting student-	Students have the opportunity to express opinions	V		

	centered learning	anonymously using Mentimeter			
		Activities reflect a shift from teacher-centered to student-centered instruction	V		
		Activities through Mentimeter promote learner autonomy and decision-making (e.g., voting, open-ended reflection)	V		

2. Participant 2

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention	V		
		Mentimeter is used to manage transitions between lesson phases	V		
		Students follow instructions more effectively	V		But some students are confused to

		when Mentimeter is involved			follow the instructions
2.	Integration of Mentimeter in instructional strategy	Mentimeter is used in lesson planning (e.g., for quizzes, brainstorming, review, etc.)	V		For brainstorming and quizzes
		Teacher designs content aligned with learning objectives using Mentimeter	V		
		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A, survey, presentations)	V		Quiz, live polling
3.	Addressing internal challenges (Teacher- related)	Teacher shows increased confidence when using Mentimeter in class	V		

		Mentimeter helps teacher handle nervousness or uncertainty during teaching	V		
		Mentimeter helps teacher manage time and lesson flow more effectively	V		
4.	Addressing external challenges	Teacher provides backup strategies in case of technical issues		V	She forget to prepare backup plan when suddenly the electricity is off. There is a short break, but soon the learning went smoothly again. She can handle her class again.
		Mentimeter helps overcome student disengagement and low participation	V		
		Teacher ensures all students can access Mentimeter (e.g., through group	V		

		work or providing devices/internet access)			
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)	V		
		Mentimeter encourages peer discussion or collaboration	V		
		Students show enthusiasm and voluntary participation when using Mentimeter	V		
6.	Supporting student-centered learning	Students have the opportunity to express opinions anonymously using Mentimeter	V		
		Activities reflect a shift from teacher-centered to student-centered instruction	V		
		Activities through Mentimeter promote learner autonomy and	V		

		decision-making (e.g., voting, open-ended reflection)			
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3. Participant 3

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention	V		
		Mentimeter is used to manage transitions between lesson phases	V		
		Students follow instructions more effectively when Mentimeter is involved	V		
2.	Integration of Mentimeter in instructional strategy	Mentimeter is used in lesson planning (e.g., for quizzes, brainstorming, review, etc.)	V		For discussion
		Teacher designs content aligned with learning	V		

		objectives using Mentimeter			
		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A, survey, presentations)	V		Overview, live polling, word cloud, quiz, Q&A. survey, presentation
3.	Addressing internal challenges (Teacher-related)	Teacher shows increased confidence when using Mentimeter in class	V		
		Mentimeter helps teacher handle nervousness or uncertainty during teaching	V		
		Mentimeter helps teacher manage time and lesson flow more effectively	V		
4.	Addressing external challenges	Teacher provides backup strategies in case of technical issues	V		

		Mentimeter helps overcome student disengagement and low participation	V		
		Teacher ensures all students can access Mentimeter (e.g., through group work or providing devices/internet access)	V		Some students said that they don't have data. But He overcomes it by sharing a mobile hotspot.
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)	V		
		Mentimeter encourages peer discussion or collaboration	V		
		Students show enthusiasm and voluntary participation when using Mentimeter	V		
6.	Supporting student-centered learning	Students have the opportunity to express opinions anonymously using Mentimeter	V		
		Activities reflect a shift from	V		

		teacher-centered to student-centered instruction			
		Activities through Mentimeter promote learner autonomy and decision-making (e.g., voting, open-ended reflection)	V		

4. Participant 4

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention	V		
		Mentimeter is used to manage transitions between lesson phases	V		
		Students follow instructions more effectively when Mentimeter is involved	V		
2.	Integration of Mentimeter in	Mentimeter is used in lesson planning (e.g., for quizzes,	V		For review material

	instructional strategy	brainstorming, review, etc.)			
		Teacher designs content aligned with learning objectives using Mentimeter	V		
		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A, survey, presentations)	V		live polling
3.	Addressing internal challenges (Teacher-related)	Teacher shows increased confidence when using Mentimeter in class	V		
		Mentimeter helps teacher handle nervousness or uncertainty during teaching	V		
		Mentimeter helps teacher manage time and lesson flow more effectively	V		

4.	Addressing external challenges	Teacher provides backup strategies in case of technical issues	V		The projector is trouble at the first. While fixing the projector, she gives the instruction to discuss something.
		Mentimeter helps overcome student disengagement and low participation	V		
		Teacher ensures all students can access Mentimeter (e.g., through group work or providing devices/internet access)	V		
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)	V		
		Mentimeter encourages peer discussion or collaboration		V	The students spontaneously answer the question to refresh the last material

		Students show enthusiasm and voluntary participation when using Mentimeter	V		
6.	Supporting student-centered learning	Students have the opportunity to express opinions anonymously using Mentimeter	V		
		Activities reflect a shift from teacher-centered to student-centered instruction	V		
		Activities through Mentimeter promote learner autonomy and decision-making (e.g., voting, open-ended reflection)	V		

5. Participant 5

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention	V		

		Mentimeter is used to manage transitions between lesson phases	V		
		Students follow instructions more effectively when Mentimeter is involved	V		
2.	Integration of Mentimeter in instructional strategy	Mentimeter is used in lesson planning (e.g., for quizzes, brainstorming, review, etc.)	V		For brainstorming and delivering material
		Teacher designs content aligned with learning objectives using Mentimeter	V		
		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A,	V		Quiz, survey

		survey, presentations)			
3.	Addressing internal challenges (Teacher-related)	Teacher shows increased confidence when using Mentimeter in class	V		
		Mentimeter helps teacher handle nervousness or uncertainty during teaching	V		
		Mentimeter helps teacher manage time and lesson flow more effectively	V		
4.	Addressing external challenges	Teacher provides backup strategies in case of technical issues	V		
		Mentimeter helps overcome student disengagement and low participation	V		
		Teacher ensures all students can access Mentimeter (e.g., through group work or providing	V		

		devices/internet access)			
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)	V		
		Mentimeter encourages peer discussion or collaboration	V		
		Students show enthusiasm and voluntary participation when using Mentimeter	V		
6.	Supporting student-centered learning	Students have the opportunity to express opinions anonymously using Mentimeter	V		
		Activities reflect a shift from teacher-centered to student-centered instruction	V		
		Activities through Mentimeter promote learner autonomy and decision-making	V		

		(e.g., voting, open-ended reflection)			
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6. Participant 6

No	Theme	Indicators	Yes	No	Note
1.	Use of Mentimeter in classroom management	Teacher uses Mentimeter to gain and maintain students' attention	V		
		Mentimeter is used to manage transitions between lesson phases	V		
		Students follow instructions more effectively when Mentimeter is involved	V		
2.	Integration of Mentimeter in instructional strategy	Mentimeter is used in lesson planning (e.g., for quizzes, brainstorming, review, etc.)	V		For formative assessment
		Teacher designs content aligned with learning	V		

		objectives using Mentimeter			
		Teacher utilizes various Mentimeter features to deliver EFL material (e.g., overview, AI Menti builder, live polling, word cloud, quiz, Q&A, survey, presentations)	V		Quiz
3.	Addressing internal challenges (Teacher- related)	Teacher shows increased confidence when using Mentimeter in class	V		
		Mentimeter helps teacher handle nervousness or uncertainty during teaching	V		
		Mentimeter helps teacher manage time and lesson flow more effectively	V		
4.		Teacher provides backup	V		

	Addressing external challenges	strategies in case of technical issues			
		Mentimeter helps overcome student disengagement and low participation	V		
		Teacher ensures all students can access Mentimeter (e.g., through group work or providing devices/internet access)	V		
5.	Promoting interactive learning	Students actively respond through Mentimeter tools (polls, quizzes, open-ended questions)	V		
		Mentimeter encourages peer discussion or collaboration		V	Individual task. So, there is no discussion or collaboration.
		Students show enthusiasm and voluntary participation when using Mentimeter	V		

6.	Supporting student-centered learning	Students have the opportunity to express opinions anonymously using Mentimeter	V		
		Activities reflect a shift from teacher-centered to student-centered instruction	V		
		Activities through Mentimeter promote learner autonomy and decision-making (e.g., voting, open-ended reflection)	V		

Appendix 4 *Interview Transcript*

Q1	Can you describe how you used Mentimeter during your teaching practicum? What role did it play in managing the classroom?
P1	I used Mentimeter mostly at the beginning and end of lessons to check prior knowledge and for exit tickets also to deliver the material. It helped set a clear structure and kept students engaged from the start.
P2	I used Mentimeter for quizzes and brainstorming. It helped me get students' attention quickly, especially at the start of the lesson.

P3	Mentimeter helped me transition between activities. It acted like a checkpoint that kept the class flowing smoothly.
P4	I used it during the review phase. It helped me assess understanding without calling on individuals.
P5	I incorporated Mentimeter into my lesson routine. It helped set the tone and structure each session clearly.
P6	I used Mentimeter primarily to deliver quizzes at the end of each lesson. It helped me manage the class by clearly signaling the end of the learning session and shifting students' focus to reflection. The structured format of the quiz also minimized disruptions.

Q2	In what ways did Mentimeter affect your planning and delivery of EFL lessons?
P1	It made lesson planning more organized. I had to think ahead about which activities fit with Mentimeter, so I ended up creating more interactive sessions.
P2	It pushed me to think differently about my lessons. I had to prepare questions that matched the objectives and worked well with the tool.
P3	I designed lessons around it, especially during vocabulary and reading sessions. It encouraged me to think about student interaction first.
P4	It added variety to my lessons, though I didn't always rely on it. I used it when it matched the lesson's purpose.
P5	It made my planning more data-informed. I used the responses to adjust my pacing and emphasis.

P6	Knowing I would use Mentimeter encouraged me to plan more organized and time-bound lessons. I structured the lessons so that students had enough exposure to the material before completing the quiz. It made the lesson flow more predictable and manageable.
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Q3	Did using Mentimeter help you handle student behavior or maintain focus during class? If so, how?
P1	Yes, it reduced distractions. When students knew they had to respond via their phones, they stayed more focused. It gave them a task to complete actively.
P2	Yes, it helped reduce off-task behavior. Students liked using their phones for learning, so they stayed on track more than usual.
P3	Yes, the engagement levels were higher. Students were less likely to talk out of turn when they were busy interacting on screen.
P4	It helped manage noise levels because students were occupied. But it didn't fully replace other behavior strategies.
P5	Absolutely. When students saw their responses displayed, they were more attentive and less likely to drift off.
P6	Yes, when students knew there would be a quiz on Mentimeter, they paid closer attention. It worked as a

	form of motivation and focus tool, even though it was an individual task without peer interaction.
--	--

Q4	What challenges did you face during your teaching practicum, and how did Mentimeter help you address them?
P1	Some students were shy or unmotivated, but using Mentimeter allowed everyone to contribute anonymously. That boosted overall engagement.
P2	My main challenge was adapting content to suit different learning levels. Mentimeter helped me differentiate instruction by showing where students struggled.
P3	I lacked confidence in classroom control at first. Mentimeter gave me a structured way to run parts of the lesson, which made me feel more in control.
P4	Motivating students was tough. Mentimeter made it more fun, which helped them pay attention.
P5	Time was tight during practicum. Mentimeter helped streamline activities and check comprehension faster.
P6	One of my biggest challenges was checking students' understanding in real-time. Mentimeter helped by allowing me to assess students' grasp of the material instantly through quiz scores.

Q5	Were there any limitations or difficulties (technical, pedagogical, or classroom-related) when using Mentimeter? How did you overcome them?
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P1	Sometimes, the Wi-Fi wasn't stable, but I always had a backup plan like printed materials or offline versions.
P2	Sometimes, I forgot to prepare enough activities in Mentimeter. I learned to plan better and test everything beforehand.
P3	One issue was students not having data. I overcame it by sharing a mobile hotspot or doing paired work where they shared phones.
P4	Some students weren't serious about it. I had to set expectations early so they didn't treat it like a game only.
P5	Technical issues happened once, but I had printed backup tasks, so I stayed on track
P6	Sometimes a few students had trouble accessing the quiz due to internet issues. I solved this by preparing printed versions of the questions just in case. But most of the time, the digital version worked well.

Q6	How confident did you feel using Mentimeter, especially in managing unexpected situations or student needs?
P1	I felt very confident using it. I had explored the features beforehand and was comfortable adjusting if something unexpected came up.
P2	Fairly confident. I tried different formats until I found what worked best. It became a reliable part of my teaching toolkit.
P3	I was nervous initially, but after the first few uses, I felt much more at ease. The students' positive reactions helped, too.
P4	I was a bit hesitant, especially when tech didn't work. But I improved with practice and discussion

P5	Very confident. I trained myself before practicum started, so I felt ready for most situations.
P6	Yes, when students knew there would be a quiz on Mentimeter, they paid closer attention. It worked as a form of motivation and focus tool, even though it was an individual task without peer interaction.

Q7	How did students respond to the use of Mentimeter in your classes?
P1	Students enjoyed it a lot. They were curious and excited, especially when they saw their answers appear on the screen.
P2	They were more active and excited to answer. Even the quiet students joined in because it wasn't face-to-face speaking.
P3	They were genuinely more involved. Some even asked if we could use it more often.
P4	Some were interested, others weren't too impressed. It depended on the activity.
P5	They became more motivated and competitive in a positive way.
P6	They were excited when I introduced it for the first time. They liked the visual aspect of the quiz and the immediate feedback. It made the learning feel more dynamic, even though it was done individually.

Q8	In what ways did Mentimeter help you create a more interactive or student-centered learning environment?
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P1	It shifted the lesson from teacher-centered to student-centered. They were more active in discussions and not just passive listeners.
P2	It encouraged discussion and gave students space to express opinions in a safe way.
P3	It opened up space for them to contribute. They weren't afraid of being wrong when their answers were anonymous.
P4	It gave shy students a voice, but I still needed to encourage verbal participation after.
P5	It turned my lessons into a space for shared thinking, not just me talking.
P6	Although there was no discussion, Mentimeter gave students a chance to reflect individually on their learning. It also shifted the focus from teacher-led evaluation to student self-assessment

Q9	Can you share any specific activities or features in Mentimeter that encouraged students to participate more actively?
P1	The word cloud and multiple-choice questions were the most effective. They created a dynamic atmosphere and got everyone involved.
P2	I used the ranking slide once, where students had to vote on the best summary. They loved the competitive aspect.
P3	The open-ended question slide worked best for reflection. It helped me see how deeply they understood the topic.
P4	I used polls to review material. They liked seeing other students' answer.

P5	The quiz competition was a hit. They even asked to play again after class. I also used scales to rate comprehension. They liked seeing class opinions live.
P6	I mostly used the multiple-choice quiz feature. The competitive element of seeing their own scores—without ranking others, made them take the task seriously and participate more actively

Appendix 5 Permission Letter to Conduct Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Website: <http://fittk.walisongo.ac.id>

Nomor : 4443/Un.10.3/K/KM.00.11/11/2024

Semarang, 10 Oktober 2024

Lamp : -

Hal : Izin Riset/ Penelitian

Kepada Yth.

Kepala Sekolah SMP N 18 Semarang
di Semarang

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Nabilatus Sa'adah

NIM : 2103046069

Semester : VII

Judul Skripsi: THE ROLE OF MENTIMETER IN FACILITATING PER.SERVICE
TEACHERS DIGITAL PEDAGOGICAL SKILL IN EFL TEACHING

Dosen Pembimbing : Dra. Nuna Mustikawati Dewi, M.Pd.

untuk melakukan riset/penelitian di Sekolah SMP N 18 Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 10 Oktober 2024 sampai dengan tanggal 25 Oktober 2024.

Demikian, atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



Dekan,
Tata Usaha

Khotimah

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 6 Certificate of Completion of Reasearch



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18**

Jalan Purwoyoso I, Kel. Purwoyoso, Kec. Ngaliyan Telp. (024) 7603798 Semarang
Web : smpn18.semarangkota.go.id, Email : smp18smg@gmail.com

SURAT KETERANGAN

Nomor : B/629/423.4/X/2024

Dasar: Surat dari Universitas Islam Negeri Walisongo Semarang, Nomor:
4190/Un.10.3/D1/KM.00.11/09/2024, tanggal: 30 September 2024, Perihal: Izin
Penelitian/Riset.

Dengan ini Plt. Kepala SMP Negeri 18 Semarang menerangkan bahwa :

Nama : NABILATUS SA'ADAH
NIM : 2103046069
Prodi : S1 – Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Mahasiswa tersebut benar - benar telah melaksanakan penelitian di SMP Negeri 18 Semarang pada tanggal 3 s.d. 25 Oktober 2024 dengan judul penelitian *"The Role Of Mentimeter In Facilitating Pre-Service Teachers' Digital Pedagogical Skills In EFL Teaching"*.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 31 Oktober 2024

Plt. Kepala SMP Negeri 18 Semarang


Purnami Subadiyah, S.Pd., M.Pd.

Appendix 7 Example of Participant's Lesson Plan



Fase D Kelas VII SMP

Modul Ajar

Informasi Umum	
Penyusun	Sifa Innatul Janani, Nabilatus Sa'adah
Asal Sekolah	SMP Negeri 18 Semarang
Jenjang	SMP
Fase/ Kelas	D / VII
Semester/ Tahun	Ganjil / 2024-2025
Elemen	Menyimak - Berbicara Membaca - Memirsa Menulis - Mempresentasikan
Capaian Pembelajaran	Pada akhir Fase D, Peserta didik dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli. Teks yang menjadi fokus adalah teks deskriptif, prosedur, dan pesan singkat. Selain itu, peserta didik dihibahkan menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan memirsa dalam penciptaannya.
Kata Kunci	Home Sweet Home
Alokasi Waktu	4 x 40 menit = 160 menit
Jumlah pertemuan	4 JP (2 Pertemuan)
Deskripsi Kompetensi Awal	Peserta didik mampu mengidentifikasi serta menggunakan ungkapan menanya dan menjawab pertanyaan terkait benda-benda yang ada di rumah dan sekolah, peserta didik dapat mengidentifikasi, menjelaskan, dan menganalisis kosa kata, unsur

	kebahasaan, dan struktur teks deskriptif, serta menyimpulkan fungsi sosial dari frasa dalam teks, peserta didik dapat mengaplikasikan struktur teks dan unsur kebahasaan untuk menyusun teks deskriptif mengenai benda-benda di lingkungan rumah dan sekolah.
Profil Pelajar Pancasila	1. Gotong royong Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam grup 2. Mandiri Melakukan proses brainstorming pada kegiatan awal pembelajaran 3. Bernalar Kritis Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari 4. Kreatif Membuat teks jadwal aktivitas sederhana dengan menggunakan kalimat pemahaman sendiri
Alat dan Bahan	Laptop, LCD proyektor, papan tulis, spidol, internet, HVPS, bolpoin
Media Belajar	Power point, Mentimeter, LKPD, video YouTube
Model Pembelajaran	Cooperative STAD Learning
Metode Pembelajaran	Diskusi, presentasi, penugasan, ceramah
Moda	Tatap muka
Komponen Inti	
Tujuan Pembelajaran	1. Siswa dapat menggunakan ungkapan menanya dan menjawab dengan tepat mengenai nama, lokasi, dan fungsi benda di rumah dan sekolah 2. Siswa dapat mengidentifikasi, menjelaskan, dan menganalisis kosa kata serta unsur kebahasaan dalam teks deskriptif. 3. Siswa dapat menyusun teks deskriptif yang baik dengan menggunakan struktur dan unsur kebahasaan yang tepat, menggambarkan benda-benda di rumah dan sekolah secara jelas dalam bahasa Inggris
Pemahaman Bermakna	Informasi tentang manfaat yang akan peserta didik peroleh setelah mengikuti proses pembelajaran, peserta didik dapat dengan percaya diri menanya dan menjawab informasi terkait benda-benda di sekitar

	Memberikan Apresiasi 20. Peserta didik diberikan penghargaan oleh guru berbentuk nilai, baik individu maupun kelompok
Penutup	1. Guru merangkul kembali materi yang telah disampaikan. Selanjutnya, guru melakukan evaluasi pemahaman peserta didik melalui sesi tanya jawab. 2. Kegiatan pembelajaran ditutup dengan kegiatan refleksi dan doa bersama.
Kegiatan Pembelajaran Pertemuan 2	
Pendahuluan (10 menit)	1. Melakukan kegiatan kegiatan berdoa, salam dan tegur sapa dalam Bahasa Inggris 2. Melakukan presensi kepada peserta didik 3. Menyampaikan tema dan tujuan pembelajaran pada peserta didik 4. Guru secara singkat melakukan ice breaking guna mengumpulkan konsentrasi dan fokus peserta didik untuk siap belajar 5. Guru mereview materi sebelumnya atau mengecek tugas yang telah diberikan sebelumnya.
Kegiatan Inti (60 menit)	Orientasi Peserta Didik terhadap Masalah 1. Guru bersama peserta didik melakukan diskusi dan pembahasan melalui mentimeter (https://www.menti.com/ald2mczttn1) mengenai perbedaan keadaan 2 gambar antara kamar yang belum dibersihkan dan belum dibersihkan.  2. Peserta didik diberikan waktu untuk diskusi bersama teman sebangkunya untuk berbagi pendapat terkait perbandingan kedua gambar yang ditampilkan. 3. Guru diberikan keleluasaan untuk mengajak peserta didik mengeksplorasi gambar dengan bantuan beberapa pertanyaan tambahan melalui tanya jawab interaktif via mentimeter. 4. Peserta didik melakukan penyelesaian masalah dengan menemukan solusi dan saran yang perlu dilakukan dari permasalahan tersebut.

	Mengorganisasikan Peserta Didik untuk Belajar - Disajikan video (lagu) mengenai informasi terkait kegiatan membersihkan ruangan (cleaning your room) source: https://www.youtube.com/watch?v=y5YJPtVpgY - Peserta didik memperhatikan vocabulary terkait kegiatan membersihkan ruangan yang ada di dalam lagu tersebut, setelah itu peserta didik ikut menyanyikan bersama lagu tersebut - Guru menjelaskan terkait cara menerapkan vocabulary 'cleaning your room' dalam kehidupan sehari-hari Membimbing Penyelidikan Individu maupun Kelompok - Guru memantau keterlibatan peserta didik dalam pengumpulan data/bahan untuk mendiskusikan kegiatan membersihkan ruangan lainnya selain yang ada di lagu. - Peserta didik melakukan penyelidikan terkait materi <i>My House Chores</i> dengan mencari materi dan referensi lain di internet untuk menjadi bahan diskusi kelompok mengenai <i>My House Chores</i> - Peserta didik mengamati dan menganalisis gambar yang disajikan dan menjawab instruksi-instruksi yang diminta mengenai aktifitas membersihkan rumah secara individu (LKPD 1) - Guru membahas hasil kerja siswa secara klasikal serta menjelaskan kosa kata bahasa Inggris yang sulit. - Peserta didik secara berkelompok membuat (LKPD 2) Mengembangkan dan Menyajikan Hasil Karya - Peserta didik mempersentasikan hasil diskusi LKPD 2 di kelompok lain - Peserta didik menyimak dan menulis informasi tambahan terkait hasil diskusi kelompok lain. - Setelah memahami poin-poin penting dalam teks dan informasi mengenai <i>My House Chores</i>., peserta didik kembali ke mentimeter untuk menjawab quiz yang diberikan guru seputar <i>My House Chores</i>.
Penutup	- Guru memfasilitasi peserta didik untuk meriviuw pembelajaran yang telah disampaikan - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya

Asesmen	
Jenis Asesmen	1. Assessment as learning (self-assessment) Peserta didik melakukan diskusi bersama di dalam kelas untuk membahas hasil kerja kelompok. Peserta didik memberikan umpan balik antar teman sejawat untuk saran dan perbaikan hasil kerja kelompok. Masing-masing peserta didik melakukan peer assessment untuk memberikan umpan balik kinerja anggota kelompok dalam keterlibatan diskusi kerja kelompok. 2. Assessment for learning (formative assessment) Peserta didik bekerja dalam kelompok yang terdiri dari 4-5 orang mengidentifikasi informasi terkait <i>Cleaning up Your Room</i>. 3. Assessment of learning (summative assessment) Peserta didik mengerjakan Ulangan Harian Peserta Didik mengenai topik My House Chores yang terkait dengan kegiatan-kegiatan membersihkan rumah.
Bentuk Asesmen	1. Sikap 2. Psikomotorik 3. Tertulis
Lampiran	1. Materi 2. Media Pembelajaran 3. LKPD 4. Rubrik Penilaian
Pengayaan dan Remedial	
Pengayaan	Terlampir
Remedial	Terlampir

Refleksi Peserta Didik dan Pendidik

Refleksi Peserta Didik	Ya	Cukup/ Mungkin	Tidak/ Kurang
Apakah pembelajaran pada topik ini menarik bagi Anda?			
Apakah kamu sudah menguasai topik yang dipelajari?			
Apakah kamu perlu meningkatkan kemampuanmu pada topik ini?			
Apakah kamu merasa topik dalam mata pelajaran ini bermakna?			
Apa yang telah Anda pelajari hari ini?			
Apa harapan atau keinginanmu kedepan pada mata pelajaran Bahasa Inggris?			
Refleksi Pendidik			
Apakah tujuan dan target pembelajaran sudah tercapai?			
Apakah peserta didik belajar dengan aktif dan mengikuti pembelajaran dengan baik?			
Apakah pembelajaran sudah sesuai dengan apa yang direncanakan?			
Apa kendala yang dihadapi selama proses pembelajaran berlangsung?			
Langkah perbaikan apa yang dilakukan agar bisa lebih baik lagi?			

Mengetahui,
Guru Mata Pelajaran Bahasa Inggris

Semarang, 24 September 2024
Praktikan PLP 2 UIN Walisongo Semarang

Nurullita Dhea P., S.Pd
NIP. 199605162024212011

Nabilatus Sa'adah Sifa Imnatul Janani
NIM. 2103046069 NIM. 2103046186

English version of Lesson Plan

Module Teach|

Information General	
Compiler	Siti Munatul Janani, Nabilatus Sa'adah
Origin School	JUNIOR HIGH SCHOOL Country 18.
Level	JUNIOR HIGH SCHOOL
Phase/ Class	D / VII
Semester/ Year	Odd / 2024- 2025
Element	Listening - Speaking Reading - Listening Write - Presenting
Achievements Learning	By the end of Phase D, Learners can use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations, various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and original texts. The texts that are the focus are descriptive texts, procedures, and short messages. In addition, students are encouraged to use English to discuss and convey desires/feelings. Students are also able to better understand written texts and skills emerge inference when understand implied information. They are able to create structured written and visual texts in English with a more diverse vocabulary by understanding objective And viewers in its creation.
Say Key	Home Sweet Home
Allocation Time	4 x 40 minute = 160 minutes
Number of meetings	4 JP (2 Meeting)
Description Initial Competence	Students are able to identify and use expressions to ask and answer questions. related things Which There is in home and school, participant educate can identify, explain, And analyze vocabulary say, element

	language, and descriptive text structure, and conclude the social function of phrases in the text, students can apply text structure and linguistic elements to compose descriptive text about things in environment House and school.
Profile Student Pancasila	1. Mutual cooperation work together Work together to find more information about the material provided in the group. 2. Independent Do process brainstorming on initial learning activities 3. Reasoning Critical Develop And to hook material in everyday life 4. Creative Make text timetable activity simple with use sentence self-understanding
Tool And Material	Laptop, LCD projector, board write, whiteboard marker, Internet, HVS, ballpoint pen
Media Study	Power points, Mentimeter, LKPD, video YouTube
Model Learning	Cooperative STAD Learning
Method Learning	Discussion, presentation, assignment, lecture
Fashion	Look at me advance
Component Core	
Objective Learning	1. Student can use expression ask And answer accurately regarding name, location, and function of object in home and school 2. Students can identify, explain, and analyze vocabulary and linguistic elements in descriptive texts. 3. Students can compose good descriptive texts by using the correct structure and linguistic elements, describing things in House And school in a way clear in English
Understanding Meaningful	Information about benefit Which will participant educate get after follow process learning, participant educate can with believe self ask And answer information related things in around

Closing	1. The teacher summarizes the material that has been delivered. Next, the teacher evaluates the students' understanding through a question and answer session. 2. Activity learning closed with activity reflection and prayed together.
Activity Learning Meeting 2	
Introduction (10 minute)	1. Carrying out activities of praying, greeting and greeting each other in English 2. Do presence to participant educate 3. Convey theme And objective learning on participant educate 4. Teacher in a way short do ice breaking use gather students' concentration and focus to be ready to learn 5. Teacher review material previously or check task which has given previously.
Activity Core (60 minutes)	<i>Orientation Participant Educate to Problem</i> 1. Teachers and students conduct discussions and debates via Mentimeter (https://www.menti.com/ald2mczttn1) regarding the difference in condition between the 2 images between the room that has not been cleaned and the room that has not been cleaned. 2. Students are given time to discuss with their desk mates to share opinions regarding the comparison of the two images shown. 3. Teachers are given the freedom to invite students to explore images with the help of several additional questions through interactive Q&A via Mentimeter. 4. Participant educate do settlement problem with find solution and suggestion which need done from problem the.

	<i>Organize Participant Educate For Study</i> - Presented video (song) about information related to cleaning your room (cleaning your room) source: https://www.youtube.com/watch?v=y75YJPvVpY - Participant educate notice vocabulary related room cleaning activities which there is in the song. After that participant educate join in singing together song the - Teacher explain related method apply vocabulary 'cleaning your room' in life daily <i>Guide Investigation Individual and also Group</i> - The teacher monitors student involvement in collecting data/materials to discuss other room cleaning activities besides those in the song. - Participant educate conduct an investigation related to <i>My House Chores</i> by searching for other materials and references on the internet to be used as group discussion material regarding <i>My House Chores</i> - Participant educate observe And analyze picture Which served and answer the requested instructions regarding individual house cleaning activities (LKPD 1) - The teacher discusses the students' work as a class and explains difficult English vocabulary. - Participant educate in a way in groups make (LKPD 2) <i>Develop And Serve Results Work</i> - Students present the results of the LKPD 2 discussion in other groups. - Participant educate listen to And write information additional information related to the results of other group discussions. - After understanding the important points in the text and information about <i>My House Chores</i>, students return to the <u>Mentimeter</u> to answer quiz Which given Teacher around <i>My House Chorus</i>.
Closing	- The teacher facilitates the participants educate For review the learning that has been delivered - Teacher to inform activity Which will implemented on next meeting

Assessment	
Type Assessment	1. Assessment <i>US</i> learning (self- assessment) Students conduct discussions together in class to discuss the results of group work. Students provide feedback between peers for suggestions and improvements to group work results. Each student conducts a peer assessment to provide feedback on the performance of group members in the involvement of group work discussions. 2. Assessment for learning (formative assessment) Students work in groups of 4-5 people to identify information related to <i>Cleaning up Your Room</i>. 3. Assessment of learning (summative assessment) Students work on the Student Daily Test on the topic of My House Chores which is related to house cleaning activities.
Form Assessment	1. Attitude 2. Psychomotor 3. Written
Attachment	1. Material 2. Instructional Media 3. Worksheet 4. Rubric Evaluation
Enrichment And Remedial	
Enrichment	Attached
Remedial	Attached

Reflection Participant Educate and Educator

Reflection Participant Educate	Yes	Enough/ Possible	No/ Not enough
Whether learning on Topic This interesting for You?			
What You Already control Topic Which studied?			
Whether You need improve your skills on this topic?			
Whether You feel topic in eye this lesson meaningful?			
What Which has You study day This?			
What hope or your wish forward to eye lesson Language English?			
Reflection Educator			
Whether objective And target learning Already achieved?			
Whether participant educate Study with active And follow learning with good? Is the learning in accordance with what was planned?			
What constraint Which faced during process learning going on?			
Step what improvements Which done so that Can more Good Again?			

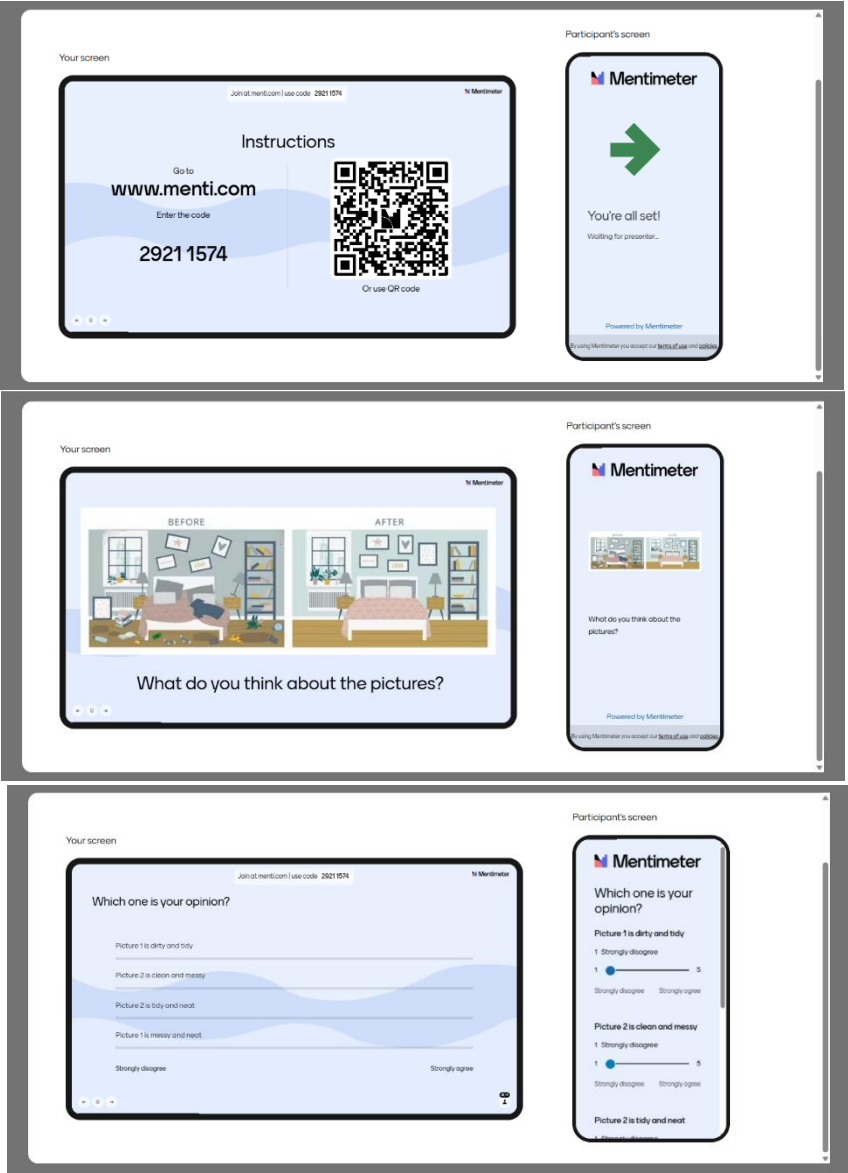
Know,
Teacher Eye Lesson Language English

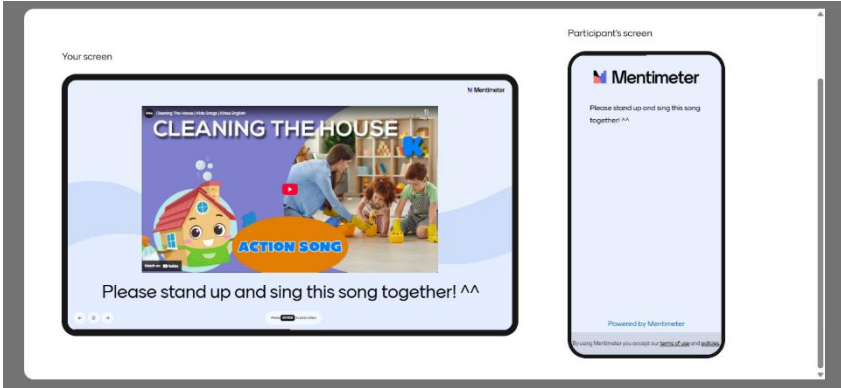
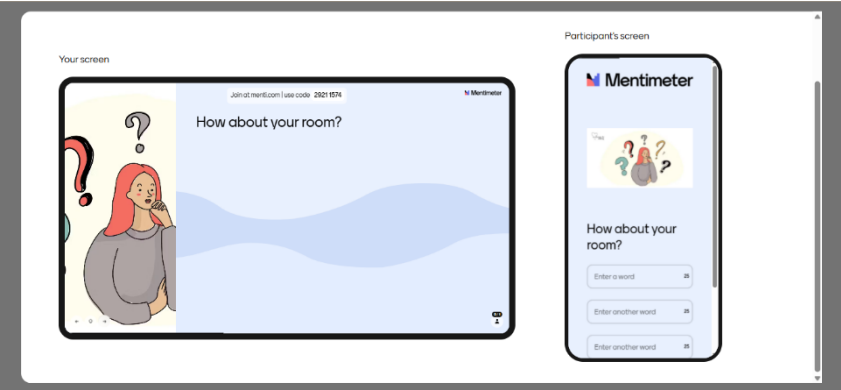
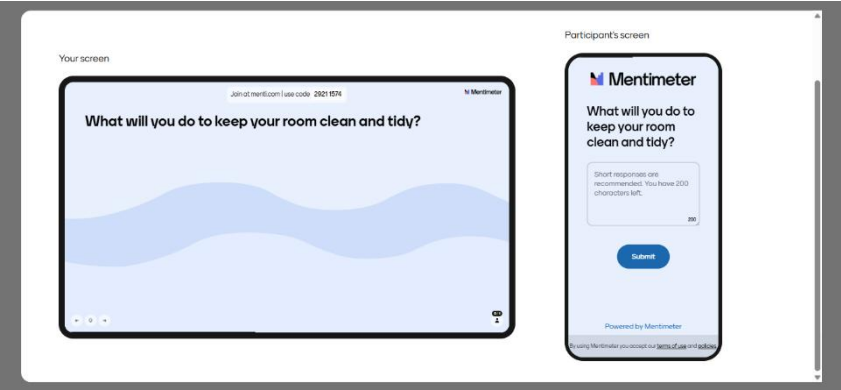
Semarang, 24 September 2024
Practice PLP 2 UIN Walisongo Semarang

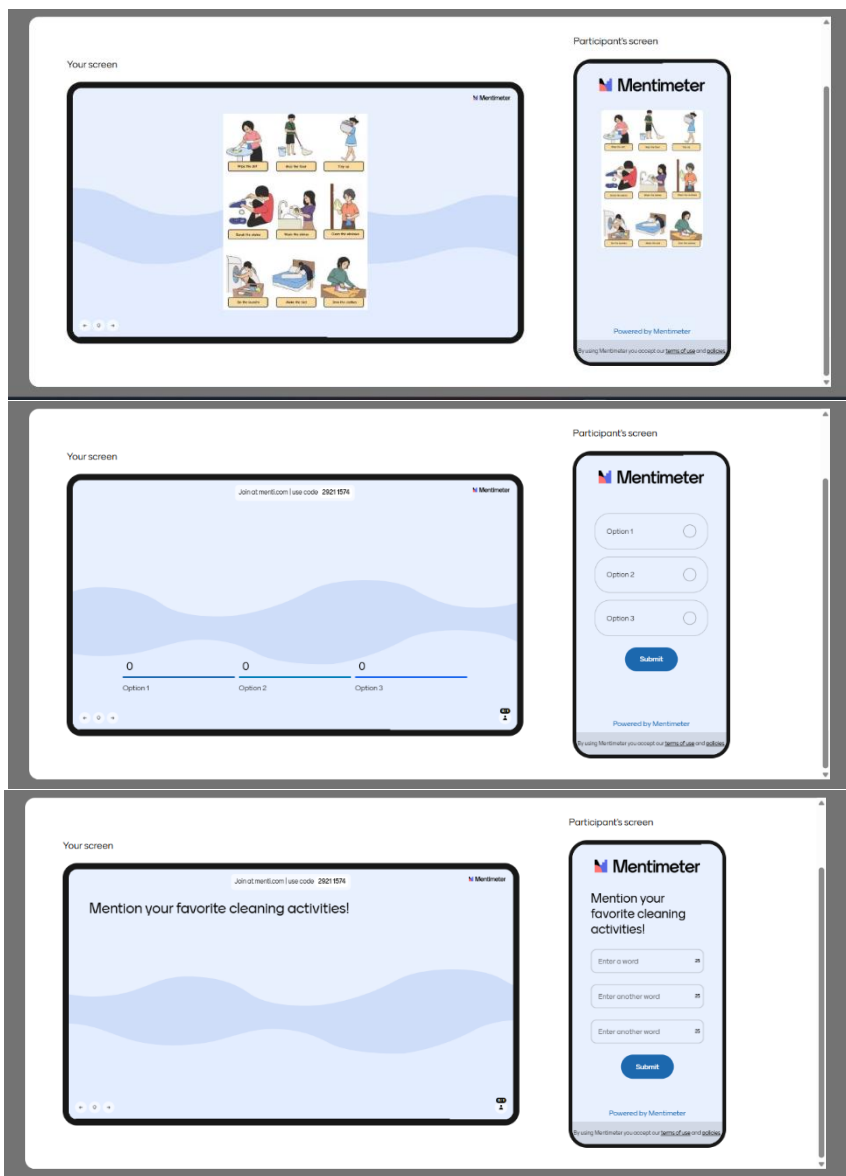
Nurulita Dhea P., S.Pd
NIP. 199605162024212011

Nabilatus Sa'adah Sifa Immatul Janani
NIM. 2103046069 NIM. 2103046186

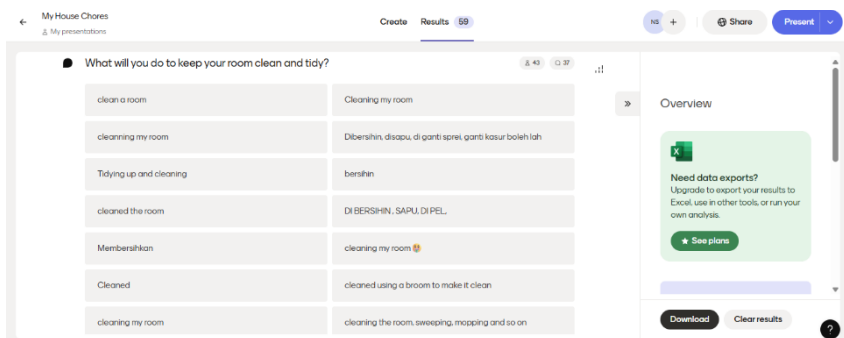
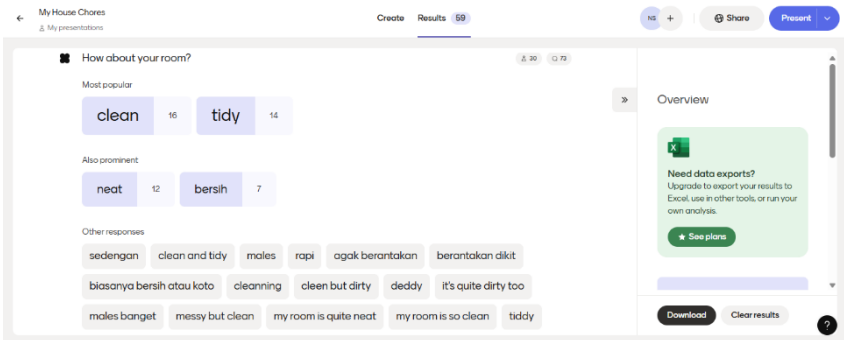
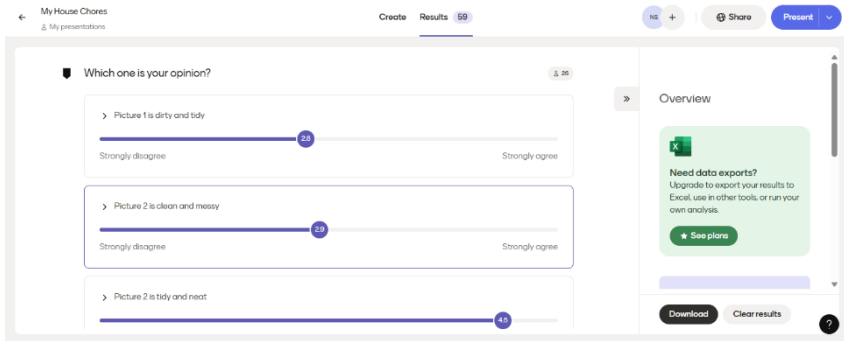
Appendix 8 *Mentimeter Display*



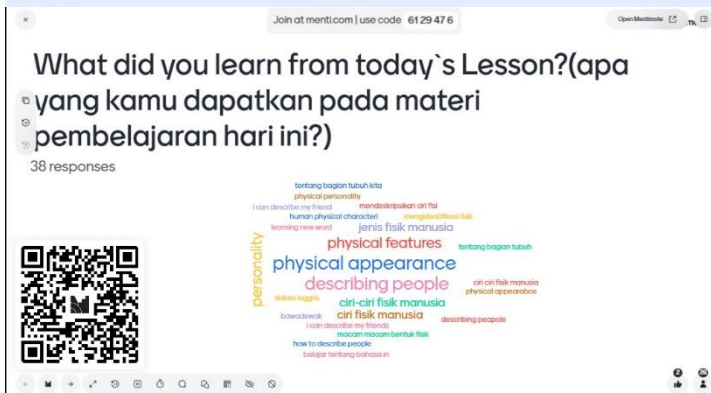
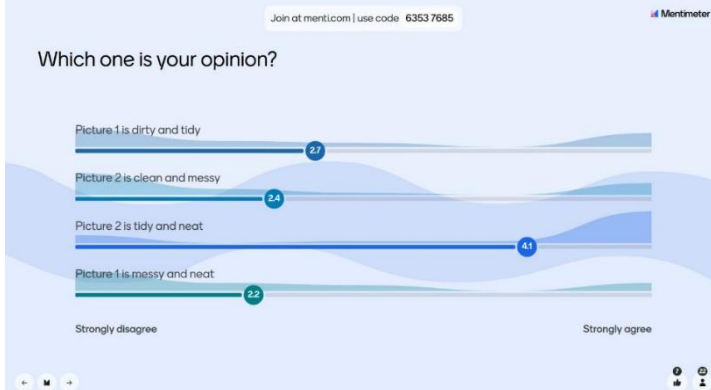
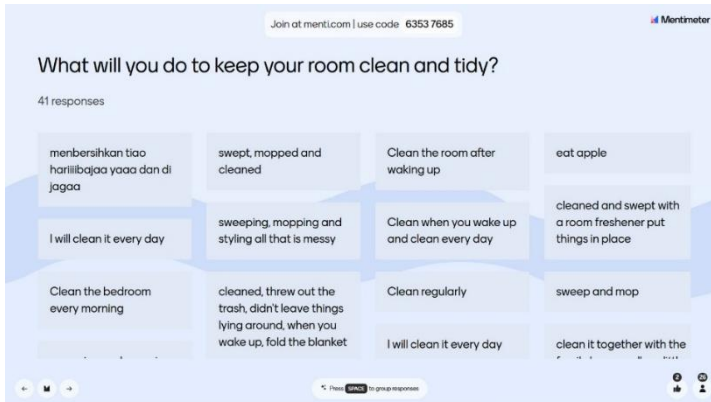




Example of Results Report Display from Mentimeter



Example of Students' Response in Mentimeter Display



Appendix 9 Documentation

1. Researcher conducted a Focus Group Discussion (FGD) for refreshment about Mentimeter to all pre-service teachers (participants).

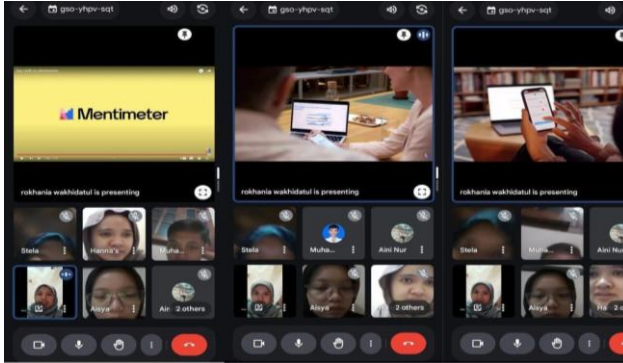


Figure 2 FGD session

2. Classroom situation in active based learning and student-centered learning using Mentimeter tool



Figure 3 Students show their Mentimeter display

3. pre-service teacher as participant implemented teaching using Mentimeter



Figure 4 Pre-service teacher used Mentimeter in learning process



Figure 5 Students did the fun learning by singing the song through Mentimeter display



Figure 6 Pre-service teacher's point of view while waiting for students' response



Figure 7 Students discussed the topic on Mentimeter display

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