

THE QUIZIZZ APPLICATION FOR IMPROVING MENTALLY RETARDED STUDENTS' VOCABULARY

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Abstract

This study was to research students' vocabulary for using the Quizizz application in a special need school for mentally retarded students and how Quizizz applications used by teachers. To determine if the Quizizz app has an effect on mentally retarded students' vocabulary ability. These studies employed a quantitative research methodology with an experimental design that utilized a single organization for the pretest and posttest. The twenty test takers were all students and made up the population. Due to the fact that this pattern checks all college students, a total of 20 persons, it is a saturated pattern. Descriptive facts, prerequisite check assessment, and speculation testing make up the information series approach. Following the use of the Quizizz program, a code value reflecting pre- and post-test data on students' vocabulary proficiency was produced from the test results. $0.253 > 0.05$. Similarly, at a critical threshold & it; $(0.000 < 0.05)$, H_0 and H_1 are also rejected. These results imply that the ninth-grade Quizizz program has an impact on how pupils communicate.

Keywords: Quizizz Application, Vocabulary, Mentally Retarded, English Learning

INTRODUCTION

The English skills focus in this research is vocabulary skills. The teaching of vocabulary is a crucial part of English learning. However, junior high school pupils find it difficult to communicate their thoughts clearly and fluidly throughout class since they lack vocabulary and have a limited comprehension of its meaning, (Feng, 2023). A collection of terms that a communicator has learned in order to speak effectively is how vocabulary is formed, (Pahamzah, 2022). Students need to practice a lot in order to grasp vocabulary. Reading with the goal of enhancing and expanding the quantity of words is one of the learning activities that is extremely useful for studying vocabulary, (Walansih et al, 2022). English vocabulary, one of the components of language proficiency, is crucial for young language learners, (Syafrizal, 2018). The frequency of vocabulary learning techniques used by Indonesian high school students to gauge their familiarity with affixes and the connection between their reported usage of vocabulary learning techniques and their familiarity with affixes, (Noprianto & Purnawarman, 2019).

Vocabulary skill is the important skill to mastery in English learning. Students need to practice vocabulary before they start with four English skill such as reading, listening, speaking, and writing. Students should get or memorize many of vocabulary to make their English skills improve and ready to move up to other skills.

An entertaining online learning tool called Quizizz employs game-based instruction to boost motivation and student engagement, (Harahap, 2023). Quizizz helped students stay in touch

with the subject matter they were learning and encouraged them to feel confident about what they were learning and taking the quiz to gauge their proficiency, (Basuki & Hidayati, 2019). Quizizz provides a means for students to respond honestly to questions when completing exercises or quizzes. Each student will respond to the questions that appear on their smartphone or other electronic device during the quiz. This technique would lessen cheating in quiz answers and kids would become used to being truthful because each student would receive the same question but in a different order.

Quizizz may boost students' interest for studying English through online quizzes. This entails utilizing Quizizz as a teaching tool in the classroom to boost students' motivation and skill. It suggests that Quizizz was maybe developed by the teacher, giving them a chance to express their creativity and boost student engagement, especially in English classrooms. As teachers may make their own quizzes and use them as tests to gauge students' abilities after learning, the platform serves both students and teachers.

Mental retardation is described as "a condition marked by considerable deficits in both intellectual functioning and adaptive behavior, which incorporates many common social and practical abilities" by the American Association of Intellectual Developmental Disability (AAIDD). This impairment shows up before the age of 18. The fundamental tenet of the notion is that whether or not a person is a tunagrahita is determined by their intellectual capacity and adaptive conduct. Having the ability to behave and follow social standards based on one's age and gender is known as adaptive behavior.

Mentally retarded people are grouped from whether they can learn, can train, and need care (Mumpuniarti, 2007). You can review the categorization as follows: 1.) Capable of learning; pupils included in this category may be mild, borderline, barely reliant, idiotic, or disabled. Their IQs range between 50/55 and 70/75. 2.) The capacity of mental retardation in this category is comparable to that of a moderate, semi-dependent imbecile, and has an IQ range of 20/25-50/55. 3.) Need care, which is classified as a kid who is entirely dependent, severely mentally retarded, severe, an idiot, or has a cognitive range of 0/5 to 20/25. Based on the demand for learning, children's mental retardation is categorized as follows (Aprianto, 2012): 1.) Educable kids in this category are academically on par with those in primary school grade 5. 2.) Trainable; individuals in this category who have mental impairments may nonetheless care for themselves and protect themselves. It is possible to receive education and social adjustment, but the options are quite restricted. 3.) Custodia allows for ongoing and targeted instruction. These individuals with mental impairment can learn self-help skills and improve their communication skills. B3PTKSM showed that the categorization of mental retardation for learning requirements is as follows: 1.) Slow learners or slow learners with IQs between 70 and 85 are referred to as borderline in education. 2.) Mentally retarded individuals with an IQ of 50 to 70 or 75 are considered to be educateable. 3.) Mentally impaired individuals that are trainable have an IQ between 30 and 50 or 35 and 55. 4.) Mentally retarded individuals who require care (dependent or seriously mentally retarded) have an IQ of 25 or below (Aprianto, 2012).

The researcher expects that the results of this study are useful, the teacher is ready to use this research as information about Quizizz application and Students' motivation. The study can be a source for students that will give value impact on the students. The research is capable as the information on what is motivation, knows the effective Quizizz application in teaching in the future, especially in a special school.

The researcher draws the conclusion that mental retardation is a condition in which a person encounters obstacles to intellectual growth and adaptive behavior during the time of development based on the opinions of the experts mentioned above.

Based on the aforementioned factors, this study aims to determine the students' vocabulary for using the Quizziz application for English learning, particularly at special needs schools in Serang city for students who are mentally retarded. Therefore, the title of this study is "The Quizziz Application For Improving Mentally Retarded Students' Vocabulary".

METHOD

The search strategy utilized in this study is the first test of the planned group, which consists of a single set, a pilot group, and is presented as a test at the conclusion of learning (the final test). following-test module This research is a demonstration search; the first step is a test design. The setup of dependent variables is still influenced by external variables because this design is not based on actual experience. The variable's experimental outcomes are thus exclusively influenced by independent factors. This may be as a result of the absence of a control sample that is random. Following is a description of the research estimate:

| | | |
|-------|-----|-------|
| O_1 | X | O_2 |
|-------|-----|-------|

Pre-testing and post-testing are terms for the observations made prior to and following the experiment, respectively (O_1 and O_2 , respectively). The distinction between the two is that O_1 has a therapeutic impact in contrast to O_2 .

Research Population

Pre-experimental observations (O_1) are known as pre-experimental observations (O_2), while post-experimental observations (O_2) are known as post-experimental tests. The therapeutic effect is assumed to be the difference between O_1 and O_2-O_1 .

Research Sample

It is done by targeted sampling. Targeted sampling is a sample technique with specific safety issues. 20 students were chosen as the sample by the researcher from the second semester. In addition to receiving a Quizziz application, the class will be utilized as an experimental class.

Data Collection Technique

for the purpose of analyzing the information from the search results Employ descriptive and inferential statistical analysis. The gathered information was compared using pre- and post-test scores. To compare the two figures, inquire as to whether there is a difference between the pre- and post-test results. The second average is the only one that is subjected to a difference-of-values test, which is done using the t-test method.

Data Analysis Technique

Normality test

The purpose of the normality test is to assess the distribution and determine if the distribution of research data follows a normal distribution. The normality test shows that the sample comes from a population where the distribution is normal. So, before the test hypothesis is established, a test of normalcy must be carried out. Shapiro-Wilk, which was processed using SPSS 20, was the general test utilized.

Hypothesis testing

Using a two-way test with an error rate of 5.05 percent, or 5%, this study's two-way test is utilized to determine the temporal assumptions specified in the research hypothesis.

FINDINGS AND DISCUSSION

The impact of Quizizz on students' vocabulary skills both before and after Quizizz use was examined as follows:

TABLE: 1

PRE-TEST AND POST-TEST SCORE

| No | Respondent | Pre-test | Post-test |
|----|------------|----------|-----------|
| 1 | R-1 | 13 | 24 |
| 2 | R-2 | 19 | 28 |
| 3 | R-3 | 18 | 21 |
| 4 | R-4 | 17 | 26 |
| 5 | R-5 | 17 | 23 |
| 6 | R-6 | 16 | 27 |
| 7 | R-7 | 16 | 26 |
| 8 | R-8 | 17 | 26 |
| 9 | R-9 | 17 | 21 |
| 10 | R-10 | 14 | 23 |
| 11 | R-11 | 15 | 27 |
| 12 | R-12 | 16 | 26 |
| 13 | R-13 | 15 | 27 |
| 14 | R-14 | 17 | 25 |
| 15 | R-15 | 13 | 22 |
| 16 | R-16 | 15 | 25 |
| 17 | R-17 | 12 | 23 |

| | | | |
|-----|------|-----|-----|
| 18 | R-18 | 16 | 25 |
| 19 | R-19 | 13 | 24 |
| 20 | R-20 | 14 | 22 |
| Sum | | 307 | 483 |

Normality Test

TABLE: 2

NORMALITY CATEGORY

| DATA SOURCE | SIGN VALUE | α | CRITERIA |
|-------------|--------------|-------------|----------|
| PRE-TEST | 0.176 | 0.05 | NORMAL |
| POST-TEST | 0.564 | 0.05 | NORMAL |

Hypothesis Test

Using the computer program SPSS 20, the following hypotheses were tested in this study:

Table: 3
Paired sample statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|---------------|-------|----|----------------|-----------------|
| Pair 1 Before | 18,53 | 20 | 1,095 | 0.383 |
| Pair 1 After | 26.38 | 20 | 2,146 | 0,665 |

Table: 4
Paired sample correlation

| | N | Correlation | Sig |
|---------------|----|-------------|-------|
| Pair 1 Before | 20 | 0,463 | 0.253 |
| Pair 1 After | 20 | 0,463 | 0.253 |

Based on the results of the t-test on pre- and post-test data, vocabulary scores for children with mental retardation using the Quizizz application were calculated. $0.253 > 0.05$. Hypothesis testing is only appropriate under the following circumstances:

1. If the significance level $<$ (symbol <0.05), H_0 is rejected and H_1 is accepted.
2. If significance level $>$ (symbol value >0.05), H_0 is accepted and H_1 is rejected.

We may infer from the provided table that, at a significance level of (0.000 0.05), H₀ is rejected and H₁ is accepted. As a result, the Quizizz program affects the linguistic abilities of pupils who are intellectually handicapped. The average verbal expression ability score for mentally impaired pupils in the experimental group increased from 57% to 76% after studying using the Quizizz program. These results imply that a Quizizz app can improve the vocabulary skills of pupils who are intellectually challenged.

Discussion

The experimental group of mentally challenged kids' vocabulary scores improved on average by 57% to 76% as a consequence of using the Quizizz program, and the study was successful since it was an experimental study. Variables needed to be controlled. The dependent factor, which is the capacity to pronounce, and the independent variable, which is a Quizizz application, are the variables controlled in this study.

To manage these factors' impacts and thoroughly examine them, variable control is used in the classroom learning process. Before using the learning model, teachers will undertake a learning process utilizing the Quizizz app to increase students' vocabulary skills. Salutations, prayers, and the collective accomplishment of learning objectives open educational activities in the classroom. The researchers conducted nociception by questioning the students and gauging their language skills prior to undertaking the core learning exercise. Students need a training in order to become comfortable with online assessment method or online assessment process (Alruwais et al., 2018).

Through class observation and an interview with the English instructor, the researcher discovered that Quizizz was being used to teach English to kids with mental disabilities in the ninth grade at a special needs school. According to what the researcher discovered during the class observation, teaching and learning activities start with the teacher providing an introduction. Welcome, absence, and prayer are the beginning elements. The instructor then uses the Quizizz app to practice for the exam before sharing the link with the class through an LCD projector. Once the test has begun, each student completes it on Quizizz using their own devices. While the students take their daily tests, the teacher keeps an eye on them using instructor-paced lessons. The pace is set by the teacher, and the whole class goes through each question at the same time. Students' scores and rankings are displayed in instructor-paced lessons. When the pupils have finished the daily exam, the results will show up on their screens. The teacher then discusses the daily exam question with the class after evaluating it. After concluding the lesson with a last task, the teacher extends pleasantries. Online assessment offers the ability to test more complex learning ability, quick feedback and scoring, money saving and time saving by eliminating the data manually (Khairil & Mokshein, 2018).

The classroom environment is suitable to performing language exercises, and learning activities are carried out as planned. During learning activities, students may experience being responsible and autonomous thanks to the cooperative learning application in a Quizizz exam type. Students are asked to say a number of adjectives that describe the type of story content the researcher has heard during class. These keywords serve as a roadmap and aid in retelling the article's plot. Researchers offer knowledge that enables students to collaborate in order to absorb the information they are given in accordance with their individual needs.

As they present the narrative material they were given to their peers to examine and explain tale aspects, students learn how to expand their vocabulary. Students are well informed about

their lessons by researchers. All students have the chance to participate in questions and response activities that are produced during the learning activities. This practice helps to foster a pleasant learning environment. The majority of learning activities for position officers include coming to a conclusion and making a presentation.

A Quizizz software creates a quiz in the form of multiple-choice questions or an essay, which users may read or take on their devices. Songs with or without music, as well as images, may be used to inform the exam. Alternatively, a written source or a mechanical recording source might be used to draw additional spoken accompaniment. For children's growth and development, the exam is very crucial. Additionally, there are other benefits to the application for teachers as well as students.

Students' roles in learning as drivers and beneficiaries, negotiations of meanings, and other real-world activities are all addressed by the Quizizz application. As a result, students are given control over more than just language use; they also have control over forms and meaning relative to the context of use. This conclusion is supported by the study's findings, which examined how vocabulary skills of children with mental retardation were changed by the Quizizz program. 76%. But the results of the t-test revealed that the students' pre- and post-test data on the Quizizz test had become sufficiently fluent to reach a signal value. $0.253 > 0.05$. In a similar vein, H_0 is disproved and H_1 is approved at a considerable level (0.000 0.05).

CONCLUSION

We may draw the following conclusions from the reasoning of how the Quizizz program influenced the mentally handicapped student's vocabulary skills: Prior to utilizing the Quizizz program, student language proficiency categories were analyzed. The results showed that up to 6 students were in the subcategory at 31% and 12 students were at the intermediate level at 57%. I was present. Additionally, two kids fell into the high 14% group. With an average score of 18,53 points, it can be deduced that the student's vocabulary proficiency before using the Quizizz program falls within the average range. According to the examination of the Quizizz application's language skills area, 14% of the students scored in the lowest five or less, and 72% scored on average at level 10. Two kids were determined to be in the top group at 14%. Using the Quizizz program, it was determined that mentally challenged kids' vocabulary skills fall into the medium range, with an average score of 26.38. Following the use of the Quizizz program, a code value reflecting pre- and post-test data on students' vocabulary proficiency was produced from the test results. $0.253 > 0.05$. Similarly, at a critical threshold & it; (0.000 0.05), H_0 and H_1 are also rejected. These results imply that students' usage of the ninth-grade Quizizz program had an impact on their speech patterns.

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