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Motivating Mentally Retarded Students by Using the Quizizz Application

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Abstract

The purpose of this study was to investigate why students in a special needs school who are mentally retarded use the Quizizz application and how teachers utilize the program at special needs school (Sekolah Khusus) 01 Serang city. Case studies made up the research methodology. The instructor and mentally retarded students, a ninth-grade mentally disabled student at Sekolah Khusus Negeri 01 Kota Serang, were watched and interviewed by the researcher. According to the research's results, utilizing Quizizz in the special needs school (SKh) 01 in Serang city began with the instructor introducing or chatting with the ninth-graders about it in order for them to feel more at test using the online assessment technique. The teacher employed Quizizzes extremely useful features in the Quizizz implementation as well. The responses of students toward using Quizizz were based on an interview with mentally retarded students, which revealed that: (1) The majority of students agree that Quizizz is excited motivation, and fun and that Quizizz creates an engaging atmosphere; (2) Quizizz is interesting with lots of useful features; and (3) A competitive surroundings can be created because Quizizz has many difficult features, which encourages the students to be the top scorer on the Quizizz leaderboard. Mentally disabled pupils in English language instruction may benefit from the Quizizz application.

Keywords: mentally retarded student, motivation, quizizz application

Introduction

Motivation is crucial to a student's success in learning English, as it combines effort and desire to achieve a goal. Teachers should be aware of the importance of motivation in language acquisition, as it is essential for students to be energetic in studying and motivated to study English well.

Mentally retarded students, such as those at SKh (special school) state in Serang City, often exhibit signs of mental retardation, such as poor executive function, communication skills, and social skills. The students often struggle with language learning due to their slower mental growth and difficulty speaking English in the classroom. Teachers need innovate to improve students' motivation in English language teaching. One option is the Quizizz application, which allows students to complete quizzizes and provide answers in online. This application's appealing design, pleasant backbeat, and real-time design make it harder and more competitive for students.

There are some previous studies in this research, from several researches; Quizizz can help students learn English more effectively. Students had three positive opinions of the application. They saw Quizziz as one of the applications that may make learning English enjoyable while without putting an undue load on them when it came to completing the evaluation,

(Fakhruddin & Nurhidayat (2020); Amalia (2020); (Rahmi, 2020). Additionally, students felt that Quizziz is engaging and enjoyable since they cannot cheat throughout the quiz, which fosters a competitive environment and increases the difficulty for the pupils, (Amalia, 2020). However, in this study will be conducted the quizizz application as a learning media for mentally retarded students at special need school in serang city. Previous studies have shown that Quizizz can help students learn English more effectively. Students have positive opinions of the application, seeing it as enjoyable and engaging without putting undue burden on them when completing evaluations. Additionally, students feel that Quizizz is engaging and enjoyable since they cannot cheat throughout the quiz, fostering a competitive environment and increasing difficulty for the students.

This study aims to determine students' motivation for using the Quizizz application for English learning, particularly at special needs schools in Serang City for students who are mentally retarded. The title of the study is Motivating Mentally Retarded Students by Using the Quizizz. The problem in this research: (1) What types of Quizizz are applied by the teacher in the class? (2) How does the teacher apply Quizizz in the class? (3) How does the use of the Quizizz application for students' motivation in English language teaching for mentally retarded students at special need schools in Serang city?

Theoretical Review

Motivation

The motivation that grows in students can be a stimulus for students to improve learning outcomes or student achievement, (Kurniati, Sari, & Simaibang, 2023). Motivation in students can improve learning outcomes and achievement. Integrative motivation involves communication with a linguistic community, such as acting, writing scripts, and practicing voice projection.

The term "learning motivation" refers to a student's intrinsic motivation and desire to study a foreign language, (Zhu et. al, 2023). Motivation plays a significant role in language acquisition, and understanding learners' uniqueness is crucial for developing effective techniques. In various settings, motivation might influence language acquisition differently. For instance, due to their individual characteristics, students may have varying attitudes toward learning a second language and approaches to doing so in various circumstances (Khatibi & Azam, 2018).

Quizizz Application

An educational program called Quizizz uses an online quiz-like format. The use of the Quizizz application can make teachers more challenged to provide innovation in foreign language teaching (Anwar et al., 2023). This application is also useful in

English. Quizizz used at every level and is suitable for learning a variety of things (Itsnaini et al, 2023). Based on a review by (Yong & Rudolph, 2022), Quizizz includes a lot of helpful features and is usually aesthetically designed. One of these features seeks to lessen students' anxiety before every test.

Quizizz is an online assessment tool that may be employed in enjoyable multiplayer class activities that allow all students to practice together using their computers, Smartphones, or gadgets. Quizizz has a lot of elements, like an avatar, memes, and music, to make the game more entertaining and fascinating. Many multiple-choice exercises or practices are available in Quizizz as quizzes, allowing game players or students to learn while having fun (Nanda et al., 2018), open assessment materials offer a means of facilitating the extensive changes required to support the growth of IT-enabled assessment throughout the whole range of learning, (Webb & Gibson, 2015).

There are several ways to put the Quizizz application into practice, Quizizz is a free tool that enables teachers to easily transform educational activities into engaging multiplayer games for students, (Chandler, 2015). This allows instructors to design their own quizzes or utilize ones that have already been made by other educators and work on any device with a browser. No need for a username or password. Second, students only need to browse the Quizizz website and input

the game code given to them by their teacher in order to "play" Quizizz. A thorough report on student replies is provided to the teacher when the quiz is finished and may be downloaded and saved. Third, unlike the majority of other free gasification tools, Quizizz includes a number of distinctive characteristics. For instance, Quizizz is made for active learning, not for instructor assistance. Although the teacher dashboard allows teachers to customize learning activities, it also offers superb real-time student updates. Last but not least, there are settings that enable you to randomize the order of the questions, define the time limit and leaderboards, and even offer a summary of the questions and right answers at the conclusion of the quiz. To provide some much-needed fun to quizzes, Quizizz is used. This provides teachers with extremely useful feedback on how well their kids are performing, which is also very significant

Mentally Retarded Students

Although the phrase "mental retardation" is a new term for some people, we frequently come across people who exhibit signs of this condition in daily life, such as children who consistently receive poor grades in their academics or individuals who frequently fail to comprehend instructions. If the youngster has mental difficulties, the aforementioned issues could arise. A mentally retarded pupil has a poor executive function, communication skills,

and social skills (Sulistyowati & Rukminingsih, 2022).

A major cognitive and developmental disability due to irregularities in a brain structure or function during the course of a person's life is known as mental retardation (Rahmah et al, 2022). The features of students with mental retardation who attend inclusive educational institutions are very different from those of other students (Wiryanto, 2021). Students who are mentally retarded can perform psychomotor tasks like those required of other students and have IQs between 70 and 80, (Nurfitriani & Hidayat, 2020). Students who have mental retardation and attend inclusive schools learn the same material as other students.

Method

This study employed a qualitative research. In contrast to experiments, qualitative research used the researcher as a main tool, triangulation in data gathering, and inductive/qualitative data processing, and emphasizes the significance of generalization more (Sugiyono, 2010). This study employed case studies. A case study as research carried out in great detail and depth against a specific organization, institution, or symptom, (Suharsimi, 2010). Case studies were more in-depth and exclusively address a certain topic. An in-depth analysis of the case or issue of the variables influencing the motivation faced by students with mental retardation in junior high school at SKh

Negeri 01 Kota Serang in studying English by using Quizizz is the goal of this study. The students need some learning media that make them feel enjoy in the classroom.

The study used various data collection methods to collect accurate findings. Observation was conducted in seventh grade at Junior High School SKh Negeri 01 Kota Serang, involving the researcher in the subject's daily activities. The researcher learned about factors affecting students with mild mental retardation's ability to learn English, including the learning principle, teaching methods, media used, teacher roles, obstacles experienced, and students' responses. Interviews were conducted, focusing on the variables influencing the difficulty of learning English for children with mental impairment. Documentation was conducted using letters, memoranda, meeting minutes, diaries, official papers, internal reports, and records from the firm itself. The goal was to bolster the validity of the study findings derived from observations and interviews.

Based on theoretical investigations, interview guidelines are created. Teachers of students with mental retardation, classroom teachers, companion teachers, and topic teachers are questioned using interviewing techniques to get the essential information.

After field data have been gathered and used to address the issue formulation, qualitative research draws its final conclusions. If the evidence gathered during

the study is used to support the conclusions, they are said to be valid.

Result

Observation

In the ninth grade at a special needs school in Serang City, the researcher observed on May 9, 2023. As a platform for online testing, Quizizz is employed. The ninth grade of *tunagrahita* is one of the teacher's classrooms that used Quizizz. IX (*tunagrahita*) is a class of 5 pupils, 4 of them are male and another is female. In this English class observation, there are two sessions with five students each, and the teacher uses the Quizizz program to administer daily tests in English. The tests include "job/profession" and "things in the classroom". There are seven questions on this test with multiple choice answers, and each one has a 45 second time limit. Using their own device, each student takes the quiz on Quizizz once.

Table 1. Result of Observation

Items	Yes	No
Well prepared from teacher for class	✓	
Well prepared from teacher for test	✓	
Used Quizizz application from teacher for test	✓	
The teacher controlled the class via instructor paced lesson	✓	
The students enjoy using Quizizz	✓	
The teacher evaluates the daily test	✓	

The teacher's opening marked the start of teaching and learning activities in Grade IX (*Tunagrahita*). Salutations, an absence, and a prayer were the opening. The instructor gets ready to present the content after that. The test was administered by the instructor using the Quizizz app after the lecture. Through instructor-paced lessons, the teacher kept an eye on the class while they completed the exam; the speed was set by the teacher, and everyone in the class worked through each question simultaneously. Student rankings and scores are displayed in instructor-paced lessons. Once they had finished the daily exam, the results showed up on the pupils' 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. When the researcher is present in the classroom, there are a few students' devices that have issues logging into the Quizizz program and an unreliable signal. The pupils are hampered by these challenges when they are taking the test.

Interview with the teacher

The researcher also conducted interview with the English teacher in special need school in Serang City because the researcher wants to gain deep information about the using of Quizizz application in English language teaching at the ninth grade of special need school in Serang City. The researcher did the interview on May, 19th 2023 in special need school with six questions.

Question: *Why do you use Quizizz application for learning English learning and test?*

Answer: *"Quizizz is an online platform that was chosen by a teacher at Special need school (SKh) 01 Serang city for assessment. It provides live scores for tests, allowing students to know who has the highest score and which class the student came from. It is more monitorable than Google Form, as it allows for immediate feedback on scores and rankings. Quizizz also helps students stay motivated to study English."*

Quizizz was chosen because of its characteristics that aid the instructor in evaluating the pupils since the teacher said that the students frequently get bored when taking a test with Google Classroom. Students Paced Lessons is one of the initial features. With this feature, both students and teachers may keep track of their progress at their own speed. Each question or lesson includes a scoreboard and a real-time result. The second feature is reports, which give the teacher in-depth information about the class and individual student for every quiz so they can track the students' development. Quizizz's design is also game-based and includes aspects from games like avatars, music, scoreboards, etc. When taking an online English test, the pupils are kept from getting bored by these features. Using Quizizz's Student Paced Lessons capabilities, the instructor may monitor the pupils based on her observations. Students appreciate the exam in class because it has game-based components that appear after they respond to a question.

Question: *"How is the Quizizz using in English class for mentally retarded students?"*

Answer: *"The most important details in this text are the socialization and trial of Quizizz, the preparation for the teacher, and the use of Quizizz in a class. The teacher opens the class with greeting, absence, and prayer, prepares tools like an LCD projector and laptop, shares the Quizizz link, begins the test, monitors the students, discusses the question test together, and closes the class with salam."*

The researchers observed Quizizz being used in English class at IX (*Tunagrahita*) and the teacher's comment, thus this is how the lesson started. Salutations, absences, and prayers were used as the opening. The instructor then prepares a few resources, including an LCD projector for the class and a laptop to watch the pupils while they take the quiz. Each student completes the daily test on Quizizz using their own devices after the online daily test has begun. The teacher keeps an eye on the pupils during the daily tests as the class works through each question at the teacher's pace in instructor-paced lessons. The score and ranking of the students are displayed in instructor-paced lessons. There is a scoreboard and an actual result for each exercise or lesson.

Question: *What are the obstacles when using the Quizizz application English class at IX (Tunagrahita)?*

Answer: *"The issue is that, despite my warnings to Quizizz that they have 15 seconds for each question throughout the exam and that if they don't use them, the score would be zero, they occasionally forget*

about this. Some people object, saying things like "Miss. I didn't finish because the time is so fast," and similar things, because they occasionally forget or concentrate solely on the question. In response to their protests, I promised to create the solution key if the question involved an essay. For instance, even if the students provided the proper response while I capitalized or punctuated the answer in the answer key, the Quizizz response was incorrect since they failed to do so."

Miscommunication between the teacher and the students is a barrier to utilizing Quizizz. This misconception relates to how long a test is supposed to take. Quizizz's system is the other impediment. The appropriate answer for the essay test must match the answer key that the teacher created, which must have capital letters or punctuation, as well as the Quizizz system. The kids may accurately complete the essay test; however, they omitted capitalization or punctuation. According to the researcher's findings, there are certain challenges when utilizing Quizizz. In English classes, the first challenge is that some students have poor or unstable signals while using Quizizz for daily assessments. The second challenge is that some pupils' technology is buggy and sluggish. As a result, when a student has a problem with their gadget, the teacher typically allots them some more time.

Question: "Are all English materials appropriate with the Quizizz application?"

Answer: "English literature in the ninth grade mostly uses conditional phrases and the perfect tense, changing only from the positive to the negative to the interrogative. I thus believe that Quizizz can get all contents. For narrative texts, it varies according to the text. I must thus enter the most text possible on Quizizz. I grabbed a screenshot, but it's a little tricky because you have to manually enter the text on Quizizz for questions like "recount" and "narratives" that require screenshots of everything."

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Question: In your opinion, what are the advantages and disadvantages of using the Quizizz application?

Answer: "Quizizz has the advantages of not requiring test correction and of being able to keep track of test takers' arrival times, delays, and absences. The drawbacks, however, include the possibility that some students will resume the exam, miss it, and request a retake, which will need the creation of new questions by the teacher for the retest."

The benefit is that the exam does not need to be corrected by the teacher because Quizizz contains a summary of each student's scores in its report function. The Quizizz feature known as Students' Paced Lessons allows the teacher to keep track of each student's progress while they are taking a test. Each question or lesson contains a scoreboard and a real-time result. This feature, known as Students' Paced Lesson,

demonstrates students' progress at their own speed. The teacher may view live student activity through this tool.

Question: "How was the condition of the face to face learning and study from home classes when you applied Quizizz?"

Answer: "Face to face learning is preferable; however, if instructions are given through a Zoom meeting, direct communication may be dictated. There is also a problem with the voice, as we are unable to hear anything due to the unreliable connection, and some pupils failed to pay attention to the lesson. Unquestionably superior to learning at home is study from home."

Face to face learning lessons are in better condition because the instructor can easily lead the students in a face-to-face setting, and the students can readily comprehend the instructor when taking an online test. Online courses have signal issues, which are problematic. Some students experience signal issues with their devices, making it difficult for them to hear the teacher when she instructs them about the online test during a Zoom conference. In this situation, the teacher will need to repeat the instructions more than once. If a student is having trouble with an online test during an offline lesson, they can speak with the teacher immediately.

Interview with students

Student 1: *"With music and interesting picture, it is good application for English learning."*

Student 2: *"In my opinion, using Quizizz is useful to learn English language"*

Student 3: "I think this is a really nice to use it as a learning media because it gives us motivation in English learning"

Based on the responses, the participants agreed that Quizizz is a helpful, accessible platform and can be used as a tool for learning English because they claimed that Quizizz not only offer exciting features to enhance students' motivation. On the other hand, Quizizz also motivate them in English learning because any nice picture and music when they use quizizz application on their own device.

Student 1: *"I think Quizizz is an interesting media to learn English because there are many pictures, it can motivate us to know more about English language."*

Student 2: *"I think it might be interesting if we learn our English language using Quizizz by answering the quiz and see the ranking."*

Students 3: *"Yes of course, using Quizizz makes me more understand about English language."*

Most participants agreed that Quizizz is an exciting platform to learn English. They provide several reasons why Quizizz is engaging, such as the picture offered by Quizizz and students can more motivate in answering the question because they could see ranking in their own devices.

Student 1: *"Because I am interested in using device to answer some quizess, such as there are many colors and pictures in the quiz. We can see the ranking."*

Student 2: *"Because from Quizizz, I can try hard to get first position and keep me motivated."*

Student 3: *"Because there are many nice pictures and feature who trigger us to answer the right option. In last meeting I got second position."*

This question intended to understand why the participants chose Quizizz as a learning media. The result shows that the participants chose Quizizz is because Quizizz are easy to use, accessible, various picture are provided on Quizizz. Furthermore, they more motivate to get the highest score to make them get first position in ranking table.

In order to teach and learn English at a special needs school city's ninth grade, the study's primary goal is to illustrate how teachers may persuade mentally retarded students to utilize the Quizizz application. After receiving the data's results, the researcher discusses them in this section. Following data analysis, the researcher was able to determine how the ninth-grade teacher at the special needs school utilized the Quizziz application in English.

By observing classes and speaking with the English instructor, the researcher discovered that Quizizz was being used to teach English to children with mental disabilities in the ninth grade at the special needs school (SKh). According to what the researcher saw during classroom observations, teaching and learning activities in IX (*Tunagrahita*) start with an introduction from the instructor. Greeting, absence, and prayer make up the opening. The teacher then uses Quizlet to help them study for the exam, and from their laptops, they share the test

link in LCD projector. Each student takes the quiz using Quizizz on their own devices after the test has begun. The teacher keeps an eye on the students while they complete daily tests through instructor paced lessons. The speed is set by the teacher, and the whole class goes through each question together. The score and ranking of the students are displayed in instructor-paced lessons. When the daily exam is over, the results will show up on the students' screens. The teacher then discusses and examines the daily test question with the class. As the class comes to a conclusion after the last exercise, the teacher extends pleasantries.
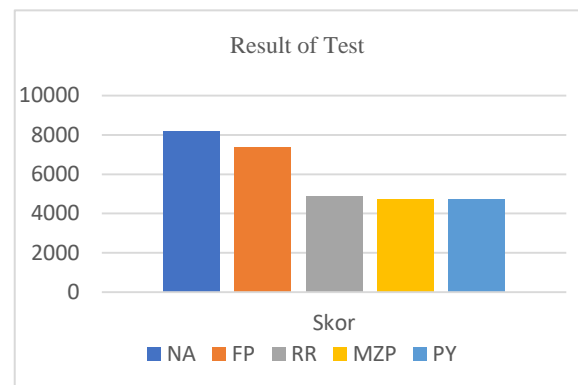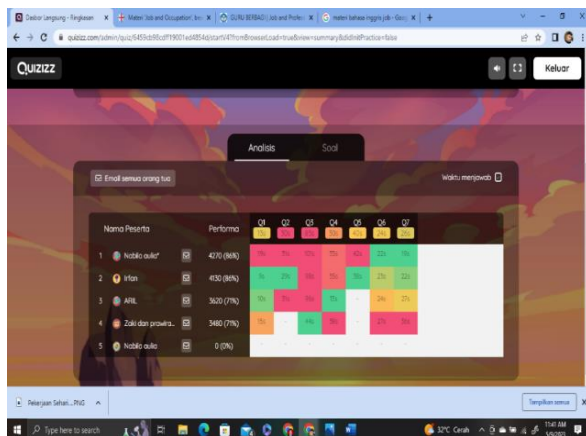

Graphic 1. Result of Quizizz Test

Through an interview with an English instructor at the special needs school, the researcher discovered the usage of the Quizizz program for pupils who are mentally retarded in the ninth grade. According to the results of an interview with an English instructor, the teacher is introducing Quizizz to the ninth-grade pupils and showing them how to use it before utilizing it in IX (*Tunagrahita*). To help the students learn

how to respond to questions and how to use Quizizz, the teacher did not only engage in socialization but also administers a quiz. According to experts, this instructor action is appropriate for pupils who are inexperienced with online testing procedures. Students need training in order to become comfortable with online assessment method or online assessment process, (Fakhruddin & Nurhidayat, 2020).

Picture 1. Result of Quizizz Test

Quizizz's benefits and features are related to the claim made by Webb and Gibson that digital media enhanced assessment includes a genuine learning experience with digital media, continuous and unobtrusive performance, learning and measurement of knowledge, detail and high-resolution data record analyzed and displayed in computational ways, and also allows teachers and students to access in real-time, (Webb & Gibson, 2015).

The participants agreed that Quizizz is a helpful, accessible platform and can be used as a tool for learning English. They claimed that Quizizz offers exciting imagery to enhance students' motivation, as well as motivating them in English learning by providing nice pictures and music when they use the application on their own device. This question was intended to understand why the participants chose Quizizz as a learning media. The results showed that the participants chose Quizizz because it is easy to use, accessible, various picture are provided on Quizizz, and they are more motivated to get the highest score to make them get first position in the ranking table.

Based on the result from researcher observation and interviewed with the teacher and students. The students get motivated when the teacher will start test using Quizizz application, some students said "miss we want playing Quizizz". When they start learning new things, students are always very motivated to learn, (Wu & Tao, 2022). Then the teacher opened the Quizizz application and students opened their mobile phone to open quizizz application. They are excited to join the quizizz, one of student had trouble with his mobile phone and then he called the teacher to check his mobile phone "miss, my phone cannot open the application. May you help me?" The teacher came to the student and tried to check his phone "okay, now you can open the quizizz and join the quiz." The student felt happy because he can join the quiz like his friends. After all of students joined quiz, the teacher starts the quiz and show the first question. "Okay students, try

answer this question with choose one of some options."

All of students had answered the question and the result showed on the monitor. Some students answered the right answer and they were feeling happy with that, "yeeee, I am right". Then the ranking had showed up, one of student who got first position feeling happy and proud "wow, I got first position". Other students feeling motivated to get first position and they cannot wait to next question, "miss, next question please". The teacher moves to next question "okay, be ready for next question". Move to next question all of students focus on the question and answer. They want to get right answer to boost their point and move their position higher than before". After all of students answered the question, the result showed up on monitor. Some students got right answer and they are feeling happy with that "yees, I am right", "yees, my answer is right again ". The ranking table showed up on monitor and the position had change from before. One of student who got second position now move up to first position and she feel happy and proud, "wow, I move up to first position". The quiz runs for 15 minutes and after all of question had answered by students, the final ranking showed up on monitor. The student who got first position is very happy and proud of her work, "yees, I am the champion of this quiz". Other students feel sad and excited for the next quiz. Now in every meeting,

students always ask the teacher to play quiz in the classroom. Quizizz application made students more excited and motivated to learning English in the classroom because students will get achievement in ranking table after quiz finished, (Kurniati, Sari, & Simaibang, 2023). The result of this study is conforming to previous study, the students felt excited when the teacher did test using Quizizz application in English learning.

Conclusion

The research found that teachers use Quizizz applications to evaluate students' comprehension in English. The system includes essay and multiple-choice quizzes, with the correct answer key being the teachers. The teaching process begins with an opening and online test with the teacher monitoring students through instructor pace lessons. However, obstacles like misunderstandings, open responses, and bad signals can hinder the process. Quizizzes use at SKh 01 Serang city has made students motivated and happy, especially for mentally retarded students. The application is easy to use, fun, and can stimulate interest and excitement in learning English. The ranking function helps students improve their performance and reduces anxiety. Overall, Quizizz is a valuable tool for improving English learning for mentally retarded students.

The teacher has to manage the online test better include preparing the test for open

responses or essay and control the students so that the students do not feel fatigued when doing online test. The teacher also has to improve her creativity to find the other innovative platform for the students' assessment in future. Special need school (SKh) 01 Serang city has to provide the proper internet connection to support the teaching and learning process. The good quality internet connection can facilitate the online test more effective. For the future researcher, they can conduct the similar research but they must add the other respondents of teacher in order to see more using of Quizizz as an online assessment platform. The future researcher also can implement classroom action research to conduct the similar research.

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