OPTIMIZING QUIZIZZ FOR EFL INTERACTIVE STUDENT WORKSHEET IN MERDEKA CURRICULUM

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Abstract

Recently, Merdeka Curriculum has started to be implemented in all elementary to high schools in Indonesia. One of the principles of Merdeka Curriculum is the students' profile (i.e. visual, auditory and kinesthetic). One of the strategies which can be applied by EFL teachers in promoting the principle is by utilizing Quizizz as EFL Interactive Student Worksheet. This study intends to investigate the students' perception regarding the use of Quizizz to promote the interactive worksheet. This study is a kind of Class Action Research. It involved 150 students as the participants, and used both questionnaires and semi-structured interviews to collect the data. The data were analyzed using a descriptive qualitative method in this study. The findings of the study revealed that students are very excited in accomplishing the interactive worksheet because they can be provided by delightful materials including several interesting and interactive activities such multiple choice, filling the blank, listening, drawing, and polling in one whole activity. In addition, they believe that the worksheet in the quizizz is effective to motivate them in learning English. Thus, teachers can optimize many kinds of Quizizz features to make the EFL teaching and learning process more delightful, interactive and effective to meet the principle of Merdeka Curriculum.

Keywords: EFL Student Worksheet; ICT; Merdeka Curriculum; Online Learning; Quizizz; Students' Perception.

INTRODUCTION

Recently, Merdeka Curriculum has begun to be implemented in all elementary to high schools in Indonesia. One of the principles of Merdeka Curriculum is that the learning processes are designed by considering the development phases and the recent achievements levels based on the learning needs, reflecting various characteristics and development in order to create meaningful and fun learning experiences. Anggraena et al. (2022), states that in conducting a learning process, teachers are supposed to organize the learning process interactively, inspiratively, fun, challenging, full of motivation to make the students participate actively, and to provide sufficient space for the students to be initiative, creative, and independent related to the students' talent, interest, and physical and psychological development.

One of learning media which can be used to meet the students' needs is by using Quizizz. It is a Learning Management System (LMS) which most EFL teachers use in their EFL Classroom. Mostly, it is used by teachers for providing assessment attractively for their students in which, usually, the assessment is something tense for the students. By joining the assessment in Quizizz, students feel happier and more enthusiastic. Nugraha et al. (2021) find that the students think that online assessment using Quizizz is more intriguing and engaging compared to paper-and-pencil quiz format even though few of them have the internet connection issue from their smartphone providers and feel rushed to finish the types questions due to the limited time allotment. Supporting this finding, Muji, Ambiyar and Hidayat (2021), in their study, reveal that the implementation of Quizizz is easy to use, has many features and many facilities that support learning evaluation activities. In addition, the use of features on Quizizz, such as Live Quiz, gives the impression of live evaluation which is fun.

With the further development of Quizizz nowadays, the features of this LMS become more attractive. It provides several additional features such as slides and polling. It does not provide the students only for specific

assessment but also for the whole assessment which is packaged in a student worksheet. The worksheet, then, can be integrated with google classroom LMS in case for better student worksheet organization.

This present study referred to the research of Nugraha et al. (2021), entitled "Implementing Online Quiz Application in EFL Classroom". This study focuses on investigating the online assessment processes using Quizizz to evaluate Sociolinguistics course students' attainment in the topic of politeness, and finding out the strength and weakness of the technology used for the assessment process. Furthermore, another study conducted by Rahayu and Purnawarman (2019), focuses on a practical way of self-assessment by making use of Quizizz features to improve students' grammar understanding. The distinction between this study and previous studies can be seen from the research focus. The first previous study discussed more about Quizizz as an assessment tool in the sociolinguistics class. In addition, the second previous study explained the use of Quizizz in improving senior high school students' grammar understanding. This study, however, intends to investigate the junior high school students' perception regarding the use of Quizizz to promote the interactive worksheet in Merdeka Curriculum, in which the worksheet can be used as a whole formative assessment by optimizing interesting features in Quizizz.

LITERATURE REVIEW
Quizizz and Its Features
Quizizz is one of nowadays Learning Management Systems (LMS) used by most teachers in supporting their teaching and learning process, especially in providing online mode assessment. It has several attractive and interactive features which can be used for conducting many kinds of student activities especially in EFL classrooms. The features can support the teachers increasing the students' English skills. In Merdeka Curriculum, based on the Learning outcome in Phase D, covering 7th - 9th Grade of junior high school students, the skills consist of Listening-Speaking, Reading-Viewing and Writing-Presenting. The features of Quizizz prepare students activities not only by text and questions and answers but also by voices, pictures, and videos questions and answers.

According to Zhao (2019), Quizizz is a game-like education application. It has several features such as memes, themes, avatars, and entertaining music, making it distinct from other Learning Management Systems. Supporting Zhao (2019) statement, Nanda et al. (2018) argue that Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows students to practice together with computer, smartphone and iPad. In Quizizz, the multiple choice questions including the choices of answers will appear on each student's screen, so that each student can answer the questions at their own pace and review the responses when finishing it. In addition, Zuhriyah and Pratolo (2020) state that Quizizz is a web tool to create interactive quiz games used as an assessment instrument in the classroom.

On its development, Quizizz has increased several features which are not only suitable for assessment but also for students' worksheets. It provides slides which can be used for providing material, for example, so that students can get and understand the core information of a certain topic before doing several activities. Moreover, there are also additional features which can help students meet the learning outcomes on Merdeka curriculum. Several examples of the features are draw response, open-ended response, voice response, video response, and polling response. Furthermore, to make the worksheet more interactive, it is also possible for teachers to create several memes which can be used for responding to students' answers directly.

Interactive Students' Worksheet
Interactive is an activity of two ways communication by exchange of information, feelings and ideas between two or more people. In Curriculum Merdeka, by using digital devices and software, students are supposed to be invited in interactive learning activities. Banados (2006) argues that ICT online software is an interactive multimedia environment which houses all materials and ICT tools that learners need in one central web platform. In this study the web platform is Quizizz and the ICT tools are the whole features provided in Quizizz.

According to Brown (2000), there are seven principles of interactive learning. The first is Automaticity. Based on this principle, students are freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing. The next principle is Intrinsic motivation. This principle concerns student satisfaction. As they more fully appreciate their own competence to use language, they can develop a system of self-rewarded. The third principal strategic investment. In this case, interaction requires the use of strategies of language competence both to make certain decisions on how to say or write or interpret language, and to make repairs when communication pathways are blocked. The fourth is risk-taking. Based on this principle, interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned

or rejected. The rewards are great and worth the risks. The next principle is the language-culture connection. The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language. Next, interlanguages can be the six principles of interactive learning. In this case, the role of teacher feedback is crucial to the developmental process. Last but not least is communicative competence. All communicative competence elements, such as grammatical, discourse, sociolinguistic, pragmatic, and strategic, are involved. All aspects must work together for successful communication to take place.

Based on the interactive learning principles, it can be confirmed that by using Quizizz teachers can provide an interactive students' worksheet for teaching and learning process in Merdeka Curriculum. The features of Quizizz such as meme feedback and leader board, for instance, can be used by teachers to meet the principles.

Merdeka Curriculum

Merdeka Curriculum emphasizes the essential cohesiveness of learning and assessment, especially formative assessment, as one learning cycle. The principles of learning and assessment identifies the importance of teaching and learning strategies development in accordance with the students' learning outcome steps (Anggraena et al., 2022) . According to the statement, it can be confirmed that Quizizz has several features to meet the emphasizing of Merdeka Curriculum. The features can create the cohesiveness of learning (by slide feature) and for assessment (by several question format features). Furthermore, in order to meet the learning outcomes, the interactive worksheet is created variously by combining all features in Quizizz. Moreover, it can be easy for teachers to monitor the students' development regarding the learning outcomes.

RESEARCH METHODOLOGY

This study employed classroom action research. This study has a descriptive qualitative research design with classroom observations, interviews with students by applying the action research process: experiencing (through observation and field notes); asking and checking. The design of this study is 'spiral structure of action research ', as suggested by Stringer (2007) that in action research there are three components:1. See: collect data, determine, and shortly describe the situation/problem; 2. Think: search out and analyze the problem and findings;3. Action: plan, implement, and evaluate.

Participant and Site

The data were collected from seventh-grade-students in one of junior high schools in Rancaekek, a part of Bandung city. The students are chosen from six different classes consisting of twenty-five students for each class. In total there are 150 students of seventh grade involved in this study.

Data Collection

To collect the data, this study employed three instruments. They were observation, interview, and tests. First, observation was held to the seventh-grade-students observing the natural image of how the students worked on the students' worksheet designed by Quizizz. This observation focused on the ways of completing the students' worksheet by using Quizizz and also the students' manner and behavior during pre-, while-, and post- worksheet activities. Furthermore, in order to record the data, video-taping the lesson activities and several field notes were taken.

Second, a semi-structured interview was conducted to find out deeper information which cannot be acquired from observation. Semi-structured interview was chosen because of its attempt to get the specific data of students' perception, feeling and intention on students' worksheet by Quizizz. The face-to-face interview was held to the seventh-grade-students by using Indonesian to define the meaning, was voiced-recorded, and took about ten minutes for every student.

Third, tests were conducted to strengthen the students' perception on completing their worksheet by Quizizz. To achieve students' scores, there were three tests by Quizizz regarding three learning objectives in the seventh-grade (i.e. introducing myself, talking about hobbies, and talking about favorite food). Based on the design of classroom action research, this study will be divided into three cycles. Stringer (2007) states that the design of classroom action research is spiral structure which consists of three components:

1. See: collect data, determine and shortly describe the situation/problem;
2. Think: search out and analyze the problem and findings;
3. Action: plan, implement and evaluate.

Data Analysis

The data from observation and interview were analyzed qualitatively based on the stages Miles and Huberman in Hamid (2017). Before analysis, the data were prepared and transcribed. Then, data reduction was conducted summarizing the data of the practice of students' worksheets by Quizizz into three parts, pre-, while- and post-test. Then, data display was conducted in which specific data including students' behavior from observation and perception from the interview were compared and correlated. Moreover, creating and verifying conclusions supported by very relevant theories were made.

FINDINGS AND DISCUSSION

In this section, it will explain the findings on the basis of research objectives. The findings of the study revealed that students are very excited in accomplishing the interactive worksheet because they can be provided by delightful materials including several interesting and interactive activities such multiple choice, filling the blank, listening, drawing, and poĺling in one whole activity. In addition, they believe that the worksheet in the quizizz is effective to motivate them in learning English. Thus, teachers can optimize many kinds of Quizizz features to make the EFL teaching and learning process more delightful, interactive and effective to meet the principle of Merdeka Curriculum.

CONCLUSION

This study has presented the practice of students' worksheets by optimizing Quizizz and its features to create interactive students' worksheets. Most of the students enjoy doing several activities on the interactive worksheets by Quizizz. It is expected that the result of this study has several benefits for teachers to make such delightful activities by creating interactive worksheets with all the whole features of Quizizz.

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