

# AN INVESTIGATION OF QUIZIZZ TOWARDS ELT RAPPORT OPTIMIZATION IN MERDEKA CURRICULUM

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## ABSTRACT

Quizizz is a popular learning management system which is used by teachers, especially EFL teachers, all over the world for their teaching and learning processes. It has a lot of features that support EFL teachers in providing many kinds of interesting activities for their students. Nowadays, this learning management system seems to be more attractive in offline classrooms, especially in Merdeka Curriculum Implementation, rather than in online classrooms. This study aimed to investigate how the Quizizz features optimize the EFL teachers and student's relationship in Merdeka Curriculum. This investigation adopted narrative inquiry qualitative design. This study was done by collecting deep information from an EFL teacher who has taught English for about six years in Junior High School in Bandung. The finding revealed that there are a lot of Quizizz features which can be used by EFL teachers in promoting interactive and enjoyable classes. The features are not only for providing assessment but also for preparing lesson material, understanding students' feelings, giving appreciation, providing explanations on the answer choices, and letting the students give comments or suggestions to the teachers and teaching learning-processes. In addition, there are several constraints that may be found in utilizing the Quizizz applications due to the unstable internet connection. Furthermore, the lack of Quizizz training makes a lot of EFL teachers do not understand well how to use Quizizz appropriately and effectively. For further study, it is recommended to investigate by focusing on the students' perception regarding the optimization of students-teachers rapport by utilizing Quizizz features. Thus, it may be revealed from the students' point of view.

Keywords: *Investigation, ICT, Quizizz, ELT Rapport, Merdeka Curriculum*

## 1. INTRODUCTION

Quizizz is a popular learning management system which is used by teachers, especially EFL teachers, all over the world for their teaching and learning processes. It has a lot of features that support EFL teachers in providing many kinds of interesting activities for their students. Previously, it could only usually be used for preparing such interesting and interactive assessments. However, nowadays, it has become more than just an assessment media. It provides a lot of features which do not only support assessments but also for many kinds of activities in a whole lesson, such as presenting material, providing videos, delivering polling for students' reflection, letting the students to express their opinion or suggestion regarding the lesson and so on.

Nowadays, this learning management system seems to be more attractive in offline classrooms, especially in Merdeka Curriculum Implementation, rather than in online classrooms. Even though, during the covid-19 pandemic, it has been well-known used by EFL teachers for promoting their online learning. In its development, Quizizz has been provided by an option for conducting such a live lesson. This development seems to be possible for EFL teachers in providing many kinds of interesting and interactive activities in every single EFL class.

Munawir and Hasbi (2021) investigate the extent of students' engagement in EFL learning prior to using the Quizizz application, the results of the test using the Quizizz application, the extent of students' behavior during EFL learning, and the effect of using Quizizz on students' engagement and learning outcomes in EFL learning. Their findings indicate that using the Quizizz application contributed positively to some of the dependent variables. The use of Quizizz has the greatest influence or contribution on the students' psychomotor outcomes. The following section looks at the impact of Quizizz on students' cognitive and affective outcomes. Furthermore, the use of Quizizz has little or no effect on student engagement. The conclusion emphasizes the significance, albeit currently ignored, of the various ways in which students contribute based on the flow of the instruction they received. Furthermore, the learning environment stimulates students' thinking. As a teacher's concern, students require motivational elements rather than a scoring system to increase their motivation.

In contrast to Munawir and Hasbi (2021) findings, Asmara et al. (2022), on the other hand, used the Quizizz application to assess the engagement of EFL students. The results revealed that the Quizizz application has the highest engagement score. This application may be the appropriate medium for increasing student engagement in the teaching and learning processes. Supporting these findings, Suharni et al. (2021), investigate students' perception on the use of the Quizizz application in learning English at Junior High School in Riau. The results showed that the Quizizz application is easy to use. The students were happy in studying, had motivation and interest in learning English. Using Quizizz is more practical than doing exercises on paper, it also helps students to review the lessons, and reduce anxiety while doing exams. It can be concluded that students' perceptions were good on the use of the Quizizz application.

Based on the contradiction finding, it can be seen that Quizizz application tends to be appropriate for engaging students. It can provide many kinds of interactive and engaging EFL class activities which can promote such an awesome relationship between students and teachers and vice versa. It seems to be suitable for the EFL teachers for teaching and learning process, especially in the Merdeka Curriculum, in which every teacher is expected to organize the learning process in an interactive, inspiring, fun, challenging, and motivating manner in order to encourage students to participate actively, as well as to provide sufficient space for students to be initiative, creative, and independent in relation to their talent, interests, and physical and psychological development. (Aditomo, 2022).

Based on the burning issues explained before, this study aimed to investigate how the Quizizz features optimize the EFL teachers and students' relationship in Merdeka Curriculum. This study observed

the Quizizz features that can be used by the EFL teachers in optimizing the relationship between students and teachers which meet the characteristics of Merdeka Curriculum.

## **2. LITERATURE REVIEW**

### **2.1 Quizizz and Its Features**

Quizizz is a popular Learning Management System that many teachers use to support their teaching and learning processes, particularly for online assessment. It has a variety of appealing and interactive features that can be used to conduct a variety of student activities, particularly in EFL classrooms. The features can help teachers help their students improve their English skills. Listening-Speaking, Reading-Viewing, and Writing-Presenting are the skills taught in Merdeka Curriculum, which is based on the Learning Outcome in Phase D and covers 7th - 9th Grade junior high school students. Quizizz's features prepare students' activities not only through text and questions and answers, but also through questions and answers in the form of voices, pictures, and videos.

Quizizz, according to Zhao (2019), is a game-like educational application. It is distinguished from other Learning Management Systems by features such as memes, themes, avatars, and entertaining music. Nanda et al. (2018) argue that Quizizz is a fun multiplayer classroom activity that allows students to practice together with a computer, smartphone, and iPad, which supports Zhao's (2019) statement. In Quizizz, the multiple choice questions and answer choices will appear on each student's screen, allowing them to answer the questions at their own pace and review their responses when finished. Furthermore, according to Zuhriyah and Pratolo (2020), Quizizz is a web tool for creating interactive quiz games that are used as an assessment tool in the classroom.

Quizizz has expanded several features that are not only appropriate for assessment but also for student worksheets. It provides slides that can be used to provide material, such as so that students can get and understand the core information of a particular topic before engaging in a variety of activities. Furthermore, there are additional features that can assist students in meeting the Merdeka curriculum learning outcomes. Draw response, open-ended response, voice response, video response, and polling response are a few examples of the features. Furthermore, in order to make the worksheet more interactive, teachers can create a number of memes that can be used to directly respond to students' answers.

Lestari et al. (2020), investigate the use of Quizizz in engaging students of General English for Young Learners online classes in grades 5 and 6. The results revealed that students had a positive perception of Quizizz, and the integration of Quizizz also increased students' engagement in online classrooms. Supporting these findings, Kristriani et al. (2022) investigate the teacher's perspective on the use of the Quizizz gamification application to back up their findings. The findings indicate that using gamification, particularly Quizizz, is beneficial and aids educators in their learning. Many educators, however, admit that they face challenges: they are unfamiliar with the gamification system, have difficulty creating gamification, lack training and socialization, and educators do not yet understand the function of the benefits and drawbacks of gamification itself. These challenges and obstacles undoubtedly necessitate the assistance of the relevant stakeholders. The implication of this research is to improve educators' potential

weaknesses in order to become exemplary educators in the twenty-first century.

### **2.2 Merdeka Curriculum**

The Merdeka Curriculum emphasizes the importance of learning and assessment, particularly formative assessment, as one learning cycle. The principles of learning and assessment emphasize the significance of developing teaching and learning strategies in accordance with the students' learning outcome steps (Aditomo, 2022). According to the statement, Quizizz has several features that meet the emphasis of the Merdeka Curriculum. The features can be used to improve learning cohesion (via the slide feature) and for assessment (by several question format features). Furthermore, in order to meet the learning outcomes, the interactive worksheet is created in a variety of ways by combining all Quizizz features. Furthermore, teachers can easily track their students' progress in terms of learning outcomes.

The Merdeka Curriculum is now being implemented in all Indonesian elementary, middle, and high schools. One of the Merdeka Curriculum principles is that learning processes are designed with the development phases and recent achievement levels in mind, reflecting various characteristics and development in order to create meaningful and fun learning experiences. According to Aditomo (2022), when conducting a learning process, teachers are expected to organize the learning process interactively, inspiringly, fun, challenging, and full of motivation in order to make the students participate actively, and to provide sufficient space for the students to be initiative, creative, and independent in relation to the students' talent, interest, and physical and psychological development.

### **2.3 The Meaning of Teaching**

According to Dornyei and Murphey (2003), teaching is the exercise of group leadership. Teachers perform the activity of teaching. One of the principles of teaching is to cultivate positive relationships with students so that they can collaborate in a spirit of friendliness and harmonious creativity. Students in this situation anticipate leadership and guidance. Being democratic and allowing students to participate in decision-making will require more effort and organization than commanding the class from the front. Furthermore, promoting learner autonomy is only one perspective on the teaching-learning relationship, and it is highly culturally biased.

In a variety of situations, both teachers and students may feel more at ease with a more autocratic leadership style; while this may not suit the preferences of some, particularly methodologists, it is highly appealing to others. Some teachers are effective when they teach in a democratic manner. Others, on the other hand, may face a number of challenges. Teachers will take on a variety of roles in the language learning classroom, from autocratic to democratic. The ability to improve teaching effectiveness is dependent on how well teachers interact with students. It is also influenced by the level of knowledge and skills of teachers.

### **2.4 Rapport**

Teachers, based on Harmer (2007), must spend time ensuring that the teacher-student rapport is positive and useful in order to work well with the various roles and to create a good learning

environment in the classroom. Rapport is the relationship that students have with their teachers. Teachers can spot it when they see a class with a positive, enjoyable, and respectful relationship between teachers and students, as well as between students themselves. Students' perceptions of the teacher as a good leader and successful professional can also contribute to rapport. However, rapport is also affected by how we interact with students. Teachers may be the most well-prepared and knowledgeable people in their school, but if that interaction isn't working properly, their ability to assist students in learning will be severely harmed. There are four key characteristics to achieving success in student interaction. They are recognizing students, listening to students, respecting students, and being even-handed.

Harmer (2007) also argues that there are specific ways that teachers can help their students hear and understand language in an EFL classroom. Here are some examples:

a. Mime and Gesture

One of the things that teachers are uniquely capable of doing on the spot is using mime, gesture, and expression to convey meaning and atmosphere. Teachers can use gestures to indicate the meaning of words like big, small, short, tall, and so on, as well as to suggest concepts like past time (a hand pointing backwards over the shoulder) or future time (a hand pointing forwards). Mime and expression are probably most effective when exaggerated because they make their meaning clear. Gestures, on the other hand, do not always have universal meanings, and what appears acceptable in one situation or location may not be appropriate in another. They must be used with caution by teachers.

b. Teachers as Language Model

Textbooks, various reading materials, and audio and video tapes provide students with language models. Teachers, on the other hand, can model language for their students. Teachers, for example, can demonstrate the best performance of a dialogue or the reading aloud of a text as a language model.

c. Teachers as Provider of Comprehensible Input

Teachers are uniquely positioned to provide appropriate input because they know the students in front of them and can respond to them in ways that a coursebook or an audio track, for example, cannot.

Supporting Harmer's statement, Gebhard (2017) states that the way teachers organize what happens in the classroom is referred to as classroom management. The teacher, as the most powerful person in the classroom, has the authority to influence the type of interaction that occurs in the class, and this interaction is created by a combination of many related factors, such as how much the teacher talks and what the teacher says, and how the teacher gives instructions, keeps students on task, and makes language understandable to the students. The goal of classroom management is to create an environment in which students can interact in meaningful ways in English, allowing them to progress in their language learning.

## 2.5 Previous Related Research Report

Supporting several statements which have been declared before, Aghaei et al. (2020) investigate the perceptions of Iranian EFL teachers' role identities and identify the dominant role identities among participants. According to the findings, various EFL teachers' role identities could be classified into three broad categories: teacher as a manager, professional, and acculturator. Furthermore, it was discovered in the current study that two roles

of teacher as a knowledge transmitter and caregiver were more dominant EFL teachers' role identities among Iranian EFL teachers.

In addition, Michalopoulou (2020) investigates Greek online students' and instructors' perspectives on the role of online English as a Foreign Language (EFL) teachers in synchronous online courses delivered via Skype. According to the findings, the majority of online teachers and learners are satisfied with their technological knowledge. Students are more satisfied with online courses than teachers, but there is a significant relationship between teachers' technological familiarity and their satisfaction with online instruction. Teachers' technological expertise is strongly related to their views on the effectiveness of online language courses.

Furthermore, Amini and Kruger (2022) investigate the causes of poor EFL learning outcomes in Iran, including the importance of teacher reflection and autonomy. The findings revealed that EFL role players, not only in Iran but also globally, should pay attention to the voices raised in the literature about the consequences of undervaluing these constructs in EFL teacher preparation courses if the goal is to secure long-term transformation of EFL practice.

Based on the several theories and findings of several studies, the meaning of teaching is not only the matter of transferring knowledge from teachers to students, but also there are several other essential things in which teachers should be understood well. Teachers should begin to know and understand their students' characteristics from the beginning of the lesson. By knowing the students' characteristics, teachers will be able to determine what roles will be appropriately used for their classes, whether as controllers, participants, resources, or prompters. Furthermore, as found by Aghaei et al. (2020), teachers also have to know other roles that they must have. There are three main themes of a teacher as a manager, professional and acculturator.

In conducting EFL classes teachers are supposed to make a good relationship with their students. They have to recognize students, which is actually the often problem which is met by most teachers, especially in certain large classes. They will find difficulties in memorizing the students name in a short time. One alternative that may be applied, in this case, is by doing more intense interaction with students, for example by calling students names, to check their attendance.

Moreover, regarding the digital era nowadays, in which there are many kinds of digital teaching and learning media that can be used, EFL teachers will be able to make many kinds of interesting activities in order to make an enjoyable classroom environment, so that a good teachers-students relationship can be created well. As Michalopoulou (2020) found, most online teachers and learners are satisfied with their technological expertise. Students' levels of satisfaction with online courses is greater than teachers', while there is significant association between teachers' technology familiarization and their satisfaction with online instruction. Teachers' technological expertise is strongly associated with their opinion on the effectiveness of online language courses.

## 3. METHODS

### 3.1 Research Design

In order to find out how the Quizizz features optimize the EFL teachers and students relationship in Merdeka Curriculum, this investigation adopted narrative inquiry qualitative design. Based on Clandinin (2013), narrative inquiry is a way to understand experience and a way to study experience. In narrative inquiry the

researcher does not observe the participant objectively; instead they take a subjective position in connecting relationally with the participants' social and private world (Pinnegar & Daynes, 2007). Narrative inquiry can capture the experiences of people cared for by nurses, and thereby provide a better understanding of what the person sees as vital components of their care. By using the narrative inquiry approach of Clandinin (2013), the researcher invites individuals to tell their stories and presents them, using a framework of temporality, sociality and spatiality, to allow a deeper understanding of their experience.

### 3.2 Data Collection

This study was done collecting deep information from an EFL teacher who has taught English for about six years in Junior High School in Bandung. The EFL teacher was selected because he has become a Quizizz Master Trainer for about a year. A Quizizz Master Trainer is a person who has understood well about Quizizz and has had a certificate to train Quizizz to others. Thus, He can deliver many kinds of information regarding the Quizizz and its features, and how the features optimize the students-teachers relationship. The EFL teacher was invited to an online interview via zoom. Several questions were delivered in a sort of semi-structured interview on the zoom.

In order to collect the data, the semi-structured interview was recorded by using the record feature provided by zoom. The interview was conducted by using Indonesian Language to get appropriate understanding regarding the research question. Then, the data from the interview record was transcribed by replaying the record and taking notes of all important information which can help to answer the research objective.

### 3.3 Data Analysis

Narrative analysis is a type of qualitative data analysis that is frequently employed in narrative inquiry. Although there are no standardized procedures for narrative analysis, several narrative researchers have published guidelines and processes for analyzing narratives. Narrative analysts can employ one of four methods. The most common of the four approaches is narrative thematic analysis, in which the primary focus is on the content of the text; thus, this is the approach I chose.

Based on Butina (2015), the process of narrative thematic analysis is divided into five stages: (a) data organization and preparation, (b) gaining a general sense of the information, (c) the coding process, (d) categories or themes, and (e) data interpretation. Transcribing audio tapes immediately or shortly after the interview began the data organization and preparation stage.

## 4. RESULTS & DISCUSSION

### 4.1 Quizizz as a Whole Interactive EFL Teaching-Learning Media in Merdeka Curriculum

The first thing which was found in this study was about Quizizz as a whole interactive EFL teaching-learning media in the Merdeka curriculum. Here is the first transcript from interview with participant which is showing how Quizizz can be a kind of whole interactive teaching-learning media:

"In addition by participating as Quizizz Master Trainer, I can be understand and able to use Quizizz with the whole features provided to prepare or to create many kinds of EFL learning activities, and I get such a license to conduct Quizizz training either for teachers, especially English teachers, and also students to take a part in such an interactive learning-teaching activities."

From the transcript above, it can be seen that by using Quizizz, EFL teachers can create or provide interactive activities from the beginning to the end of their EFL classes. Especially when EFL teachers have understood well about all features in Quizizz like Quizizz Master Trainer, they seem to be able to create a wonderful class environment. The words "the whole features provided to prepare or to create many kinds of EFL learning activities" emphasizing that Quizizz has complete features that can be used by EFL teachers to provide an awesome interactive teaching-learning process in Merdeka Curriculum. In the Merdeka Curriculum, it is supposed to create an interactive environment in order to engage students in learning English in every single EFL class. Furthermore, the words ". . . students to take a part in such interactive learning-teaching activities" indicates that in Merdeka Curriculum, EFL teachers can invite students to have such interactive activities by using Quizizz to make joyful EFL learning experiences.

Supporting this, here is the next transcript which explains by the updated features provided in Quizizz, it can be not only for preparing interactive EFL assessment but also for creating the whole EFL teaching-learning activities.

"I often use Quizizz for the whole teaching-learning process in my EFL classes, in which it is not only for assessments but also with several new features in Quizizz, I can make my whole EFL classes interesting and interactive."

The words ". . . in which it is not only for assessments but also with several new features in Quizizz," strengthen that the function of Quizizz nowadays is not only for assessment as the previous old version but it becomes more than an assessment tool. It can be used for the whole teaching-learning process, from starting the classes by developing building of the knowledge to closing the classes by giving individual formative assessment and reflection.

This finding is in line with what Harmer (2007) argues about rapport. He believes that rapport is also affected by how we interact with students. Teachers may be the most well-prepared and knowledgeable people in their school, but if that interaction isn't working properly, their ability to assist students in learning will be severely harmed. In addition, the finding also supported Aditomo (2022) statement about what teachers are expected in Merdeka Curriculum. They argue that in Merdeka Curriculum, when conducting a learning process, teachers are expected to organize the learning process interactively, inspiringly, fun, challenging, and motivationally in order to make the students participate actively, and to provide sufficient space for the students to be initiative, creative, and independent in relation to the students' talent, interest, and physical and psychological development. Furthermore, it is also in line with the statement of Zuhriyah and Pratolo (2020) in which according to them, Quizizz is a web tool for creating interactive quiz games that can be used as an assessment tool in the classroom. It means that Quizizz can create such interactive EFL

classroom activities. It can support EFL teachers in providing the whole interactive teaching-learning media for their students in Merdeka Curriculum.

## 4.2 Quizizz Features for Optimizing Students-Teachers Rapport in Merdeka Curriculum

The second finding that was revealed in this study is related to the features of Quizizz which have great benefit for optimizing students-teachers relationship, especially in Merdeka Curriculum. Here are the transcripts which show how EFL teachers can optimize the students-teachers rapport by utilizing the Quizizz features.

“... start from making interactive lesson slide by using features such as video, voice, interesting pictures, interactive exercises which are related to the lesson discussed,, giving appreciation in the form of mime, giving explanation for the correct answers, till providing polling or survey for students' reflection and students' comment regarding to the impression of English class in every single meeting.”

Based on the transcript, in every single lesson, EFL teachers can optimize their relationship with the students by using the features in Quizizz. The words “... start from making interactive lesson slides by using features such as video, voice, interesting pictures, . . .” indicates that Quizizz has a lot of features for optimizing the rapport, especially in Merdeka Curriculum in which in this curriculum, the teachers are supposed to provide kinds of interesting and interactive lesson activities which do not only providing a single modal but also more than one modals such as video, voice record, picture and so on. Supporting the transcript, here is the other part of the transcript which also agrees that there are many features that support the EFL teachers in optimizing the rapport.

“... the features in Quizizz provides the lesson material and also assessment by using video, voice, picture, and words media so that it can really cover the multimodal in which it is of the concern in Merdeka Curriculum.”

Another finding from the transcript that is in line with Quizizz features that can be used to optimize the students-teachers relationship is here.

“In my opinion, Quizizz can support optimizing the relationship between students and teachers, especially when it is used directly in class.”

From the transcript, it can be seen that the participant in this study does agree that EFL teachers can easily optimize their rapport with students by using Quizizz. The words “... especially when it is used directly in class” indicates that the EFL teachers can optimize the relationship attractively when they use the features in Quizizz during the teaching and learning processes. The class environment can be more enjoyable and interactive when the Quizizz used in the class directly. The students can feel more engaged by the teachers to participate in the EFL class.

Moreover, there is also a Quizizz feature which can be used for giving spirit in order to engage the students to keep doing their work and to optimize the teachers' rapport to the students.

All Quizizz features, especially Mime that can be used to give such an appreciation to the students when they can answer certain questions correctly. Mime in Quizizz can be used and designed by teachers themselves so that it can be suitable with the teachers' need for appreciating their students. Next, the feature that explains the correct answers can help the students to more understand again the lesson materials that they have already learnt when they answer incorrectly. Polling features can also give such an opportunity for the students to express their feeling, understanding, assessing teachers, learning activities and so on.”

Based on the transcript, it seems that there is a common feature in Quizizz that can be utilized by teachers for giving appreciation and spirit during the EFL class activities in order to optimize the relationship between students and teachers. Even, based on the words “Mime in Quizizz can be used and designed by teachers themselves so that it can be suitable with the teachers' need for appreciating their students.” indicates that the EFL teachers can create or design the Mime by themselves. They can adjust the Mime to what they want to express for their students for giving appreciation when the students can answer correctly. When students answer incorrectly, the teachers can also provide others Mime that can keep the students spirit. In this case, the students seem to be given special attention by the teachers.

Based on the findings presented above, it can be seen that the findings are in line with Zhao (2019). He argues that Quizizz is a game-like educational application. It is distinguished from other Learning Management Systems by features such as memes, themes, avatars, and entertaining music. In addition, it is also supported by Nanda et al. (2018) who state that Quizizz is a fun multiplayer classroom activity that allows students to practice together with a computer, smartphone, and iPad, which supports Zhao's (2019) statement. Furthermore, it is also in line with Harmer (2007) in which he states that there are four key characteristics to achieving success in student interaction. They are recognizing students, listening to students, respecting students, and being even-handed. In these findings, it is revealed that one of the features in Quizizz that can be used to optimize students-teachers rapport is Mime. It means that by using Mime, the EFL teachers can also show their respect to the students by giving appreciation in the form of Mimes. Moreover, Harmer (2007) also argues that one of the specific ways that teachers can help their students hear and understand language in an EFL classroom is by providing Mime and Gestures. It seems that it is in line with the findings. In creating good language communication in EFL classes, teachers can use several Mimes. It seems to be more interesting when the teachers use the Mime in the EFL teaching-learning process by using Quizizz.

## 4.3 General Constraint in Using Quizizz for EFL Classes

The last findings in this study revealed that there is such a constraint using Quizizz for EFL teaching and learning processes. The constraint seems to be something general that may also be met by teachers when using digital media that need the availability of internet connection. Here is the transcript taken from the participant which is showing this general constraint.

“Because Quizizz is an internet-based application, the constraint that must be faced is about internet connection.

When the internet connection is not stable, the students' Quizizz application will be slow or unstable, even the students may be thrown out from the Quizizz, so that they have to re-join Quizizz lessons to continue learning activities. Sometimes, it makes the students annoyed. It is because when the students are really enjoying the activities, suddenly they are thrown out. In this case actually the students want to get the best score. However, because of the trouble they failed to get the best score. They have to re-join, and of course it will take several minutes."

From the transcript, it shows that there is such a weakness of optimizing students-teachers rapport by using Quizizz. Even though this gamification application is full of interesting and interactive features, it sometimes makes the students rather annoyed when they are thrown out and have to re-join because of the unstable internet connection. The words "Sometimes, it makes the students annoyed" indicates that sometimes by using Quizizz, it can also make the students unable to enjoy the learning activities. The teachers may, sometimes, fail to engage the students in learning English in EFL class. Thus they, sometimes, will not be successful in optimizing the rapport due to the unstable internet connection.

Based on the findings, it seems that it is in line with Kristiriani et al. (2022) who investigate the teacher's perspective on the use of the Quizizz gamification application. According to the findings, using gamification, specifically Quizizz, is beneficial and aids educators in their learning. Many educators, however, admit that they face challenges: they are unfamiliar with the gamification system, they struggle to create gamification, they lack training and socialization, and educators do not yet understand the function of the benefits and drawbacks of gamification itself. These challenges and obstacles, without a doubt, necessitate the assistance of the appropriate stakeholders. In this case, what Kristiriani et al. (2022) reveal can give additional constraint of utilizing Quizizz especially in optimizing students-teachers rapport in Merdeka curriculum. It seems that there are still a lot of teachers who do not understand how to use Quizizz appropriately and effectively. It seems it is because of the lack of training conducted by education authorities and the stakeholder.

## 5. CONCLUSION AND SUGGESTIONS

Based on the findings and discussion, it can be concluded that in order to optimize students-teachers rapport in Merdeka Curriculum. There are a lot of Quizizz features which can be used by EFL teachers in promoting interactive and enjoyable classes. The features are not only for providing assessment but also for preparing lesson material, understanding students' feelings, giving appreciation, providing explanations on the answer choices, and letting the students give comments or suggestions to the teachers and teaching learning-processes.

There are several constraints that may be found in utilizing the Quizizz applications. The constraints are due to the unstable internet connection which sometimes occurs because Quizizz is an internet-based application. Sometimes, it makes the EFL teachers cannot maximally optimize their relation with students. In addition,

the lack of Quizizz training makes a lot of EFL teachers do not understand well how to use Quizizz appropriately and effectively.

For further study, it is recommended to investigate by focusing on the students' perception regarding the optimization of students-teachers rapport by utilizing Quizizz features. Thus, it may be revealed from the students' point of view.

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## 8. APPENDICES

### Interview Transcript

This interview was conducted on Wednesday, Dec 14, 2022 via Zoom.

Interviewer: Anda mengajar Bahasa Inggris di Jenjang apa?

Interviewee: Saya mengajar bahasa Inggris di Jenjang SMA dan SMP.

Interviewer: Sudah berapa lama anda menjadi guru Bahasa Inggris?

Interviewee: Saya sudah mengajar bahasa Inggris sekitar 5 tahun

Interviewer: Berapa kelas yang anda ampu dan berapa jumlah peserta didik di setiap kelasnya?

Interviewee: Di SMP,, saya mengajar 3 kelas dan jumlah peserta didik di setiap kelas sekitar 20.

Interviewer: Apakah di sekolah anda, para peserta didik diperbolehkan membawa smartphone?

Interviewee: Yaa,, anak-anak diperbolehkan membawa smartphone.

Interviewer: Apakah anda sering mengajak peserta didik anda untuk belajar bahasa Inggris dengan menggunakan hp?

Interviewee: Iya, para guru bahasa sering mengajak anak-anak menggunakan smartphone dalam kegiatan belajar bahasa Inggris, bahkan beberapa dari mereka membawa laptop ke sekolah.

Interviewer: Sudah berapa lama anda menjadi Quizizz Master Trainer?

Interviewee: Emm,, saya menjadi Quizizz Master Trainer sekitar 1 tahunan dari 2020.

Interviewer: Bagaimana kesan anda menjadi seorang guru bahasa Inggris yang merupakan salah satu Quizizz Master Trainer?

Interviewee: Kesan saya menjadi seorang guru bahasa Inggris yang secara legal bersertifikat Quizizz Master Trainer membuat saya menjadi lebih percaya diri dalam mengajar bahasa Inggris. Selain itu dengan menjadi Quizizz Master Trainer, saya menjadi paham dan bisa menggunakan Quizizz dengan semua fitur di dalamnya untuk mempersiapkan atau membuat berbagai kegiatan belajar Bahasa Inggris, serta saya mendapatkan izin untuk mengadakan training atau pelatihan Quizizz baik untuk guru-guru, khususnya guru Bahasa Inggris dan juga peserta didik untuk terlibat dalam kegiatan belajar-mengajar yang interaktif.

Interviewee: Apakah anda selalu atau sering menggunakan Quizizz dalam kegiatan belajar-mengajar bahasa Inggris?

Interviewer: Iya, saya sering sekali menggunakan Quizizz dalam kelas Bahasa Inggris saya.

Interviewer: Dalam kegiatan belajar yang bagaimana anda biasanya menggunakan Quizizz? Jelaskan dengan detail.

Interviewee: Saya sering menggunakan Quizizz untuk keseluruhan kegiatan belajar Bahasa Inggris di kelas saya, tidak hanya untuk

penilaian namun dengan fitur-fitur terbaru Quizizz, saya bisa membuat keseluruhan kelas Bahasa Inggris saya menjadi menarik dan interaktif. Mulai dari membuat slide materi yang interaktif dengan fitur-fitur, video, suara, gambar-gambar menarik,, latihan atau pertanyaan interaktif yang berhubungan dengan materi dibahas,, memberikan apresiasi berupa mime, memberikan penjelasan jawaban yang benar,, hingga menyediakan polling atau survey untuk refleksi peserta didik dan komentar peserta didik terhadap kesan belajar bahasa Inggris dengan saya dalam setiap pertemuan.

Interviewer: Dimasa sekarang, anda lebih sering menggunakan Quizizz untuk kelas Online atau Offline?

Interviewee: Saya menggunakan Quizizz baik Online maupun Offline. Namun karena sekarang sudah bisa belajar offline di kelas,, dan Quizizz juga menyediakan fitur pembelajaran secara live, jadi saya sangat sering menggunakan Quizizz secara Offline.

Interviewer: Bagaimana menurut anda tentang Quizizz yang digunakan untuk kelas Online dan Offline?

Interviewee: Menurut saya, penggunaan Quizizz secara offline menjadi lebih menarik, lebih interaktif, dan saya sebagai guru bisa secara langsung melihat dan memahami perkembangan belajar peserta didik serta perasaan dan kesan mereka dalam belajar di setiap pertemuan kelas khususnya pada implementasi kurikulum merdeka.

Interviewer: Menurut anda apakah Quizizz sangat tepat digunakan dalam Kurikulum Merdeka? Jelaskan pendapat anda.

Interviewee: Sangat tepat, karena fitur-fitur di Quizizz menyediakan materi ataupun penilaian dengan media video, voice, gambar, tulisan,, sehingga benar-benar mengcover multimodal,, yang mana multimodal adalah salah satu yang menjadi fokus dalam kurikulum merdeka.

Interviewer: Menurut anda apakah Quizizz dapat menunjang optimalisasi hubungan yang baik antara Peserta didik dan Guru? Jelaskan dengan detail.

Interviewee: Menurut saya, Quizizz sangat bisa menunjang pengoptimalan hubungan yang baik antara peserta didik dan guru, khususnya saat digunakan secara live di kelas.

Interviewer: Apa yang bisa dilakukan guru bahasa Inggris dengan Quizizz untuk menunjang optimalisasi hubungan yang baik antara Peserta Didik dan Guru? Jelaskan dengan detail.

Interviewee: Saat digunakan secara live,, guru langsung bisa langsung tahu bagaimana dan apa yang diinginkan peserta didik dalam kegiatan belajar tersebut dengan fitur polling atau survey misalnya,, kemudian guru juga bisa memberikan apresiasi berupa mime misalkan saat peserta didik mengerjakan soal latihan dengan benar, peserta didik akan mendapat mime karakter guru dengan ucapan "good job", "wonderful", "you're awesome" dan

sebagainya, serta saat jawaban peserta didik salah, peserta didik akan mendapat mime "try again", "keep spirit" dan sebagainya.

Interviewer: Fitur apa saja dalam Quizizz yang bisa menunjang hubungan baik antara Peserta Didik dan Guru?

Interviewee: Semua Fitur di Quizizz, khususnya fitur Mime yang bisa memberikan apresiasi kepada peserta didik ketika bisa menjawab pertanyaan dengan benar. Mime di Quizizz bisa dibuat dan didesain sendiri oleh guru sehingga bisa sesuai dengan kebutuhan guru dalam memberikan apresiasi kepada peserta didik. Kemudian, fitur penjelasan jawaban yang benar, sehingga bisa membantu peserta didik untuk lebih memahami kembali materi ketika jawaban mereka kurang tepat. Fitur polling juga bisa memberikan kesempatan kepada peserta didik dalam menyampaikan perasaannya, pemahamannya, penilaiannya kepada guru dan kegiatan belajar, dan sebagainya.

Interviewer: Apakah ada kendala-kendala yang biasanya anda hadapi dalam menggunakan Quizizz, khususnya jika menurut anda Quizizz dapat menunjang optimalisasi hubungan yang baik antara peserta didik dan guru?

Interviewee: Dikarenakan Quizizz adalah aplikasi internet-based, kendala yang pasti dihadapi adalah internet connection. Ketika jaringan internet tidak stabil,, biasanya aplikasi quizizz peserta didik jadi lambat, atau memuat data terus (loading), bahkan ada juga yang terlempar keluar, sehingga perlu untuk masuk kembali ke kegiatan belajarnya. Kadang hal ini membuat peserta didik agak kesal, karena misalnya saat sedang seru-serunya menjawab pertanyaan-pertanyaan, dan berharap mendapat score terbaik atau menjadi pemenang, tiba-tiba mereka harus menunggu lama atau terlempar keluar dari sesi pertanyaan, sehingga terkadang beberapa dari mereka jadi kurang optimal dalam mengikuti kegiatan belajar.

### Data Coding

1. Narrative about Quizizz as a Whole Interactive EFL Teaching-Learning Media in Merdeka Curriculum.

A. "... khususnya guru Bahasa Inggris dan juga peserta didik untuk terlibat dalam kegiatan belajar-mengajar yang interaktif."

B. "Saya sering menggunakan Quizizz untuk keseluruhan kegiatan belajar Bahasa Inggris di kelas saya, tidak hanya untuk penilaian namun dengan fitur-fitur terbaru Quizizz, saya bisa membuat keseluruhan kelas Bahasa Inggris saya menjadi menarik dan interaktif.

2. Narrative about Quizizz Features for Optimizing Students-Teachers Rapport in Merdeka Curriculum.

A. "Mulai dari membuat slide materi yang interaktif dengan fitur-fitur, video, suara, gambar-gambar menarik,, latihan atau pertanyaan interaktif yang berhubungan dengan materi dibahas,, memberikan apresiasi berupa mime, memberikan penjelasan jawaban yang benar,, hingga menyediakan polling atau survey

untuk refleksi peserta didik dan komentar peserta didik terhadap kesan belajar bahasa Inggris dengan saya dalam setiap pertemuan.”

B. “Saya menggunakan Quizizz baik Online maupun Offline. Namun karena sekarang sudah bisa belajar offline di kelas,, dan Quizizz juga menyediakan fitur pembelajaran secara live, jadi saya sangat sering menggunakan Quizizz secara Offline.”

C. “Menurut saya, penggunaan Quizizz secara offline menjadi lebih menarik, lebih interaktif, dan saya sebagai guru bisa secara langsung melihat dan memahami perkembangan belajar peserta didik serta perasaan dan kesan mereka dalam belajar di setiap pertemuan kelas khususnya pada implementasi kurikulum merdeka.”

D. “. . .fitur-fitur di Quizizz menyediakan materi ataupun penilaian dengan media video, voice, gambar, tulisan,, sehingga benar-benar mengcover multimodal,, yang mana multimodal adalah salah satu yang menjadi fokus dalam kurikulum merdeka.”

E. “Menurut saya, Quizizz sangat bisa menunjang pengoptimalan hubungan yang baik antara peserta didik dan guru, khususnya saat digunakan secara live di kelas.”

F. “guru langsung bisa langsung tahu bagaimana dan apa yang diinginkan peserta didik dalam kegiatan belajar tersebut dengan fitur polling atau survey misalnya,, kemudian guru juga bisa memberikan apresiasi berupa mime misalkan saat peserta didik mengerjakan soal latihan dengan benar, peserta didik akan mendapat mime karakter guru dengan ucapan “good job”, “wonderful”, “you’re awesome” dan sebagainya, serta saat jawaban peserta didik salah, peserta didik akan mendapat mime “try again”, “keep spirit” dan sebagainya.”

G. “Semua Fitur di Quizizz, khususnya fitur Mime yang bisa memberikan apresiasi kepada peserta didik ketika bisa menjawab pertanyaan dengan benar. Mime di Quizizz bisa dibuat dan didesain sendiri oleh guru sehingga bisa sesuai dengan kebutuhan guru dalam memberikan apresiasi kepada peserta didik. Kemudian, fitur penjelasan jawaban yang benar, sehingga bisa membantu peserta didik untuk lebih memahami kembali materi ketika jawaban mereka kurang tepat. Fitur polling juga bisa memberikan kesempatan kepada peserta didik dalam menyampaikan perasaannya, pemahamannya, penilaiannya kepada guru dan kegiatan belajar, dan sebagainya.”

### 3. Narrative about General Constraint in Using Quizizz for EFL Classes.

A. “Dikarenakan Quizizz adalah aplikasi internet-based, kendala yang pasti dihadapi adalah internet connection. Ketika jaringan internet tidak stabil,, biasanya aplikasi Quizizz peserta didik jadi lambat, atau memuat data terus (loading), bahkan ada juga yang terlempar keluar, sehingga perlu untuk masuk kembali ke kegiatan belajarnya. Kadang hal ini membuat peserta didik agak kesal, karena misalnya saat sedang seru-serunya menjawab pertanyaan-pertanyaan, dan berharap mendapat score terbaik atau menjadi pemenang, tiba-tiba mereka harus menunggu lama atau terlempar keluar dari sesi pertanyaan, sehingga terkadang beberapa dari mereka jadi kurang optimal dalam mengikuti kegiatan belajar.”