

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Students are motivated to learn to attain their learning goals. Then, one approach to assist students in achieving their learning objectives is to employ engaging technology that makes students interested in learning, such as features that make students like studying. Mujiman (2007) argued that the learning technique influences the understudies' learning inspiration, with the goal that their decision should make the understudies content and vivacious. Furthermore, by incorporating the appropriate technology into the classroom, it is possible to have a large and positive influence on student learning performance.

The usage of the web to access various sorts of information and content is increasing as information technology advances. In actuality, both educational learners and teachers can benefit from the large choice of teaching devices available in technology-based education (Livingstone, 2015). Furthermore, Haji Ali & Mohd Rosli, (2019) explained that digital technology has led to enhanced motivation, full involvement, and interactive participation among teachers and students in the learning activity by serving as a boost to the teaching and learning activities.

In 2020, the learning process should be held in a virtual class because of the coronavirus. And by leveraging technology for evaluation, one of which is Quizizz, one of the platforms used to develop interactive games with features such as being able to instantly check the ratings acquired after working on learning quizzes. Several platforms can support the learning process such as Google Classroom and Kahoot!

First, Google classroom is one of the free applications which has exploded in popularity in a short period (Abid Azhar & Iqbal, 2018). According to the teachers' answers, its waste is primarily caused by a lack of viewer design (Abid Azhar & Iqbal, 2018). Next is Kahoot! Lestari (2019) argues that this

application is a tool or platform that may be used to participate in activities, quizzes, discussions, and surveys, and has become a popular way to encourage competition through active learning games. However, Kahoot! does not have any characteristics that influence learners' test enthusiasm (Lestari, 2019). Quizizz's application is superior to Kahoot's! to increase TLP pupils' motivation (Lestari, 2019). Therefore, this research focuses on Quizizz than other learning platforms. Because it gives more insightful and beneficial impacts for the learners.

The first benefit of this tool, it is attractive and makes the students get the target and focus on their learning because this website also provides fun learning like game-based learning. This learning platform offers multi-player learning in the classroom, making exercises like answering questions extra engaging and enjoyable (Zuhriyah & Pratolo, 2020). According to Akhtar, Hasanati, & Istiqomah, (2019) investigating the teachers' attitude and intention to use Quizizz as an online game-based learning platform in the learning process, found that teachers had a good mindset toward it, and they planned to use it in the classroom in the long term. It also facilitates the students in assessing to have more fun and enjoyment. Hereafter, it could increase the student's engagement in the learning process. Furthermore, Zuhriyah & Pratolo (2020) claims that Quizizz is helping pupils become more motivated in EFL Class.

The multimodal investigation's evidence has been developing, especially in multimodal game-based learning analysis towards engagement. For example, Emerson et al. (2020) interpreted the representation of multimodal learning analytics for game-based learning. They analyzed by incorporating student gameplay, eye tracking, and facial expression data. This research results throughout game-based learning, multimodal learning analytics may effectively predict learners' post-test engagement and motivation, and they have a lot of potential for influencing real-time adaptive falsework.

Another Kaminski (2019) research focused on young learners' engagement with the multimodal text. It showed that in the primary EFL classroom, multimodal texts provide chances for language growth by giving several access points for understanding, inviting involvement, and motivating

practice opportunities. The other relevant research is conducted by Chen (2010) who examined how multimodal resources in EFL textbooks are deployed to enable dialogic engagement with readers. A social dialogic viewpoint on these materials examines how talkers accept contrary views to their viewpoint - heteroglossia versus monoglossic discourse. The research outcome is the ability to grow engagement value is intimately linked to the essential characteristic of a given multimodal service.

Unfortunately, studies about construing engagement taxonomy on the Quizizz website as one of game-based learning from multimodal lenses remain very limited. The previous studies only focus on the articles related to the use of this site, teachers' intention, and student's view to use this website in EFL classes (Lestari, 2019; Zuhriyah & Pratolo 2020; Degirmenci, 2021; Lim & Yunus, 2021). Whereas Quizizz has two views, namely visual display, and linguistic display, it can give a meaning-making that the Quizizz website wants to convey to its users.

Further, the Quizizz website contains language aspects related to persuading the audience or users. The researcher assumes that there will be various evaluative engagement expressions used by the Quizizz website as an assessment media to achieve its goals for users. Several researchers have investigated the possibility of engagement in a variety of goal investigation areas, for example, (Mesa & Chang, 2010; Lin, 2008; Hidayati, 2017) and examined how engagement was used in two math courses to educate and study, they claim that the language employed by the teachers demonstrates a variety of engagement strategies and that this linguistic method is also used to support discourse opportunities that may have an impact on student's performance. Hence, this study explores multimodal engagement taxonomy for the language aspect and representational functions for the visual aspect represented multimodal in selected parts of Quizizz using the systemic functional multimodal discourse analysis (SF-MDA) by O'Halloran (2008).

1.2 Formulation of the Problem

The question of the research is formulated as follows:

- 1.2.1 What interpersonal meaning is represented in the engagement aspects of selected parts of the Quizizz website?
- 1.2.2 What representational function is represented based on the engagement aspect of the Quizizz website selected parts?

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides three definitions related to this study as follows:

- 1.3.1 Selected parts of the Quizizz** : The corpus of this research is seventeen selected parts of the Quizizz website. Quizizz is an interactive learning learner tool with many choices to enhance the classroom's dynamic and interest. The teacher can give evaluations and tasks without having to face to face. As the results of the part that makes the student feel engaged, seventeen parts of Quizizz be collected as the data.
- 1.3.2 Engagement Aspects** : It is the speaker or author's standing about the goal being attained, involving denial, rejection, and various behaviors. This taxonomy may be classified into disclaim, proclaim, entertain, and attribute.
- 1.3.3 Representational** : This function materializes the

Function

student's actions, whether they include a real thing or a synthetic substitute, narrative and conceptual analyses were involved in the representational function analysis.

1.3.4 Systemic Functional Multimodal Discourse Analysis (SF-MDA) : It is a method of analysis that incorporates two types of analysis (SFL and MDA in one step) to reveal social issues.

1.4 Aim of the Research

This study aims to explore the engagement aspects and representational functions represented multimodally in selected parts of Quizizz.

1.5 Significances of the Study**1.5.1 Theoretical use**

This research will enrich the literature on ELT material in the field of multimodal analysis, with a focus on selected parts of the Quizizz website for engagement in EFL.

1.5.2 Practical Use

The result of this study could be used as a reference for all stakeholders namely teachers, students, and researchers to consider using Quizizz and know about engagement aspects and representational functions represented multimodally in selected parts of this website in the learning process.

1.5.3 Empirical Use

The result of this study help to fill the gaps of the previous study by Lestari (2019) about Kahoot! and Quizizz: a comparative study on the implementation of e-learning applications toward students' engagement, Zuhriyah & Pratolo (2020) about exploring students' views in the use of Quizizz as an assessment tool in English as a Foreign Language (EFL) class, Degirmenci (2021) about the use of Quizizz in language learning and teaching from the teachers' and students' perspectives: a literature review, Lim & Yunus (2021) about teachers' perception towards the use of Quizizz in the teaching and learning of English: a systematic review.