

CHAPTER 2

LITERATURE REVIEW

2.1. The Utilization of Technology in Education

The learning approach has an impact on students' enthusiasm to learn, so the decision must keep them happy and energetic (Mujiman, 2007). It can conclude that our method in the learning process must be appropriate and suitable to the needs and goals of the students who take the learning, so it can engage and increase the student's motivation. And great teachers must be creative to choose and make use of the advancement of technology.

Because in this era, technology has a great impact in any field. It's also in the education field. In reality, the big variety of learning devices available for technology-based education provides both training faculty and learners with great possibilities (Livingstone, 2015). With the development of technology, students are also increasingly proficient in using technology in learning. Many college students in our technology world are quite familiar with technology and networking site (Livingstone, 2015). So, the employment of technology is critical to think for the instructor.

2.2. Quizizz

The utilization of technology in the education field has given a great impact such as in the learning process between teachers and students. Further, Computer-Assisted Language Learning (CALL) enrolls in the language learning major, which gives lots of great opportunities for advancement in this ground. CALL continues to gain a major influence in Language Learning and Teaching (LLT) as technology became the boom, as it was believed that this strategy could truly optimize language learning ability (Livingstone, 2015).

And the use of quizzes in the classroom, can't be avoided. Quizzes are one of the few classroom exercises that can no longer be ignored (Basuki & Hidayati,

2019). Students also get a great impact to achieve their learning goals by applying online quizzes. Basuki and Hidayati (2019) argued that it supports students' enthusiasm for quizzes, learner excellence, studying effort, and motivation to engage in complicity activities.

And one of the utilizations of online quiz technology in the English learning process is using Quizizz. Quizizz is one of the platforms to check the understanding of students with several questions that had been prepared by the teacher, it also has several nice features. In summary, Quizizz is a web application for creating engaging quiz games that may be an evaluation device in education (Zuhriyah & Pratolo, 2020). So, it will be very helpful and interesting for the students to do an online assessment to check their understanding.

The advanced of Quizizz's strengths is adding quiz and poll questions. It's such that the teacher could ask any kind of question that will be given to the students. Quizizz is a fantastic tool for both students and teachers. Why? Because each pupil's pace is displayed on their screen, they can give answers at their leisure and then examine their answers at the end (Lestari, 2019).

The next strength, participants engage from any device. The students can access this platform anytime and anywhere using devices such as smartphones, iPhones, and any other their own devices. It makes the student independent and self-determined. It is in line with Lestari's (2019) definition that Quizizz allowed pupils to complete the test more individually because each question and the answer were shuffled.

The other strength, the students can get a fun atmosphere in learning until they have done the assignment. Quizizz made the classroom setting more enjoyable and increased each student's involvement (Lestari, 2019). The use of Quizizz makes students alive and concentrate on learning material. It can be concluded that Quizizz has many benefits and is useful for learning and assignment. And it could improve the student's engagement in learning the language.

2.3. Engagement in Systemic Functional Linguistics (Henceforth SFL)

Engagement refers to the speaker's or author's self-positioning in connection to the definitive objective being achieved, including denial, refutation, and other actions. Martin and White (2005) argued that engagement is involved with how the speaker or author positions the value position being accomplished and about potential responses to that good approach, such as by revealing or quoting, admitting a potential, denying, refuting, asserting, and so forth. Furthermore, Chen (2010) stated that engagement is how a place can be altered to accommodate various voices.

The concept of engagement refers to meanings that, in numerous ways, provide for the language a heteroglossic background of previous statements, opposing arguments, and expected reactions (Martin and White, 2005). To be definite, the taxonomy of engagement meaning includes four main types (Martin and White, 2005) disclaim, proclaim, entertain, and attribute. The literary voice that declares itself to be in opposition to or denying an opposing viewpoint is referred to as disclaim. Second, proclaim implies that the literary voice excludes, rejects, or puts itself against opposing viewpoints by showing the assertion as strongly justified (enthraling, legitimate, rational, well-founded, commonly accepted, credible, etc). Next, entertain or summons these dialogic alternatives by openly demonstrating that the authorial voice is grounded in its contingent, individualized subjectivity, entertain assigns the authorial voice and makes it clear that it is one among several valid opinions. Lastly, attribute emphasises articulating as founded on the subjectivity of an external speaker, the textual voice presents the thought as one among a range of potential views, entertaining or summoning these dialogic options.

The taxonomy aims to pinpoint the specific dialogistic positioning connected to a specific word and to explain what is at risk when one meaning is used instead of others (Martin and White, 2005). With this taxonomy, researchers can find the meaning being searched for.

2.4. A Systemic Functional Multimodal Discourse Analysis (SFMDA)

The systemic functional (SF) approach to multimodal discourse analysis (MDA) entails the creation of theory and practice methods to analyze published, printed, and digital information, three-dimensional places, and other accessible activities in which Semiotic techniques are used to create meaning, such as written and spoken language, gestures, vivid elements, numerical connotations, work of art, architecture, and other physiological styles (O'Halloran, 2008). Furthermore, according to Lim (2017), various scholars are working on the Systemic Functional approach to Multimodal Discourse Analysis, such as Baldry (2000, 2004) on film texts; O'Halloran (2005, 2011) on Mathematics texts; O'Halloran, and Podlasov (2012), and Smith, O'Halloran, Podlasov, and Lim (2013) on the teacher's use of space in the classroom.

The Systemic Functional Multimodal Discourse Analysis approach focuses on the holistic meaning of Semiotic options in multimodal discourse and the meaning ability of Semiotic instruments distributed across strata (context, discourse interpretation, lexico-grammar and phonology, and typography/graphology) (O'Halloran, 2008). In a nutshell, Systemic Functional Multimodal Analysis is a method for analyzing the meaning delivered

2.5. A SFMDA for This Study

The SF-MDA approach adopted in this study is based on the written text analysis by O'Halloran (2008). It used a new method of analysis to examine a phenomenon from both verbal and nonverbal viewpoints, based on Systemic Functional Theory (SFT) by Halliday & Matthiessen (2013, 2014) and non-verbal linguistics by O'Toole (2004) elements in one study (Law, 2018; O'Halloran et al., 2019). O'Halloran (2008) proposed that either verbal or non-verbal elements can be used to actualize the process of meaning-building in written material. The stratification idea has been used for SF-MDA.

In this ground, various levels of the data layer are designed as constituent elements of stronger tiers that is language is arranged according to the component

ranks of a word, word group/clause, clause, and clause complex, whereas pictures are structured, following the framework of O'Toole (2004), are used to classify members' categories (Component, Figures, Program, Scenes, and Work) (O'Halloran et al., 2019).

This technique used in this work is centred on interpersonal meaning through the analysis of appraisal (Martin and White, 2005) for the linguistic elements, and representational meaning (Kress & Leeuwen, 2006) for the visual analysis. After the data collection and categorization, the meaning of the theory of student engagement is analyzed using the taxonomy of engagement meaning by Martin and White (2005). It includes four main categories; that is (1) disclaim, (2) proclaim, (3) entertain, and (4) attribute.

First of all, disclaim refers to the textual voice that positions itself as opposing or rejecting an opposing viewpoint. This type is divided into two parts, deny and counter. An example of deny is “You don't need to give up potatoes to lose weight”. The next part is counter, an example is “Although he ate potatoes most days he still lost weight”. Second, proclaim indicates the textual voice puts itself against, denies, or excludes competing perspectives by portraying the statement as highly warrantable (compelling, valid, plausible, well-founded, commonly accepted, credible, etc.). This part is divided into three subtypes, concur, pronounce, and endorse. The example voice of concur is “of course”. Admittedly, and so on. The further type is pronounce, the example is “I contend”, “there can be no doubt that”, and so on. The last is endorse, for example, “As X has shown ...”.

Furthermore, entertain assigns the authorial voice and makes it evident as one among a variety of viable viewpoints by explicitly showing it as anchored in its contingent, individual subjectivity - it therefore entertains or summons these dialogic alternatives. The example voice in this part is it seems, maybe, almost and the others. Lastly, the attribute points out the textual voice offers the notion as one of a range of viable perspectives by expressing it as based on the subjectivity of an external voice-it thus entertaining or summons these dialogic possibilities. This part is divided into two subtypes, they are acknowledged and distance.

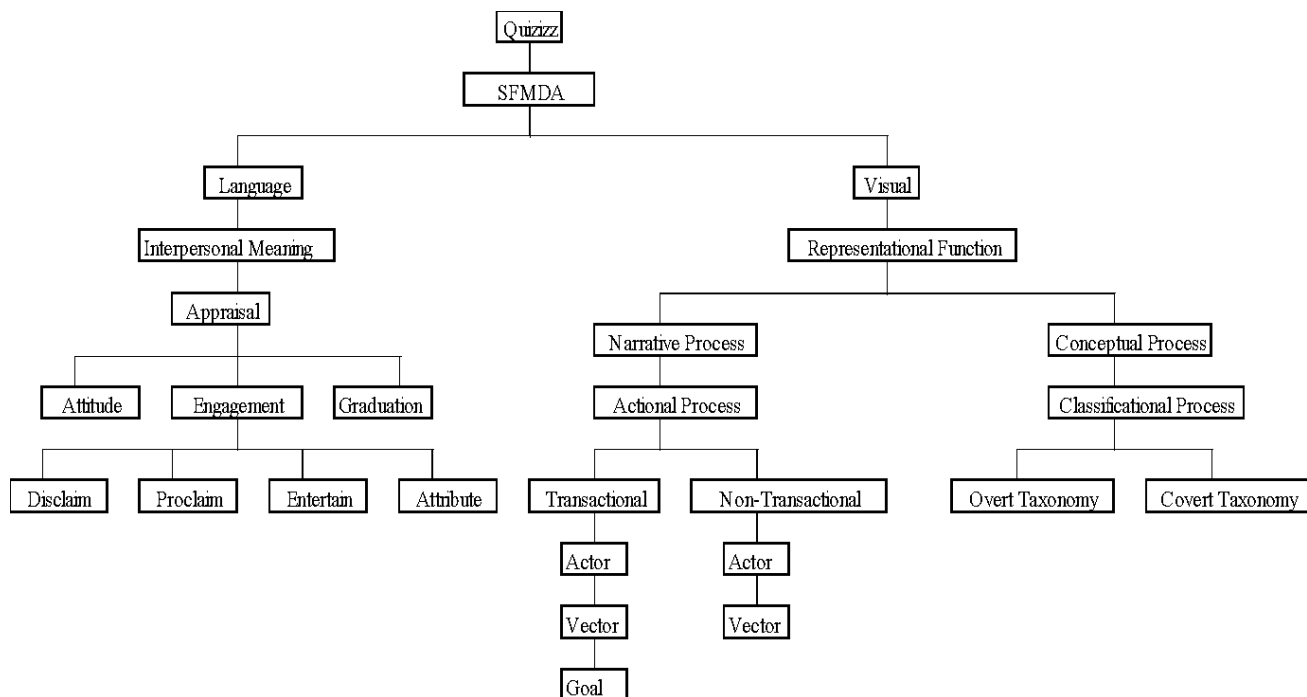
Example of acknowledge is “X said”, “X believes”, and others. The next example is from distance, it is “X claims that” and “it is rumoured that”. The researcher examined them through an engagement taxonomy, which is conducted to determine Quizizz's verbal manifestations.

While on the other hand, the visual grammar of Kress & Leeuwen (2006) was used to locate visual materials based on representational meaning. The representational function can be actualized by the participant's behaviours, even if that is a living or synthetic item. Ananda et al. (2019) argued that participants' activities - whether it is an alive or artificial object - can actualize the representational function.

Furthermore, Kress and Leeuwen's (2006) representational function analysis included narrative and conceptual analysis. First, the narrative analysis examines the participants' unexpected ongoing behaviours in the picture as an actional process. The narrative process depicts the progression of acts and situations, as well as change and ephemeral spatial configuration, and it is distinguished by the presence of a vector (Chen & Gao, 2014). An actor, a vector, and a goal are all part of the actional process. The actor is the person who acts; the goal is something at which a vector is aimed; and the vector is anything that the actor directs toward the goal (Ananda et al., 2019). Hereafter, in the non-transactional process, the actor acts for an unknown purpose. For example, a man gazing off into the distance at something that isn't visible in the picture. Differently, non-transactional involves merely an actor and a vector with no aim. So put differently, non-transactional includes merely an actor and a vector with really no aim (Ananda et al., 2019). The procedure might also be transactional and non-transactional. The actor and vector are both present in the non-transactional process.

The second is conceptual analysis. It refers to terms of skills, structure, or meaning, participants are represented by a set of their more comprehensive and almost consistent. Chen & Gao (2014), reflect individuals based on categories, structures, and content, and it is more durable and generic. Furthermore, the classificational process is a part of conceptual analysis. It describes participants

who are related to one another in detail of a 'type' relationship or taxonomy: at minimum, one group of participants would act as Subordinates to at minimum another participant, the Superordinate (Kress and Leeuwen, 2006). It also includes of two types taxonomy. They are overt and covert taxonomy. In an overt taxonomy, the superior is prominently depicted in the picture. Nevertheless, in a covert taxonomy, the superordinate is often hinted at during the preceding language or shown by the subordinates' likeness. (Chen & Gao, 2014). Therefore, Quizizz analyses the actional and classificational processes in the visual mode.



Picture 2.1. Diagram of Analysis