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Engagement Aspects and Representational Functions in Quizizz Website as a Medium of English Language Instruction

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Abstract

Many studies have examined the role of the Quizizz website as a medium of English language instruction, especially for assessment, and found it to have positively impacted learners' learning enthusiasm and engagement. However, few studies have examined the linguistic and visual aspects of Quizizz from a multimodal perspective. To fill this void, this study aimed to explore the engagement aspects and representational functions underlying certain parts of the Quizizz website from the multimodal lens. Using the content analysis approach, the data were taken from relevant documents and analyzed using the Systemic Functional Multimedia Discourse Analysis (SFMDA) framework (O'Halloran, 2008) with a focus on the representational meaning of visual and engagement taxonomy for each textual data. The findings showed that the Quizizz website entailed multimodal engagement taxonomy (disclaim, proclaim, entertainment, and attributes) and representational function (transactional, non-transactional, and covert). Specifically, the most dominant types were proclaiming and entertainment, encouraging students and entertaining them while undertaking quizzes. Nonetheless, the data in visual analysis displayed more covert taxonomy, which can reduce the students' thinking concepts that better reflect equal diversity in the form of multimodal.

Keywords: *Engagement Taxonomy, Representational Functions, Quizizz Website, Systemic Functional Multimodal Discourse Analysis*

INTRODUCTION

English learners are more motivated to learn to attain their learning goals by leveraging technology for evaluation. One such technology 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 gained popularity recently (Abid Azhar & Iqbal, 2018). However, English teachers regard it as it is time-consuming primarily because of a lack of viewer design (Abid Azhar & Iqbal, 2018). Kahoot, on the other hand, a learning app or platform, may be used to engage students in activities, quizzes, discussions, and surveys, and has become a popular way to encourage competition through active learning games (Lestari, 2019). However, Kahoot! does not have any characteristics that influence learners' test enthusiasm (Lestari, 2019). Quizziz's application is superior to Kahoot's! to increase TLP pupils' motivation (Lestari, 2019). Therefore, this research focused on Quizizz than other learning platforms because it gives more insightful and beneficial impacts for the learners (Abdullah et al., 2020; Andriani et al., 2021).

Unfortunately, studies about construing engagement taxonomy on the Quizizz website as one of game-based learning from multimodal lenses remain very scanty. In other words, previous studies only focused on the use of this site, teachers' intentions, and student's views to use this website in EFL classes (Lestari, 2019; Zuhriyah & Pratolo 2020; Degirmenci, 2021; Lim & Yunus, 2021). 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. Hence, this study explored 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).

LITERATURE REVIEW

Quizizz

One of the utilizations of online quiz technology in the English learning process is using Quizizz to support the teaching learning process (Sugiharto, 2022; Sukawatie, 2018). 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 be active learners although the quiz is held in an online situation. Students take a proactive part and become in charge of their studying in a fluid process called student engagement (Martha et al., 2021). Pitoyo et al. (2020) said that the majority of learners were engaged in Quizizz's leaderboard, meme, test results, and time constraints. These characteristics or game components support the engaging studying appraisement, which encourages the achievement of pupils (Pitoyo et al., 2020). One of Quizizz's features is a meme that was displayed each time a pupil responded to a question.

Engagement in Systemic Functional Linguistics (Henceforth SFL)

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 (Martin and White, 2005). The following classification will explain well about the types of this taxonomy. 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. 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, entertain points 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.

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). In a nutshell, Systemic Functional Multimodal Analysis is a method for analyzing the meaning delivered.

An SFMDA for This Study

The SF-MDA approach adopted in this study is based on the written text analysis by O'Halloran (2008). This technique used in this work was pointed 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 was analyzed using the taxonomy of engagement meaning by Martin and White (2005). It included four main categories; that was (1) disclaim, (2) proclaim, (3) entertain, and (4) attribute. Furthermore, Kress and Leeuwen's (2006) representational function analysis included narrative and conceptual analysis.

METHOD

Research Design

This study used content analysis. It was a study method that helps researchers make accurate conclusions from any mode. Despite it was most commonly used with text, the content analysis technique could be used with any sort of media, including text, audio, and video (Williamson et al., 2018). As a result, this method was suited to use as a study design because it might be used by any content that requires to be analyzed in some way.

Data Collection and Analysis Method

Document analysis was used in this study. Document analysis examining the articles that the investigated create is often an excellent method to grasp the reality of the research (O'Leary, 2017). Seventeen selected parts were analyzed because it was enough to make a credible and dependable result. Hereafter, seventeen selected parts be analyzed to fulfil the principle of data triangulation. For the collection of data, researcher employed a triangulation strategy to produce comprehensive findings (Oesterreich & Teuteberg, 2016). These seventeen selected parts were obtained from students A, B, C, D, E, F, G, and H from grades 6,7,8, 9 and 12 at SC An-Nahl Tasikmalaya, west java who learned English by using a quiz on the Quizizz website. The issue of how much the e-learning style contributed to EFL contexts, particularly in Indonesia, is still poorly established (Husnawadi & Sugianto, 2018). Therefore, the research was conducted in Indonesia. The types of quizzes were given English subjects with the topic being taught according to the student's level.

The researcher used SF-MDA analytical techniques to investigate what engagement aspects and representational functions were represented multimodally in selected parts of Quizizz. O'Halloran (2008) stated that the SF-MDA technique discussed in this report investigated the meaning generated by the employment of text and image representation in written materials. SF-MDA by the O'Halloran approach was adapted for this study and focused on interpersonal meaning through the analysis of engagement taxonomy (Martin and White, 2005) for the linguistic elements and representational meaning (Kress & Leeuwen, 2006) for the visual analysis.

FINDINGS AND DISCUSSION

The results were delivered in two sections that were coded using linguistic analysis and visual analysis respectively.

Language Analysis

1. Disclaim

A meme of the boy with the writing “how you look when you're not sure but your answer”, this writing might be categorized as disclaim. Because it contains speech that takes a position that opposes or rejects a different viewpoint, it is proven with the writing of “you’re not”. According to Martin and White (2005), disclaim is the textual voice that places itself in opposition to or rejects any opposing view. And it belongs to the subtype of deny.

The next picture (power play) was included in the disclaim part. Because the utterance stood to refuse it, it was shown with the sentence “*Tidak*” or “Not”. Read & Carroll (2012) stated that structures that reference a different perspective of opinion to contradict it are covered by the disclaim clause. It was also categorized as the subtype of deny. According to Read & Carroll (2012), deny refers to when an author blatantly rejects someone else's perspective through denial, for example, no, not, nothing, and never. This showed that the player has two choices: whether to use power play now or not.

2. Proclaim

The first image included in this section was a picture of a bear. There is writing here that is “bearly correct”. It was categorized as concur because it showed an obvious answer or result. According to Ziliwu (2020), Concur type the most common form of inquiry of this kind is a rhetorical or leading question, which assumes that the solution to a certain topic does not require an answer because it is so clear. It also had a meaning that the student has answered the question correctly so that the "Bearly Correct" clause appeared.

The next (picture of fire) was included in this part. There is an inscription in this picture that is “so hot right now”. It was classified as pronounce because it displays the author's statements to provide a comprehensive explanation. The aforementioned clauses fallen within the category of pronouncements since they display the author's use of speech to provide specific details (Ziliwu, 2020).

The last image (question about congratulation) was the type of proclaim. It can be proven with the word “successfully”. This also was included in the subtype of this part as the concur. A writer who expressly states their support for a viewpoint concurs with that statement (Read & Carroll, 2012).

3. Entertain

The image (picture of the canyon) was a type of entertain. The language here is "yes we can yon", it was classified as entertain because it employed a modality to convey ideas or knowledge to the audience. The aforementioned clauses were classified as being of the entertain type since they employ rhetorically or expository inquiries as well as a modality to present certain ideas or data to the audience (Ziliwu, 2020). The use of "can" added the word "yon" in the next line, which meant "Canyon" in this image.

The next image (final result) was the type of entertain because it showed the modality writing of "may" in the clause of "you may also like". Modality is employed to indicate the addresser's opinions about the information obtained by expressions. According to Ziliwu (2020), modality is utilized to convey the addresser's thoughts, viewpoint, attitude, or judgement regarding the data realized through statements and questions.

The image (summary result) was the last part of entertain. The other type was entertain, which uses a modality that can express concern or a probability regarding the claims to convey data (Ziliwu, 2020). It is lined with Read & Carroll (2012) who stated that modal auxiliaries (may, may, could, must) are one way to accomplish this. It could be shown in the picture by using "Can" in the sentence "Can you still get 100%? Play again to find out". It meant that if students feel still curious about their results in answering the question, they can rework the question. The function of entertain was utilizing to communicate your views and thoughts. According to Ziliwu (2020), the term entertain can be employed to convey attitudes, viewpoints, ideas, and opinions.

4. Attribute

The image in this part was a picture of a magician with the textual language of "What happens if you say Quizizz three times?" as mentioned by you. Furthermore, the friend said "Quizizz, Quizizz, Quizizz.." It showed that "the friend said", is categorized as acknowledge. As Ziliwu (2020) stated that acknowledge is just one opinion that differs from the others throughout the statement. In this part, reporting verb terms are used to be attached, for example, say, beliefs, etc.

Visual Analysis

1. Non-Transactional

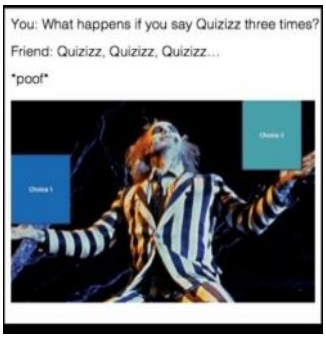
The first image (Picture of the boy) was an example of a non-transactional process. The guy is the sole actor, and the direction in which he is gazing creates a vector. Nevertheless, it is unclear to see the goal of this image. The non-transactional process merely

contained an actor and no goal can also be used to fulfil the actional process in addition to the transactional process (Lewis, 2004).

Figure 1. Meme of the Boy (non-transactional process)

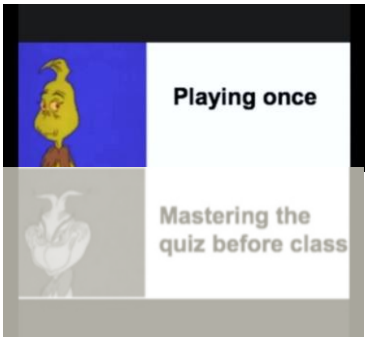
This writing was also equipped with a picture of a man who is sweating almost all over his face. It described an illustration of a student who is doubtful and does not know for sure the correct answer to the questions provided in Quizizz. According to Moschini (2016), a massive sweat fall represents shame or anxiety.

The second image (figure of a magician) was the next part of this part. In this picture, the magician is the actor. Then, the facing direction is a vector because it makes a diagonal line. The components that occur in images that create "an oblique line, frequently a rather strong, diagonal line," which is the distinguishing property of narrative processes, are typically how vector is created (Kress & Leeuwen, 2006). In addition, there was one thing that is not defined here, namely the goal where the direction is facing from the magician upwards and leads to something unknown. It was the reason that this picture is included as non-transactional.



Picture 2. Figure of A Magician (non-transactional process)

The next image (the upper part of the two cartoons) was the type of this process. A cartoon is an actor while the direction gazing is the vector. It also shows that the cartoon is gazing at the unidentified thing. Ansori and Taopan (2019) said that non-transactional processes lack a goal whereas transactional processes have both an actor and a goal.



Picture 3. The Upper Part of The Two Cartoons (Non-Transactional)

The next picture (cartoon of a vector) was an animation from a despicable me, it was included in this section. The image shows a cartoon that is labelled as an actor. Along with the transactional process, the non-transactional process, which consists only of an actor and no goal, can also be employed to complete the actional process (Lewis, 2004).

Picture 4. Cartoon of Vector (non-transactional process)

The language from the picture was written in black color. It showed an explanation of good grades and preparation. Harutyunyan (2015) said that black represents power and control; It is regarded as a highly dignified, serious, and graceful color (black tie, black Mercedes). This corresponded to the picture show where the cartoon is ready to perform its actions like going flying and spreading its wings for extraordinary results.

The last image (Question about the holiday) was the last part of this non-transactional process. In this picture, there was a cartoon who holds a ball. This cartoon is included an actor. The next one was about vectors. A vector is anything that an actor directs toward a goal, while a goal seems to be anything towards which a vector is targeted (Ananda et al.,2019). The vector would be where the character looks in this way. Another part was the goal. Because this cartoon looks at something, the goal of this character image cannot be known. This was included in the non-transactional process.

Picture 5. Question about Congratulations (non-transactional process)

The cartoon image in this image showed a vertical line showing the entire limb, this illustrates the difference in power between the viewer and what he/she is watching. According to Macken-Horarin (2004), the vertical dimension selections depict distinctions in power between both the audience and the object being viewed: a relationship of "viewer power" over the actor who is being portrayed (high-angle shot).

2. Transactional Process

The image (Figure of Bear) was the next example of the transactional process. There is just one participant which is a bear. As there is only one participant in a picture or graph, that participant is typically an Actor. It is labelled the generated structure transactional (Kress & Leeuwen, 2006). So, it pointed that the bear in the picture is an actor. The vector is the direction gazing. Another part of this process is a goal. It refered to the person at whom or for which the vector is aimed.

Picture 6. Figure of Bear (Transactional Process)

The picture of the meme above gave a positive effect on the learners. As Pitoyo et al., (2020) stated, after responding to a question on Quizizz, the meme offered students a boost of energy. Another thing of meme was labelled as an attractive part. One of the features of Quizizz which is considered unique is a meme (Pitoyo et al., 2020). Moreover, the meme

above showed encouragement mode, which meant that the student has answered the question correctly on Quizizz.

The second part (figure of hackerman) was also included in the transactional process. The boy as a hackerman is an actor, the line of looking is the vector. A goal is a further component of this process. It relates to the person at whom or for which the vector is targeted. Here, the actor looks at the viewer. So, it describes the goal to the viewer. This focuses on the chapter's idea of in-depth writing about the Hackerman meme.

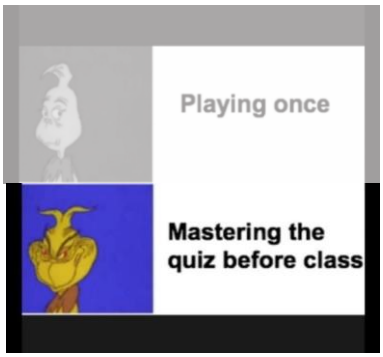
Picture 7. Figure of Hackerman (Transactional Process)

The boy shows a smiley face here, it describes that the boy feels optimistic and confident. It is lined with Stamp (2013) who stated that a "smiley" seems to primarily represent the feeling, or more specifically, the sanguine business ethics discussed in United States capitalism. Here, the guy also may feel confident because he can operate the projector in the class that is lined with the language in this picture. Hence, it can say that the guy is a hacker.

The next picture (Figure of masters) was the type of transactional process. This image shows some of the master characters defined as actors. Then, their facing direction is labelled as a vector because the vector connects the actor and the goal. Consequently, the vector expressly acts as a link between both the actor and the goal (Ananda et al., 2019). The last thing that was defined as a transactional process is the goal. The smartphone is defined as a goal because this is the target from the direction the actors are facing.

Picture 8. Figure of Masters (Transactional Process)

The next image (the lower part of the two cartoons) was the including part of this process. The actor here is the cartoon, the direction of his gaze is a vector. Further, the target of gazing at the viewer, so it was defined as a goal in the transactional process. The participant toward whom as well as which the action was taken, or toward whom and which one that action is targeted, was known as the Goal. It is also the participant towards whom the vector is pointed (Kress & Leeuwen, 2006).



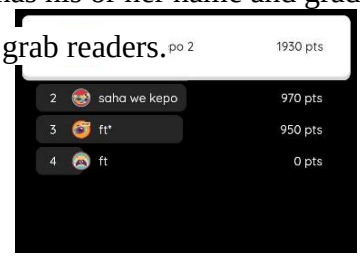
Picture 9. The lower part of the two cartoons (Transactional Process)

The language from the picture was written in black form. It could describe capability and trustworthiness. Jacobs et al. (1991) stated that throughout all four nations, black is regarded as wealthy and strong, and in China and Japan, it is also regarded as reliable. This was in approval with the explanation of the cartoon that is "mastering the quiz before class". This showed that if students take quizzes before class, they will have reliable strength when working on quiz questions

3. Covert Taxonomy

The image (Leader board) was one of the classificational processes. The classification process reveals the connections among the picture's participants. In such a connection, the participant(s) play the role of superordinate, and then another(s) the role of

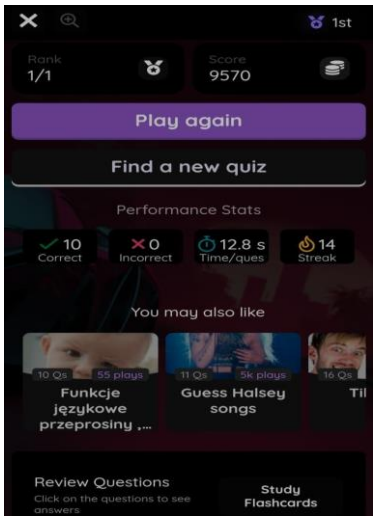
subordinate (Ananda et al., 2019). It indicated a covert taxonomy. The first-ranked student is at the top level while students who are ranked below are at lower levels. Furthermore, the learner with the highest score has his or her name and grade highlighted. It was supposed to provide a compelling angle to grab readers.



Picture 10. Leader Board (covert taxonomy)

The leaderboard was one of Quizizz's features that can help students to find out their rank. Another opinion stated that one of Quizizz's unique features was the Leader board, which displays the current rating of students according to their achievement (Zhao, 2019). The leader board also presents some information such as rank, name, and others. This can also make students feel confident because their name is displayed on the first rank.

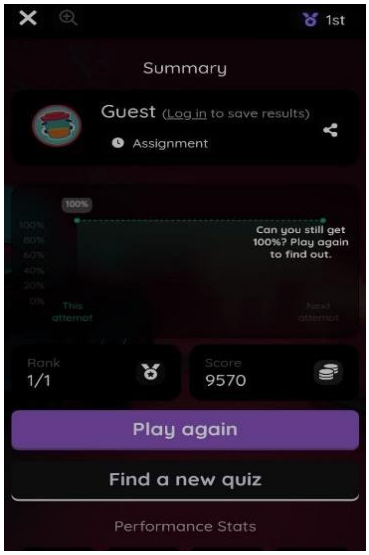
The image (a final result) is the next section which was categorized as a covert taxonomy. In this picture, there are several descriptions such as Play Again, Find A New Quiz, Correct, Incorrect, Time/Ques, and Streak, and there are still a few more options below. They are placed in different formations from the top to the bottom. As in the description from Play Again, this is captioned with larger text than the others. In addition, this article highlighted that is brighter than the others. It could be labelled as superordinate, while the others were subordinate. Hereafter, the subordinate part had identical proportions and similar lengths among each. It is lined with Chen and Gao (2014) who stated that the subordinates are positioned with equal intervals between them and at a similar scale typically.



Picture 11. A Final Result (covert taxonomy)

This could mean that the viewer should see the Play Again option more than others, which also serves to make students repeat the problems that have been done until they finally get the maximum score. Ananda et al. (2019) said that according to this interpretation, the caution at the bottom is assigned a subordinate part to the main statement at the high, leading viewers to believe that the former is more important than the latter.

The next image (a summary result) was the last past of covert taxonomy. In this section, there is some information such as player name, result percentage, score, Play again, Find a new quiz and Performance Starts. All the information is written in white letters, in different sizes, and is highlighted or not. The following description is a more detailed explanation.



Picture 12. A Summary Result (Covert Taxonomy)

The information displayed with the largest font size and highlighted is Play again. with that composition in which the description of Play again was the most conspicuous, it showed that this option was superordinate. On the other hand, other information was highlighted as subordinates because they are displayed with the same composition. Visualizing the claimed equality between the subordinates requires a balanced arrangement in the concept of covert taxonomy (Chen & Ghao, 2014). This indicated that this information is highly prioritized in this part of the Quizizz website display.

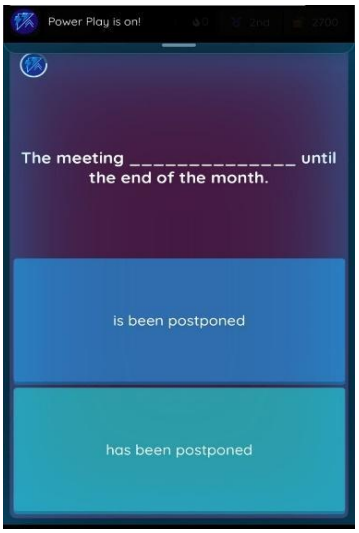
The further image (question about congratulation) was included in this covert taxonomy part. A taxonomy within which the Superordinate is only specified in the context provided or deduced from any links the spectator may detect to present between the subordinates (Kress & Leeuwen, 2006). This picture contains the congratulatory question and the answer.

Picture 13. Question about congratulation (Covert Taxonomy)

The answer could appear and had their highlights when students have answered the questions correctly. From this, it could be concluded that the one who acts as the superordinate was the correct answer and was highlighted. Then the question about congratulation and the description of the streak booster that has been activated was labelled as subordinate because they are written with the same composition.

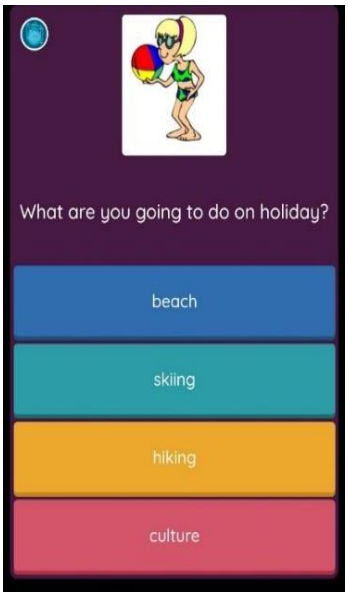
The next image (question about passive voice) was classified as covert taxonomy. This picture shows information such as questions about passive voice and multiple choices. The display on this multiple choice is given a highlight to show the level difference between this multiple choice and the questions above. Meanwhile, the questions themselves are written in the same letters, colors, and proportions. this shows that the question is

subordinate and multiple choice is superordinate. As Kress & Leeuwen (2006) stated that a balanced arrangement represents the supposed equivalence between the Subordinates, which is an essential visual aspect in the development of covert taxonomies.



Picture 14. Question about Passive Voice (Covert Taxonomy)

The image (question about the holiday) was the last part of this taxonomy. This picture explains the difference in levels between the multiple choice and the questions, it is seen that the answers are highlighted in color to show what stands out from this display and what doesn't. So, from this picture, those who act as superordinate are multiple-choice, while the quiz questions are subordinate.

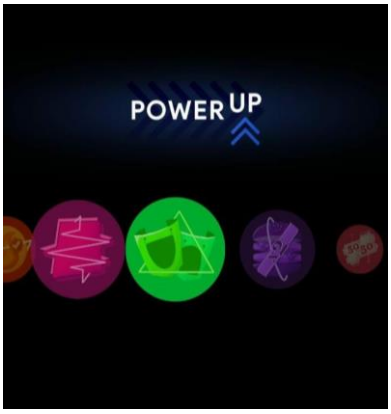


Picture 15. Question about the holiday (Covert Taxonomy)

4. Overt Taxonomy

In the overt taxonomy, each participant is described at the same level. As Kress & Leeuwen (2006) stated that participants with a similar degree of overt taxonomy are shown

as being, in some ways, "of a similar class". The following image (power-up) was the overt taxonomy first. The following was a more detailed explanation of the appearance of this website Quizizz part.



Picture 16. Power-up (Overt Taxonomy)

This part included several descriptions. These power-ups also rotate in the same trajectory which will eventually stop with just one power-up. The name of this power-up is Double Jeopardy. It gives a function to the student who can answer the question correctly and will get a double score, but if it is wrong, they will lose everything. This power-up feature was also given randomly to students when they have answered the questions correctly. Utomo et al. (2021) stated that power-ups are randomly provided when a learner selects the right response and memes are presented after every question.

DISCUSSION

From the table below, it could be concluded that the selected part of the Quizizz website contains approximately 17 proven data describing language and visual analysis. From these data, the total data that represented both language (engagement taxonomy) and visual aspects (representational functions) was only six data. The first image is a picture of a boy, this picture shows disclaim and non-transactional process. It can be meant that the student did not know the correct answer to the question. It was proven with the language of "you're not sure" and the boy as an actor did not look at the viewer with the sweating almost on his face. This image appeared after the student answered the wrong answer. The second image is a picture of the bear, it showed proclaim and transactional process. It meant that the student had answered the question with the correct answer because the language showed proclaim that was "bearly correct" and the bear looked at the viewer directly. The third image is a picture of the magician, it showed attribute and cover taxonomy. It meant that the student had mastered the questions which can be seen when the friend said the quiz three

times, this was accompanied by the demonstration of a magician who mastered something in an upward direction. The fourth image is the final result, it showed entertain and covert taxonomy. It meant that after the students had answered all questions, they may choose another option in Quizizz's display that they might like it. Hereafter, it also showed covert taxonomy which meant they better choose the option of "play again" as the superordinate in this covert taxonomy. The fifth image is a summary result, it showed entertain and covert taxonomy. It meant that the Quizizz website recommended to the student take the option of "play again" as the superordinate of this covert taxonomy to get 100% points in this quiz. The last image is a question about congratulation, it showed proclaim and covert taxonomy. The using proclaim here meant that the streak booster as one of the power plays can be used successfully after the student had answered the question with a correct answer. The student also got an extra point after successfully using this power-up.

Of the six data, the interpersonal meaning was represented in the engagement aspects (disclaim, proclaim, entertainment, and attributes) and representational function was represented based on the engagement aspects (transactional, non-transactional, and covert) that appeared in the selected parts of Quizizz website, so there was one aspect that was not raised, namely the overt taxonomy. However, judging from the overall data, the Quizizz website represented more aspects of engagement (proclaim and entertain) and representational function (non-transactional and covert). A multimodal viewpoint draws attention to the difficult pedagogical labour involved in creating a curriculum that spans multiple media in the class (Jewitt,2008). It could be seen that the Quizizz website represented covert taxonomy in its appearance which can reduce learners in creating meaning by allowing them to choose from, modify, and create new representations and communication tools.

Table 1. Findings

No	Selected Parts of Quizizz Website	Language				Visual			
		Engagement				Actional Process		Classificational Process	
		Disclaim	Proclaim	Entertain	Attibute	Transactional	Non-Transactional	Overt	Covert
1	Leaderboard								v
2	Picture of Boy	v					v		
3	Picture of Bear		v			v			
4	Picture of Fire		v						
5	Picture of Canyon			v					
6	Picture of Magician				v		v		
7	A Final Result			v					v
8	Picture of Hackerman					v			
9	Picture of Masters					v			
10	Summary Result			v					v
11	Question about congratulation		v						v
12	The two cartoons					v	v		
13	Cartoon of Vector						v		
14	Question about passive voice								v
15	Power Up							v	
16	Question about holiday						v	v	
17	Power Play	v							

CONCLUSION

This study examined what engagement aspects and representational functions were represented multimodally in selected parts of Quizizz. The findings showed that there are two data modes: visual and textual data. In textual data findings, there were four aspects of engagement taxonomy: disclaim, proclaim, entertain, and attribute. All aspects of it can be found on the nine parts of the Quizizz website. Proclaim and entertain are two aspects of language that often appear on the Quizizz website. This can encourage students and entertain them while doing quizzes. In visual data, there are fourteen images with classificational and actional processes. However, the interpersonal meaning was represented in the engagement aspects (disclaim, proclaim, entertainment, and attributes) and the representational function was represented based on the engagement aspects (transactional, non-transactional, and covert) that appeared in the six parts of the Quizizz website. Of these data, none of them represents the overt taxonomy which was one of the things in multimodal matters. Yet, ironically, the data in visual analysis displayed more covert taxonomy which can reduce students' thinking concepts that better reflect equal diversity in the form of multimodal.

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