ENHANCING STUDENT LITERACY: CANVA AND QUIZIZZ AS DIGITAL MULTIMODAL TOOLS

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Abstract: In this current era, the use of technology in daily activities is not something new for Indonesian people. In education, technology is very necessary as a reform effort that can stimulate students' abilities in the learning process to be more effective and efficient. The use of technology in learning can be used when preparing and even using learning media. The aim of this research is to describe the effect of using the Canva and Quizizz applications as digital multimodal texts in improving students' literacy skills. This research uses mixed methods. Data collection was obtained through 2 stages, namely a questionnaire to obtain quantitative data and interviews to obtain qualitative data for 10 grades students at Panjura High School Malang, total 89 students. Researchers used SPSS 26.0 and Microsoft Excel to process research data. The research results show that the use of Canva and Quizizz media can help increase students' motivation and enthusiasm in learning English. This is proven by the highest average score for each indicator, an average of 3.12 on the audio/video indicator; 3.22 on visual design; 3.16 on expression and voice; 3.18 on gestures and 2.99 on spatial position. In terms of implementation, students' motivation and enthusiasm for literacy in learning English increases due to the use of appropriate and innovative learning media.
Keywords: *Canva; digital multimodal texts; students' literacy skills; Quizizz.*

INTRODUCTION

In the current era, learning interest, performance, and overall educational effectiveness can all be increased by using educational technology, which includes multimedia and a variety of interactive tools (Sudarsana et al., 2019). By offering a variety of virtual platforms and websites with strong academic influence, technological advancements in education can enhance the quality of instruction and independent learning (Manzano Pérez et al., 2023). There are many benefits of technology on student learning(Zomer & Kay, 2016). Technology has a significant impact on literacy development in children's education by providing access to large amounts of information, interactive learning platforms, and digital tools for writing and communicating ((Zomer & Kay, 2016). Apart from that, according to (Jamshidifarsani et al., 2019) technology has been widely used to help and improve literacy skills that can encourage critical thinking, creativity and adaptability, empowering individuals to discover the digital world while sharpening their reading, writing and comprehension skills, with a focus on vocabulary technology word, mobile, tablet and non-computer. Literacy skills in learning include reading, writing, arithmetic, science, communication, culture and citizenship skills, as well as information literacy through electronic sources which enable individuals to communicate in various contexts (Qur & Andi Djemma, 2019) Literacy skills are very important for students because these skills can support academic knowledge, be active in society, support work and recreational activities for students (Copeland & Keefe, 2019).

However, most students in Indonesia are not aware of the importance of literacy skills in learning at school. This is proven by Central Cennecticut State University, United States which was released in early 2017 which stated that Indonesia was ranked 60th out of 61 countries participating in the survey in terms of literacy abilities (Ida Khalifatussalam, 2021). (Harmoko,

2021) also stated that Indonesia's literacy index in 2020 was 0.54, which means that Indonesia is still low compared to other countries. Low literacy skills can be caused by a lack of student motivation, modern methods and strategies in forming academic literacy which is the key to creating new knowledge (Sherekhova, 2022). Apart from that, according to research conducted by Jurnal et al., (2020), students' low literacy skills are also caused by internal factors such as students' lack of interest and enthusiasm, as well as external factors such as teachers using less varied and innovative methods.

Therefore, to reduce the problem of students' low literacy skills in learning, it is necessary to develop the media and methods in learning. According to (Kruk, 2021), teachers can benefit greatly from developing methods that try to eradicate monotony and promote motivation, which will ultimately improve student performance in the classroom. Renewing learning media can be done by using technology, such as using digital-based multimodal text (Afifah et al., 2023). Digital multimodal text in Education refers to the use of various media (images, charts, sounds, colors, audio, video, maps) used to convey certain messages in an online environment simultaneously (Vidosavljević, 2022). Examples of digital multimodal text are quite diverse, including Canva and Quizizz. Canva can support progress in school learning media by increasing interest, sympathy and understanding between teaching staff and students, as well as providing the creation of multimedia-based teaching materials (Saputra et al., 2022). As mentioned by Yong & Rudolph (2022), Quizizz is a gamified student response system that can be used for formative assessment in online or face-to-face delivery, both synchronously and asynchronously. The Quizizz application is an effective gamification application for improving students' reading skills by providing entertaining features, timely feedback, and support for teachers and students in supporting the teaching and learning process (Pradnyadewi & Kristiani, 2021). The Canva application can be used to create smartphone-based learning media, reducing students' boredom and making it easier for them to understand the material (Ridha Ilhami & Risalan Uzhma, 2023). Apart from that, using the Canva application as a learning medium can also increase students' interest in studying English subjects, as seen through indicators of feelings of enjoyment, attention, interest and involvement(Wahyuni et al., 2022). The Quizizz application can make learning more fun for students by packaging learning in the form of games (Fadiyah et al., 2023). Therefore, researchers use Canva and Quizizz to reduce boredom and increase student motivation.

In previous research, problems were found related to the influence of learning media on students. According to (Firdaus et al., 2022), said that students' motivation and enthusiasm for learning decreased due to boring learning media which affected student learning performance, especially literacy skills. Monotonous and uninteresting learning can be the reason why students' motivation and enthusiasm for learning decreases (Firdaus et al., 2022). Apart from that, the use of technology in learning activities is still not optimal because it needs to focus on several aspects such as motivation, usability, involvement and acceptance of technology by students and society (Quezada et al., 2021). Considering the information above, there is a clear need to improve literacy skills for students by updating learning media by utilizing technology, one of which is the use of Canva and Quizizz as digital multimodal texts that are more effective in dealing with the problems mentioned. As mentioned by (Marantika et al.,) multimodal teaching affects students' motivation, productive and literacy skills, also learning activities in ELT classrooms.

There are several relevant studies that have been carried out regarding research into the influence of using Canva and Quizizz as digital multimodal texts on student learning. Nanda & Fatimah (2023) conducted research on Students' Perception of Canva as A Media in Learning English in general, which was carried out using quantitative methods. Apart from that, (Kartiwi & Rostikawati, 2022), conducted research on the use of Canva and Quizzizz media in junior high school students' learning of fable texts. Different from previous research, this research focuses on the influence of Canva and Quizizz on high school students' literacy skills.

Therefore, the aim of this research is to determine the effect of the Canva and Quizizz applications as digital multimodal texts on students' literacy skills. To find out more about this problem, there are the following questions: How does the use of Digital Multimodal Text affect student literacy in English language learning?

METHOD

In order to get accurate and relevant results in dealing with the problems mentioned. Researchers used mixed methods with a case study research design. A case study is an approach that integrates qualitative and quantitative research methods to

investigate and comprehend intricate matters by means of thorough observation, reorganization, and evaluation (Runeson & Höst, 2009). A survey and interview were done to find out how students felt about the integration of multimodality in EFL classrooms. This research is a research step which combines two forms of research that have previously existed, namely quantitative research and qualitative research. According to (Cresswell, 2010), a study methodology known as mixed research blends quantitative and qualitative research methods. In order to collect more thorough, accurate, and dependable data for activity research, researchers might employ combination research, also known as mixed methods, which blends quantitative and qualitative techniques (Sugiyono, 2011). One of the procedures is to create a questionnaire in order to prepare the instrument. The questionnaire entry concerns students' opinions about how digital multimodal platforms like Canva and Quizizz have improved their English language learning. The questionnaire contains 20 statements adapted from (Peng, 2019). The statement comprises five aspects in multimodal teaching such as audio/video, visual design, voice expression, gestures, and spatial motion. After the questionnaire data has been fulfilled, the next stage is the interview. Interviews were conducted to dig up more detailed information.

This research was carried out at SMA Panjura Malang. This school was selected based on its proactive integration of digital multimodal text such as Canva and Quizizz into the English language curriculum. Thus, it is crucial to carry out this study in order to learn what EFL students think about how using digital multimodal platforms has affected their English language acquisition. The research population consisted of 89 students in grade 10 who had received learning using digital multimodal platforms for six weeks in the classroom. Random sampling was used to determine study participation.

In this research, questionnaires and interviews were used as research methods for collecting data. According to Sugiyono (2012) a questionnaire is a tool used to gather data in which participants are given written statements or questions to respond to. Participants fill out the questionnaire directly by selecting one answer according to their opinion. The researchers also provided directions and information about the process of filling out the questionnaire to participants in advance. The experts validated the questionnaire before it was distributed. After the items on the questionnaire

were compared to the goals of the research, it was determined that they were relevant and could be distributed to participants. The type of questionnaire used by researchers was a closed and structured questionnaire. In other words, a list of questions or statements whose explanations have been provided using scores. The score used in the form of likert scale comprising; Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire was converted to Google Form application and distributed to the students based on a determined schedule and venue, where is SMA Panjura Malang. The questionnaire was written in Indonesian Language to avoid confusion among 10 grades at Panjura High School. After sufficient participants had been completed to fill out the questionnaire, the researchers conducted interviews to obtain more detailed information about the research conducted. The 8 participants of the interview were selected by random sampling. The selected participants were taken from the highest and lowest score from the questionnaire results. The data gathered from the students' interviews and questionnaire responses was arranged and analyzed using the pertinent theories. Microsoft Excel and SPSS 26 were used to analyze the data, and the results were given in a descriptive manner.

Before the questionnaire instrument was distributed to participants, the researchers carried out a validation process first. Validation of the questionnaire instrument was carried out by the expert of multimodal text and digitality in education. Then proceed with distributing the pilot test to 10 random samples before distributing it to participants (10th grade students at SMA Panjura Malang). After that, the researchers processed the validity and reliability test data using SPSS 26.0 and Microsoft Excel. The results of this validity and reliability test can be used by researchers to develop interview questions to obtain more specific information from students.

The validity test is used to determine the validity or appropriateness of each questionnaire item in a list of questions in defining a variable (Sujarweni, 2015). The validity test was carried out using the Bivariate Pearson correlation formula using SPSS 26.0 tools. Items in the questionnaire are said to be valid if the calculated $r_{value} > r_{table}$ at a significance value of 5%. On the other hand, a questionnaire item is said to be invalid if the calculated $r_{value} < r_{table}$ at a significance value of 5%. Another indication that an item is declared valid is if the significance is <0.05. Conversely, if the significance is > 0.05 then the item is declared

invalid. The calculation results, show that all calculated $r_{value} > r_{table}$ at 5% significance and all questionnaire item significance results < 0.05. Therefore, it can be said that this research questionnaire's items are all valid and that it can be utilized as a tool for study.

In this research, reliability testing was carried out using the alpha formula. According to Sujarweni (2015), questionnaire items are declared reliable or consistent if the Cronbach alpha value > 0.60. The reliability test results obtained a reliability coefficient value for indicator X1 (Audio/Video) is 0.783, indicator X2 (Visual Design) is 0.798, indicator X3 (Voice and Expression) is 0.765, indicator X4 (Gestures) is 0.715, and the indicators X5 (Spatial Position) is

0.770. Based on the reliability coefficient value, it can be concluded that all questionnaires in this study are declared reliable or consistent, so it can be used as research instruments.

RESULT AND DISSCUSSION
Answering the research questions, data were gained through a questionnaire. Based on data collection and processing which includes the results of the highest average score for each questionnaire item in each indicator, the data obtained are as follows. The data were categorized into 5 indicators: Audio/ Video, Visual Design, Voice and Expression, Gestures, and Spatial Positions.

Table 1. *Audio/ video indicators*

Item	Scale	Frequency	N	Column N%	Mean	Std. Deviation
X1.1) I can understand the content of English lesson in the form of the audio/ video used in class.	Strongly Disagree	2	89	2.2%	3.10	0.640
	Disagree	8		9.0%		
	Agree	58		65.2%		
	Strongly Agree	21		23.6%		
X1.2) I am interested in learning English material in the form of the audio/ video used in class.	Strongly Disagree	3	89	3.4%	3.06	0.697
	Disagree	10		11.2%		
	Agree	55		61.8%		
	Strongly Agree	21		23.6%		
X1.3) I get useful information from the English Learning materials in the form of the audio/ video used in class.	Strongly Disagree	1	89	1.1%	3.12	0.636
	Disagree	10		11.2%		
	Agree	55		61.8%		
	Strongly Agree	23		25.8%		
X1.4) I am motivated in learning English through the audio/ video used in class.	Strongly Disagree	2	89	2.2%	3.11	0.665
	Disagree	9		10.1%		
	Agree	55		61.8%		
	Strongly Agree	23		25.8%		

As shown in table 1, in this first indicator the average score ranges from 3.06 (item X1.2) to 3.12 (item X1.3). The highest item indicates 1.1% of participants stated that they strongly disagree; 11.2% disagree; 61.8% agree; 25.8% strongly agree. This shows that the majority of participants responded positively to the statement regarding students getting useful information from the English Learning materials in the form of the audio/video used in class. Further analysis shows the lowest average score of this indicator is 3.06 (item X1.2). This lowest item indicates 3.4% of participants stated that they strongly disagree; 11.2% disagree; 61.8% agree; and 23.6% strongly agree. The number of "disagree" is higher than the other items. However, the majority of participants gave positive responses. This is supported by the results of the following interview.

"I agree because apart from getting useful information and helping in explaining learning material, I also really enjoy learning because I am an audio and visual learner" (Participant 1)

"I agree because my learning process has become more exciting and has increased my interest in deepening what the teacher has explained." (Participant 2, 3)

"The use of audio/video in learning English can make it easier for me to understand the material, especially if it is accompanied by a direct explanation by the teacher regarding the material contained in the audio/ video. It will be more exciting and easier for me to learn English." (Participant 4)

Several opinions highlight that some benefits of the audio/video used by teachers in delivering English learning material in class. However, there were participants who stated that they did not agree for several reasons which are explained in the following interview results.

"I disagree with this because I prefer to study using books rather than audio/video, because if I use audio/ video I become less focused." (Participant 5)

"I disagree, because I prefer to study in a quiet environment without lots of noise or noise." (Participant 6, 7)

"Actually, I dislike the use of audio/video in learning, especially English learning, because I am a typical person who often repeats learning, so I prefer to use manual books." (Participant 8).

The conclusion of the first indicators is that they like a calm atmosphere when studying, therefore they prefer studying only using books.

Table 2. *Visual design indicators*

Item	Scale	Frequency	N	Column N%	Mean	Std. Deviation
X2.1) I am more focused when learning English because of the display design of the material presented by teacher using Canva and Quizizz.	Strongly Disagree	1	89	1.1%	3.16	0.705
	Disagree	13		14.6%		
	Agree	46		51.7%		
	Strongly Agree	29		32.6%		
X2.2) I am more focused when learning English because of the colors found on Canva and Quizizz.	Strongly Disagree	1	89	1.1%	3.13	0.607
	Disagree	8		9.0%		
	Agree	58		65.2%		
	Strongly Agree	22		24.7%		
X2.3) I am more motivated when learning English because of the images/ animations found on Canva and Quizizz.	Strongly Disagree	3	89	3.4%	3.22	0.719
	Disagree	6		6.7%		
	Agree	48		53.9%		
	Strongly Agree	32		36.0%		
X2.4) I am more focused when learning English because of the fonts used on Canva and Quizizz.	Strongly Disagree	4	89	4.5%	3.01	0.682
	Disagree	8		9.0%		
	Agree	60		67.4%		
	Strongly Agree	17		19.1%		

As indicated in table 2, in the visual design indicator the average score ranges from 3.01 (item X2.4) to 3.22 (item X2.3). The highest item indicates 3.4% of participants stated that they strongly disagree; 6.7% disagree; 53.9% agree; 36.0% strongly agree. This shows that the majority of participants responded positively to the statement regarding students more motivated when learning English because of the images/ animations found on Canva and Quizizz. Further analysis shows the lowest average score of this indicator is 3.01 (item X2.4). This lowest item indicates 4.5% of participants stated that they strongly disagree; 9.0% disagree; 67.4% agree; and 19.1% strongly agree. The number of "disagree" is higher than the other items. However, the majority of participants gave positive responses. This is supported by the results of the following interview.

"Yes, images/animations that are less attractive will reduce my attention and motivation during the learning process in class." (Participant 1)

"It is very motivating because the presence of interesting images/animations can increase students' enthusiasm to study more actively." (Participant 2)

"This motivates my learning because it is more interesting and not boring when studying in class." (Participant 3)

"It is very motivating because it adds interest to students in learning and is comfortable to look at because there are pictures/animations that can change the atmosphere to be more enjoyable for learning." (Participant 4)

In general, the conclusion from participants who agreed to the statement in table 4.2 said that

the images/animations used could influence them in the process of learning English in class. The opinion that stated that they did not agree with the statement item X2.3 contained in table 4.2 was caused by several things which are explained in the following interview results.

"For me, this is less motivating because the pictures/animations displayed by the teacher can distract me while studying, so I am less focused on the material presented by the teacher." (Participant 5, 6, 8)

"I dislike pictures or animations, because I am a person who is easily distracted so it is best for me to learn with simple things. I can more easily understand the material if there are not a lot of pictures/animations and I prefer to mark or summarize with my own version of notes." (Participant 7)

The conclusion for participants who disagree is because they are easily distracted by the images/animations displayed by the teacher.

Table 3. *Voice and expression indicators*

Item	Scale	Frequency	N	Column N%	Mean	Std. Deviation
X3.1) I get a wide variety of vowels when talking to the teacher in English.	Strongly Disagree	3	89	3.4%	2.96	0.737
	Disagree	17		19.1%		
	Agree	50		56.2%		
	Strongly Agree	19		21.3%		
X3.2) I get a wide variety of tones and intonations when communicating in English with the teacher.	Strongly Disagree	4	89	4.5%	2.97	0.745
	Disagree	14		15.7%		
	Agree	52		58.4%		
	Strongly Agree	19		21.3%		
X3.3) The teacher and I face each other when communicating in English.	Strongly Disagree	2	89	2.2%	2.92	0.742
	Disagree	22		24.7%		
	Agree	46		51.7%		
	Strongly Agree	19		21.3%		
X3.4) I notice the teacher always smiles when talking to me in English.	Strongly Disagree	2	89	2.2%	3.16	0.638
	Disagree	6		6.7%		
	Agree	57		64.0%		
	Strongly Agree	24		27.0%		

As indicated in table 4.3, in the voice and expression indicator the average score ranges from 2.92 (item X3.3) to 3.16 (item X3.4). The highest item indicates 2.2% of participants stated that they strongly disagree; 6.7% disagree; 64.0% agree; 27.0% strongly agree. This shows that the majority of participants responded positively to the statement regarding students noticing the teacher always smiles when talking to them in English. Further analysis shows the lowest average score of this indicator is 2.92 (item X3.3). This lowest item indicates 2.2% of participants stated that they strongly disagree; 24.7% disagree; 51.7% agree; and 21.3% strongly agree. The number of "disagree" is higher than the other items. However, the majority of participants gave positive responses. This is supported by the results of the following interview.

"I agree, this really affected me emotionally because when the teacher spoke with an unpleasant (sour) expression it really demotivated me to learn. This can also affect my mood when studying in class." (Participant 1, 2, 3)

"Yes, because if the teacher is friendly and enthusiastic, the students will also be enthusiastic about learning English." (Participant 4)

The conclusion of the interview results is that participants agreed because the expressions used by teachers when teaching can influence and motivate students to be enthusiastic about learning English in class. On the contrary, few participants who disagreed for several reasons, as obtained from the following interview results.

"I disagree, because I don't really care and pay attention to how the teacher expresses when talking to students. The important thing is, I pay attention to the material or content presented by the teacher in class." (Participant 5, 8)

"Actually, the teacher's expression when speaking English did not affect me when learning English as long as the explanation is easy to understand." (Participant 6)

"Teachers didn't always smile when talking to students. Especially if it doesn't fit the context of

the material. For example, when there is learning material that requires the teacher to express sadness or anger so that it is more easily accepted and understood by students. So that, the teacher can't always smile." (Participant 7)

The conclusion from the disagreement statement above is that participants are not too affected by the teacher's expression when speaking English with students. The most important thing is that the material or content presented by the teacher can be easily understood by students regardless of their expression.

Table 4. *Gestures indicators*

Item	Scale	Frequency	N	Column N%	Mean	Std. Deviation
X4.1) I understand more easily from the teacher's gesture when explaining the material in English.	Strongly Disagree	3	89	3.4%	2.96	0.689
	Disagree	14		15.7%		
	Agree	56		62.9%		
	Strongly Agree	16		18.0%		
X4.2) I pay more attention to the teacher when explaining the material in English accompanied by gestures.	Strongly Disagree	2	89	2.2%	3.18	0.632
	Disagree	5		5.6%		
	Agree	57		64.0%		
	Strongly Agree	25		28.1%		
X4.3) I am motivated in the teacher's gesture when talking about material in English.	Strongly Disagree	4	89	4.5%	3.00	0.723
	Disagree	11		12.4%		
	Agree	55		61.8%		
	Strongly Agree	19		21.3%		

In the table 4, in the gesture indicator the average score ranges from 2.96 (item X4.1) to 3.18 (item X4.2). The highest item indicates 2.2% of participants stated that they strongly disagree; 5.6% disagree; 64.0% agree; 28.1% strongly agree. This demonstrates that the majority of participants agreed with the assertion that pupils pay closer attention to the teacher when they are verbally and visually conveying the content in English. Further analysis shows the lowest average score of this indicator is 2.96 (item X4.1). This lowest item indicates 3.4% of participants stated that they strongly disagree; 15.7% disagree; 62.9% agree; and 18.0% strongly agree. The number of "disagree" is higher than the other items. However, the majority of participants gave positive responses. This is supported by the results of the following interview.

"Yes, the use of gestures by teachers when explaining learning material in class can generally help students receive information better." (Participant 1, 2)

"I agree because if when delivering learning material, the teacher is only silent and doesn't explain with gestures it will look boring, stiff and strange." (Participant 3)

"I agree because if there is a condition that requires the teacher to use certain gestures, then the teacher must do it so that students understand better the delivery of the explanation. For example, if the teacher has to imitate the movements of an animal, then the teacher must give appropriate gestures so that students are not confused and have a clear view of the animal." (Participant 4)

The results of the interview which stated that they did not agree were as follows.

"I disagree because it all depends on our individual focus because if the teacher moves too much, the students will also be confused and tend to get dizzy looking at her." (Participant 5, 7)

"In my opinion, the gestures used by the teacher do not affect me, because it depends on the students too, if the students are focused, they will immediately understand the material without having to make any gestures." (Participant 6)

"Actually, the teacher's gestures did not affect my learning process, because excessive gestures can also distract me, so I prefer it if the teacher does not use gestures in delivering learning material." (Participant 8)

Table 5. *Spatial positions indicators*

Item	Scale	Frequency	N	Column N%	Mean	Std. Deviation
X5.1) I am highly interested in sitting in the front row when the teacher explains the learning material in English.	Strongly Disagree	12	89	13.5%	2.60	0.901
	Disagree	25		28.1%		
	Agree	39		43.8%		
	Strongly Agree	13		14.6%		
X5.2) I always sit in a group with my friends when doing English assignments given by the teacher.	Strongly Disagree	8	89	9,.0%	2.99	0.885
	Disagree	11		12.4%		
	Agree	44		49.4%		
	Strongly Agree	26		29.2%		
X5.3) I prefer to form a circle when doing English group assignments given by the teacher.	Strongly Disagree	7	89	7.9%	2.83	0.895
	Disagree	23		25.8%		
	Agree	37		41.6%		
	Strongly Agree	22		24.7%		
X5.4) I prefer to sit at a distance from other friends when doing English assignments given by the teacher.	Strongly Disagree	19	89	21.3%	2.30	0.934
	Disagree	34		38.2%		
	Agree	26		29.2%		
	Strongly Agree	10		11.2%		
X5.5) I prefer to stand in front of the class when presenting the results of my English assignments.	Strongly Disagree	26	89	29.2%	2.22	0.986
	Disagree	26		29.2%		
	Agree	28		31.5%		
	Strongly Agree	9		10.1%		

As indicated in table 5, in the voice and spatial position indicator the average score ranges from 2.22 (item X5.5) to 2.99 (item X5.2). The highest item indicates 9.0% of participants stated that they strongly disagree; 12.4% disagree; 49.4% agree; 29.2% strongly agree. This shows that the majority of participants responded positively to the statement regarding students always sit in a group with their friends when doing English assignments given by the teacher. Further analysis shows the lowest average score of this indicator is 2.22 (item X5.5). This lowest item indicates 29.2% of participants stated that they strongly disagree; 29.2% disagree; 31.5% agree; and 10.1% strongly agree. The number of "disagree" is higher than the other items. However, the majority of participants gave positive responses. This is supported by the results of the following interview.

"I like sitting in pairs with my seatmate because with my seatmate, we can add to and find out about something that we don't understand together." (Participant 1)

"Often, I do English assignments in groups of 4 people (2 tables). So that, we can exchange opinions, ask questions, and find answers together." (Participant 2)

"I like sitting in groups, but the groups are determined by the teacher or can also be done randomly. Because in my opinion, by sitting in a group I can get to know my other friends better. Not just the same friends." (Participant 3)

"I agree, because I also always sit in pairs with my desk mates because I can discuss in more detail. However, it will be more exciting if you try to sit in a circle with other friends once in a while to get a new atmosphere when studying." (Participant 4)

The conclusion is that participants like sitting in groups when working on English assignments given by the teacher because they can work together, get new thoughts, exchange opinions and get a new atmosphere. The statements of participants who disagree are as follows.

"To be honest, I prefer doing assignments individually or sitting separately with friends, because I will focus more on studying when I am alone." (Participant 5)

"I disagree, because sitting in a group really breaks my focus on the teacher's ongoing explanation. "I ended up chatting with my group of friends, so I didn't pay attention to the teacher's explanation." (Participant 6, 7, 8)

The conclusion from participants who disagree with the statement in table 4.5 is that they think that sitting in a group can reduce their focus in understanding the learning material.

The purpose of this study is to evaluate the impact of digital multimodal texts such as Canva and Quizizz on student literacy when learning English. Students in the tenth grade at a Malang City high school participated in this study. The research was carried out by distributing questionnaires to obtain quantitative data and followed by interviews to obtain qualitative data. The results obtained by the researchers were that the use of Canva and Quizizz as digital multimodal texts had a positive impact on students' literacy, especially in learning English.

The use of Canva and Quizizz as digital multimodal texts provides new innovations for students and teachers in the classroom learning process. The Canva application provides a variety of interesting and quite eye-catching designs, apart from that there are also many interesting features that students can access. The use of images/ animation, visual design, video/ audio are ways to try to study stimuli. Apart from that, the Quizizz application also provides interesting games that can be used as a means of reflection/quiz for students. The students seemed quite responsive and interested in learning English through Canva and Quizizz. They become more motivated and enthusiastic to take part in lessons, students do not feel bored and fed up when taking lessons, students can explore more about their learning styles. The results of this research are in line with previous research conducted by (Nanda & Fatimah, 2023), which claims that by understanding what learning is, developing brief learning materials, developing student learning strategies, and clearly presenting the teacher's content, Canva is a useful tool used by English teachers to boost their students' motivation and interest in learning. Apart from that, quite a lot of changes occurred in students after teachers used Canva media compared to using conventional media such as books and blackboards.

In accordance with previous findings, the researchers found that there was an increase in students' literacy skills related to the motivation and learning methods used. The various features contained in the Canva and Quizizz applications make students more motivated and enthusiastic about participating in class learning. This can help reduce boredom and increase students' motivation to learn.

CONCLUSION

Based on the results presented in the previous chapter, this research concludes the importance of optimizing multimodal digital forms of text such as Canva and Quizizz to improve students' literacy skills in learning. Referring to the results of questionnaires and interviews, the use of digital multimodal text (Canva and Quizizz) can increase the motivation and literacy skills of class 10 students at Panjura High School. A high average result for each indicator can prove that students feel a positive impact from using this learning media. Apart from that, Canva and Quizizz provide various features and dimensions that can increase students' motivation and enthusiasm for learning, reduce boredom when taking lessons, and gain various new things from the learning media used. Apart from that, this research also highlights the influence of 5 indicators (audio/video, visual design, voice and expression, gestures, and spatial position) contained in digital multimodal text. Each indicator produces a high positive response from students. By implementing these two applications (Canva and Quizizz), students gain new enthusiasm and motivation. Apart from that, students also gain new knowledge about the media used which can support their literacy skills in the learning process.

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