THE STUDENTS' LEARNING INTEREST OF QUIPPER SCHOOL USED BY THE TEACHER IN TEACHING ENGLISH: Descriptive Research

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ABSTRACT

This research aims to investigate the students' interest in learning English towards the use of Quipper School. In this study, 45-eighth-grade students from three classes at Lab SMP School Unismuh Makassar responded to 20-items of questionnaire about the use of Quipper School in learning English. The data were then analyzed by means of a descriptive quantitative method followed by the random sampling technique to take the sample. The response of this questionnaire was concluded to answer the research question.The results show that most of the students were interested in Quipper School as a medium of learning English in the class. Some of the most appealing features of Quipper School encompassed self-evaluation, cognitive training, accessibility and updated material. These made them to be comfortable with learning English which motivated them to study in order to enhance their English skill. Thus, the use of Quipper School was likely to be an effective medium of instruction, and English Teachers should consider incorporating its use in their classrooms. Eventually, it ensured that they would be prepared to communicate with English as a common language used in the globalization era.

Keywords: *Perception, Media, Students' Perception, Teacher's Media*

INTRODUCTION

The rapid development of science and technology in this globalized world significantly contribute to a positive impact on the world of education. According to Ghavifekr 2012, he stated that as part of this, schools and other educational institutions, which are supposed to prepare students to live in "a knowledge society" need to consider Integration of Information, Communication, and Technology (ICT) integration in their curriculum. Through having this way, humans can achieve progress in various fields, which will ultimately lead them to a better integrity. At this time, the teacher only relies on conventional learning method, which requires direct meetings. Teemant, 2010 stated that conventional teaching forces students to demonstrate knowledge and content mastery via a test which can be jeopardizing to their learning because they only have minimal control over this matter, this is because what they produce will not be what they know about the language, rather it will be what they memorize. This will account

for a big influence on the quality of learning, which can influence the lack of student learning outcomes. With regard to English subject, the level of difficulty is quite high and the amount of material content in this subject makes student-learning motivation become low. Problems such as those mentioned above require a solution that is not easy to do.

It is expected that the presence of elearning that has been widely used and utilized by various schools ranging from elementary school to upper level, and in various universities, both public and private will increase the level of student motivation in mastering the English skills. According to Liaw (2007), the main constructs that have made elearning the most promising educational technology include service, cost, quality, and speed.

Besides, E-learning is designed for online learning where the role of the teacher still has an important role in creating more pleasant learning conditions and students still get more information they need. It is expected that the application of electronic and technology-based media is able to support students in the teaching and learning process, especially when it is in school.

One of the innovative elearning that is developed by scientist is Quipper School. The use of Quipper School aims to revolutionize the way people learn and share knowledge, by leveraging the mobile internet (Morron, 2015). It can be a support tool for teachers and students in the process of teaching and learning activities in schools and can facilitate communication between teachers and students.

By using Quipper School, it is expected to increase the effectiveness and efficiency of learning and can be a supporting media for learning that is fun for teachers and students. Besides these activities can be fun, there are problems that can appear, where many of the students' experience confusion and difficulties when using it and accessing it. In addition, there is also the lack of understanding given by the teacher to students regarding the use of Quipper School. At present, Quipper School is still considered as a new e-learning media. so that these phenomena make researcher interested in reviewing the use of Quipper School among high school students as a means of supporting the learning process in school. Thus considering the reality the researcher wants to study the phenomenon

about the use of Quipper School that is used in Lab School SMP Unismuh Makassar during learning activity.

LITERATURE REVIEW

The Concept of Media Tool

According to Putra (2013: 28), he stated that media is a channel to message from transmitter to recipient. That is to say that the media as a tool of communication from the sender to the recipient in order to produce information to be understood and to increase motivation of students and its learning outcomes. Media is so important in learning process because it can lead to the goal, which is able to not only stimulate the students to take part in the learning process that can result to the reinforcement to learning outcomes but also transmit the lesson well so that students can understand the lesson. Arsyad (2014: 74-76) stated that a teacher has to be skilled and creative to use learning media based on the teacher's and the students' needs, so that it can attract students' participation in learning process.

Some view the internet as a technology to deliver information. Others consider the internet as technology and a delivery tool that needs to be paid attention after the educational methodology has been satisfied. Nonetheless, internet that is used by people to explore information encourages some scientists to create innovation. One of this innovation is *e-Learning*

Basic concepts of E-learning according to Sangra et al (2012) defines e-learning as a natural evolution of distance learning which utilizes newest tool in technological context for arrangement in education. With that being said, elearning can be used as a tool to gain information and communication through online learning or online teaching.

With elearning, it allows students to learn through computers while in their respective places without having to have direct meetings or face-to-face physically in class. There are many terms that also describe e-learning learning processes such as online learning (virtual learning), virtual classroom, and web-based learning (web-based learning). While E-learning benefits for the world general education. It gives flexibility place and time, independent learning,

flexibility speed learning, standardization teaching, the effectiveness of teaching, and speed learning distribution.

Example of E-learning

1. Youtube

YouTube is a database platform on the internet that can be used by users to upload, share and watch videos. In education, You-Tube can be used as an e-learning platform that allows teachers and students to publish videos that demonstrate an understanding of a topic creating a social and digital community that specializes in a skill. Watching an educational video on YouTube allows the flexibility to learn things procedurally, which will increase students' understanding of the knowledge and skills that are being learned. Snyder & Burke (2008) found that students who watch learning videos on YouTube will improve their understanding of the subject matter.

2. Google Classroom

Google Classroom is a network-based platform that integrates a G- Suite for Education account with all G-Suite services like Google Docs, Gmail, and Calendar. Teachers can create a virtual classroom with Google Classroom as an online learning medium. With Google Classroom, teachers are able to share study materials, announcements, quizzes or questions, tasks and task assessments and feedback for students online. The use of Google Classroom in learning enables teachers to be more effective in presenting content or online learning materials for students, controlling online learning assignments to be more organized, and facilitating indirect communication with students. Cox (2009) stated that implementing classroom technology in school is needed because it can help students to prepare for the future and the digital era which we live in now has to know how to use it properly.

The Concept of Quipper School

Quipper School is a medium of instruction for helping teachers to achieve their objectives of teaching-learning (Havivah, 2015). It utilizes IT (Information Technology) facilities like a network of computers and the internet. In Quipper School, the teacher creates a virtual classroom for the processes of interactional teaching and learning. It expects to bring learning beyond classroom that takes place anywhere and anytime in a fun and easy way. Thus, Quipper School can support students' learning skill and facilitate them with comfortable learning.

Figure 1. Quipper School

Sukawatie (Vol.2; 2018) stated that there are various features of Quipper School that can affect students' learning. The 'creation' feature deals with setting up the learning classroom, the materials and the student participants. The 'assessment' feature facilitates teachers' use of the learning materials (lessons and quizzes) and assigning them to students. Learners then access these learning materials on the 'learning' feature. Through this learning feature, students are expected to sharpen their understanding towards the lesson.

The 'teacher role' enables teachers to access to 'overview', 'assignments','curriculum','messageand 'manage' menus. The 'overview' menu provides brief information about active assignments submitted by the students ('overview sub-menu'), and students' individual performances ('performance sub-menu'). The 'assignment' menu allows teachers to create new assignments, distribute them to students and monitor their progress. Employed in teaching and learning. It includes hardware like blackboard, radio, television, tape recorders, video tapes and recorders and projects; and software like transparences, films,

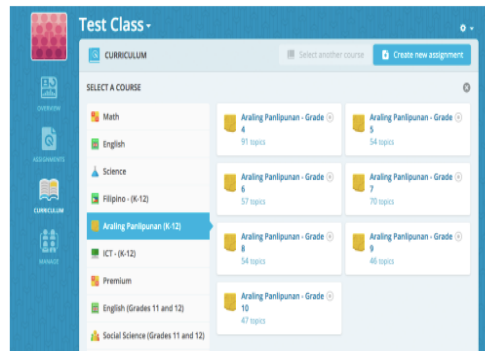slides, and teachers made- diagrams, real objects, cartoons, models, maps and photograph.

Figure 2. Test Class of Quipper

The 'student' role is limited to accessing three Quipper's learning features. Three main menus on the student dashboard include assignments, messages and study notes. The assignment menu informs students about tasks that need to be completed. The menu also notifies them about the tasks they have. Nana Sudjana and Ahmad Rivai (2005:2) also suggested the benefits of learning media in student learning processes, as follows:

a. It provides complete learning materials equipped with their interesting and understandable exercises

b. It provides all subjects for the grades of X, XI, XII, which is still in line with Indonesia Curriculum.

c. It eases teachers to see the students' skill because Quipper School has data account of students' learning progress

d. Students re-evaluate their lesson whenever they want and wherever they are.

e. Teacher and Students can discuss a lesson through Internet since Quipper School has message feature that allows them to do so.

f. It transforms learning activity from being passive to active.

The Concept of Learning Interest

Every individual has tendency to deal with something in their environment. If It gives something good to them, it will make them interest to it. As Sadirman (2003) stated that interest is a condition that occurs when someone sees characteristics of situation that is correlated with his own need or desire. Thus, students' interest and excitement about what they are learning is one of the most important factors in education.

Besides, Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 2006). Interest is critically important in its own right. Indeed, one of the primary goals of college education is to help students discover their true interests and chart a life course based on interests developed and nurtured in college.

Moreover, there include factors that affect learning interest. According to Deci and Ryan (2004), extrinsic motivation is a drive to behave in certain ways that comes from external sources and results in external rewards. Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, intrinsic motivation comes from within. These are internal drives that motivate us to behave in certain ways, including our core values, our interests, and our personal sense of morality.

In addition, Berlyne (2003) stated that situational interest is presumed to lead the concepts of curiosity and exploration. This will manifest to an increased willingness to engage in exploratory behavior. Eventually, it can encourage a person to interact with their environment to acquire new information and may develop into sustenance of learning interest.

METHOD

The method of this research was quantitaive descriptive methodology. It constitutes to employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that results to statistical data. Afterwards, the result of the data will be described in order to give easy comprehension. In this study, the researcher investigated students' learning interest toward the use of Quipper School app by the teacher in the classroom; it is

along with the objective of this study to identify students' learning Interest by doing observation and distributing 20 questionaries to collect the data. These questionaires used Likert Scale to assess the result of the data. Thus, students chose the answer from the questionaires with 5 score   (Strongly Agree), 4 (If Agree), 3 (Moderate), 2 (Disagree), and 1 (Strongly Disgaree). This research was conducted in the eighth grade students of Lab School SMP Muhammadiyah Makassar in academic year of 2018-2019. The subjects of this research were 50% of population from three classes namely VIII-A, VIII-B, and VIII-C which totally consisted of 45 students.

DISCUSSION

The result of the data which answered the reasearch problem were 82 categorized Interested. Thus, it indicated that students were interested in learning English towards the use of Quipper School. Moreover, there included some of the most appealing features, which indicated strongly Agree or Interested, of Quipper School which encompassed self-evaluation, cognitive training, its accessibility and updated material.

This is related to the previous finding by Saptani in 2017 stated that the participants commonly agree on and encourage the use of Quipper School in teaching since it provides a great amount of alternative material, promote interactions and increase students' motivation. Moreover, this is also supported by the research conducted by Sari in 2016 who stated that Quipper School was suitable for the use in the learning process because it was categorized as "Strongly Interested" and had the potential to increase students' motivation and cognitive learning outcomes. Thus, Student learning motivation has increased from the category "Medium" to "Very Good".

Although the difference between the previous researches above and this research relies upon the method, which apply the implementation of Quipper School, and this research solely sees the reaction of students when they learn through Quipper School. Eventually, the similarity of these researches show that students give positive response when the learning process implements Quipper School and thus, it can be concluded that Quipper School is an effective learning tool to be used in order to participate students in learning activity.

In discussion, there included the students' response to the Questionnaires about the use of Quipper School which triggered their learning Interest. These are the students' response below:

Extract of Statement number 1: *Students are so interested with English learning activity from Quipper School.*

From the data above, it showed that the mean score of statement number 1 was categorized **Interested** because the result of the data was 82. It indicated that the students were interested with English learning activity from Quipper School. Thus, it can be concluded that Quipper School is an effective learning platform for students who want to learn English because it can create learning activity that makes students' interest to be developed.

Extract of Statement number 2 : *Students are so happy to do English task through Quipper School.*

From the data above, it showed that the mean score of statement number 2 was categorized **Interested** because the result of the data was 79. It indicated that the students were happy to do English task through Quipper School. Thus, it can be concluded that Quipper School can trigger students' participation to do English task because it doesn't make them bored.

Extract of Statement number 3 :

Students are still interested in learning English although they sit in back seat in class.

From the data above, it showed that the mean score of statement number 3 was categorized **Interested** because the result of the data was 84. It indicated that the students were still interested in learning English although they sit in back seat. Thus, it can be concluded that Quipper School still trigger interest wherever they sit in class during learning activity. Eventually teacher does not have to be worried about students' boredom to learn if they sit in back seat.

Extract of Statement number 4 :

Students are interested in learning through Quipper School because they are able to know the progress of their English skill.

From the data above, it showed that the mean score of statement number 4 was categorized **strongly interested** because the result of the data was 91. It indicated that the students were strongly interested in learning through Quipper

School because they are able to know the progress of their English skill. Thus, it can be concluded that Quipper School can become a great learning tool to explore various knowledge, which makes students develop more about their cognitive skill.

Extract of Statement number 5 : *Students will learn English routinely if teacher uses Quipper School in class.*

From the data above, it showed that the mean score of statement number 5 was categorized **Interested** because the result of the data was 81. It indicated that the students were interested in learning English routinely if teacher uses Quipper School in class. Thus, it can be concluded that Quipper School can become a great learning tool for teacher to use routinely during learning activity because it can motivate them to improve their English skill.

Extract of Statement number 6 : *Students are interested in doing Quizzes on Quipper School feature in order to increase their cognitive skill.*

From the data above, it showed that the mean score of statement number 6 was categorized **strongly interested** because the result of the data was 86. It indicated that the students were strongly interested in doing Quizzes on Quipper School feature in order to increase their cognitive skill. Thus, it can be concluded that Quipper School can become a great learning tool to explore various knowledge through doing quizzes, which makes students develop more about their cognitive skill.

Extract of Statement number 7 :

Students often ask in learning activity if teacher uses Quipper School as a platform of learning.

From the data above, it showed that the mean score of statement number 7 was categorized **Interested** because the result of the data was 81. It indicated that the students were interested to often ask in learning activity if teacher uses Quipper School as a platform of learning. Thus, it can be concluded that Quipper School can trigger students' thought and participate actively during learning activity when teacher uses Quipper School in class. This participation contributes to the development of students' English skill.

Extract of Statement number 8 :

Students are interested in learning English because Quipper School can be accessed anytime.

From the data above, it showed that the mean score of statement number 8 was categorized **Strongly Interested** because the result of the data was 86. It indicated that the students were strongly interested in learning English on Quipper School because it can be accessed anytime. Thus, it can be concluded that students are strongly interested in Quipper School because they can learn anytime and wherever they want.

Extract of Statement number 9 :

Students do English exercises fast and thoroughly if using Quipper School.

From the data above, it showed that the mean score of statement number 9 was categorized **Interested** because the result of the data was 80. It indicated that the students were interested to do English exercise fast and thoroughly if using Quipper School. Thus, it can be concluded that Quipper School can motivate students to do English exercises fast and thoroughly.

Extract of Statement number 10 :

Students are able to overcome English difficulty if using Quipper School.

From the data above, it showed that the mean score of statement number 10 was categorized **Interested** because the result of the data was 76. It indicated that the students were able to overcome English difficulty if using Quipper School. Thus, it can be concluded that Quipper School can become a platform for students to break students' difficulty on English lesson.

Extract of Statement number 11 : *Students are interested in learning through Quipper School because they can grab some points of award to be exchanged with cool stickers if they can do many English task correctly.*

From the data above, it showed that the mean score of statement number 11 was categorized **Interested** because the result of the data was 81. It indicated that the students were interested in learning English through Quipper School because they can grab some points of award to be exchanged with cool stickers if they can do many English task correctly. Thus, it can be concluded that students are incentivized to improve their English skill if they face challenges and given awards when they succeed to solve those challenges.

Extract of Statement number 12 : *Students are still interested in learning English although teacher doesn't use Quipper in class.*

From the data above, it showed that the mean score of statement number 12 was categorized **Interested** because the result of the data was 80. It indicated that the students were still interested in learning English through Quipper School although teacher does not use Quipper School during learning activity. Thus, it can be concluded that students do not depend on Quipper School in learning activity.

Extract of Statement number 13 : *Students will be moved to the front seat if teacher teaches English through Quipper School.*

From the data above, it showed that the mean score of statement number 13 was categorized **Interested** because the result of the data was 79. It indicated that the students were still interested in learning English through Quipper School although teacher does not use Quipper School during learning activity. Thus, it can be concluded that students do not depend on Quipper School during learning activity.

Extract of Statement number 14 : *Students like to open Quipper School app at home to review their English material*

From the data above, it showed that the mean score of statement number 14 was categorized **Interested** because the result of the data was 84. It indicated that the students were interested to open Quipper School app at home to review their English material. Thus, it can be concluded that Quipper School can become a great learning tool for students to review their material

Extract of Statement number 15 : *Students are so interested in doing task in Quipper School because it can remind them of the deadline of their task.*

From the data above, it showed that the mean score of statement number 15 was categorized **Strongly Interested** because the result of the data was 85. It indicated that the students were strongly interested in doing task in Quipper School because it can remind them of the deadline of their task. Thus, it can be concluded that Quipper School can become a great learning tool for students to always remember the final submission of their task.

Extract of Statement number 16 : *Students are still interested in learning in Quipper School because they are able to know their lack part of English lesson in detail.*

From the data above, it showed that the mean score of statement number 16 was categorized **Strongly Interested** because the result of the data was 85. It indicated that the students were strongly interested to in doing because they are able to know their lack part of English lesson in detail. Thus, it can be concluded that Quipper School can become a great learning tool for students to know what should be improved more for their English skill

Extract of Statement number 17 : *Students often come on time in class if teacher uses Quipper School as a platform of learning.*

From the data above, it showed that the mean score of statement number 17 was categorized **Moderate** because the result of the data was 68. It indicated that the students were somewhat interested or not to come on time in class if teacher uses Quipper School as a platform of learning. Thus, it can be concluded that Quipper School does not fully attract students' attention to come on time at school when teacher wants to teach.

Extract of Statement number 18 : *Students are interested in Quipper School material because it is updated and interesting.*

From the data above, it showed that the mean score of statement number 18 was categorized **Strongly Interested** because the result of the data was 86. It indicated that the students were strongly interested in Quipper School material because it is updated and interesting. Thus, it can be concluded that Quipper School can become a great learning tool for students to attract students' attention and keep updated with the latest English material

Extract of Statement number 19 : *Students are enthusiast to learn English if teacher uses Quipper School everytime.*

From the data above, it showed that the mean score of statement number 19 was categorized **Interested** because the result of the data was 78. It indicated that the students were interested to learn English enthusiastically if teacher uses Quipper School every time. Thus, it can be concluded that Quipper School can become a great learning tool boost up students' enthusiasm in learning English.

Extract of Statement number 20 : *Out of school learning time, students are interested in learning independently or with a group through the use of Quipper School.*

From the data above, it showed that the mean score of statement number 20 was categorized **Interested** because the result of the data was 82. It indicated that the students were interested in learning independently or with a group with Quipper School. Thus, it can be concluded that Quipper School can become a great learning tool for students to have their free time used for learning English either independently or with a group.

CONCLUSION

The researcher concluded that the most students had the same opinion or showed the same interest toward Quipper School as a medium of learning tool that could increase the students' standard of English by way of motivating them to learn English, improving their various English skill, and helping them understand more of English latest version in textbook or in article. It could be seen from the classification score in which the number of answers divided by the number of students that have been multiplied by number of items and the highest score was 82 categorized Interested. This survey also proved that Quipper School was effective as a medium of learning tool because from the perspective of students it triggered their interest to learn English more and to communicate with it.

However, the researcher might suggest to the Teacher that Teacher should employ give more the understanding towards the use of Quipper School to students and always see the progress of students' skill through Quipper School. Eventually, it can make students to be comfortable with learning English, and motivate them to study in order to enhance their English skill. Having utilized Quipper School as a learning tool to improve students' English skill ensures that they will be prepared to communicate with English as a common language used in the globalization era. Eventually, they can deal with the demand of that era.

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