

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this section the research will describe the result of the data obtained by researcher while conducting research. Researcher conducted research on students and teachers at secondary school in Kapuas regency it is SMAN 1 Kuala Kapuas, SMAN 2 Kuala Kapuas, and SMPN 2 Kuala Kapuas who used Quipper School application in learning English. The researcher has conducted research on July 19 to September 11, 2019. The way they learn to use this application in 2 ways, that is using it for free and paid/subscribed.

#### **1. The use of Quipper School application in learning English at secondary school in Kapuas Regency**

In secondary school Kapuas Regency students' and teachers' use Quipper School application in learning English. In collecting data in this section the researcher used observation and Interview. The researcher conducted observation with the teacher and students use the application in the class. The researcher used observation with SMPN 2 Kuala Kapuas and SMAN 2 Kuala Kapuas. The researcher also conducted interview with students and teachers who use Quipper

School application in learning English and want to know how the students' and teachers' use the application. Here students' and teachers' are asked to explain how to use the Quipper School application, what they often access and other supporting things. The researcher also take some picture when the teachers' and students' use the application in the classroom. Details of the interview process conducted by researcher from the teacher's and students' used the application in SMPN 2 Kuala Kapuas (VIII-B and XI-C), in SMAN 2 Kuala Kapuas (X MIPA 1 and X MIPA 2), in SMAN 1 Kuala Kapuas (combined students who use the application in X-XII grade) can be seen in the appendix.

To get data and to answer this research question. The researcher used observation in the class when teacher and students used Quipper School Application in learning English. The researcher made two observations in Teacher A's class, two observations in Teacher B's class that were in the same school (SMPN 2), and four observations in Teacher C's class with different classes (SMAN 2). So the total observations that researcher do as much as 8 times the observation. With this the researcher feels sufficient data will be obtained and there is no change anymore.

The researcher used interview with teachers' A and B in SMPN 2 Kuala Kapuas, teachers' C in SMAN 2 Kuala Kapuas and teachers' D in SMAN 1 Kuala Kapuas. The researcher also conducted interview with students each representative of 5 people in one school. The researcher

conducted interviews directly outside of lesson or class. The researcher considers the answers of the students and teacher are sufficient to answer the researcher's questions and don't change again.

a. Observation

First observation in class VIII, Tuesday, July 23, 2019 with the topic of Daily Activities, the first when entering the class, the teacher opened the class and explained the material in class. Then the teacher asks about daily activities and asks about vocabulary in class, helping students exchange ideas. Then the teacher gives an illustration or other example of the exercise they will do. Next, the teacher prepares exercises in the Quipper School application and gives instructions to students to answer. Finally, students answer the exercises at home or anywhere and the teacher announces the grades they get in the next meeting.

The second observation in class IX, Thursday, July 25, 2019 with the topic Congratulations. When entering the class, the teacher opens the class and gives an explanation of the lesson and a congratulatory expression. Then the teacher shares the vocabulary and mentions the vocabulary then identifies the meaning of the expression. Then the teacher divides students in pairs and the teacher gives students paper or paragraphs, students read also identify, and students look for expressions as examples of exercises so students can do exercise questions. Finally the teacher prepares the application and students work on the exercises in

the application. The exercise is filled with blanks. Students can do it at home.

The third observation in class VIII, Tuesday, July 30, 2019, with material about giving opinions. The teacher first opens the class and explains the material in the class. Then the teacher shares vocabulary about expressions to give opinions. Then the teacher asks about the meaning and gives instructions to the students making sentences about expressions to give their opinions and write on the board. The teacher prepares assignments in the Quipper School Application about giving opinions and students can answer as homework. Finally the teacher announces grades in the next meeting.

The fourth observation in class IX, Thursday, August 1, 2019. The material that will be explained by the teacher is congratulation and hope. After entering the class, the teacher opens the class and gives an explanation of the lesson. Then explain the various kinds of expressions of congratulations and the teacher asks their opinions on how to express their hopes and prayers when saying congratulations. Then the teacher instructs students to open the handbook and answer some practice questions as examples. The teacher helps students think and mention each other's answers. Finally, the teacher prepares exercises in the application, and students can answer questions at home.

The first observation in class X Mipa 2, Wednesday, August 7, 2019. The teacher will explain the material about introducing yourself. When the teacher opens the class and tells them what they will learn about introductions self. Then the teacher explains and asks questions about introducing themselves. Then the teacher gives instructions to introduce themselves in front of the class and prepares some exercises in the application as well as ensuring that all students can access the application. Finally, students open the exercises and answer them in class.

The second observation in class X Mipa 1 on Tuesday, August 6, 2019. About the self-introduction of this material is the same as the previous class because it is in accordance with the school curriculum. The teacher enters the class and opens the class then tells them what they will learn about self-introduction. Then the teacher explains and asks about expressions introducing themselves and asks students to write examples of expressions they get. The teacher distributes students several groups giving instructions to make a conversation introducing themselves and their friends in front of the class. The teacher prepares several exercises in the application and ensures that all students can access the application. Then students open the exercise and answer it in class.

The third observation in class X Mipa 2 was on Wednesday, August 14, 2019. This time the teacher gave grammar material about pronoun used when introducing themselves according to the discussion in the

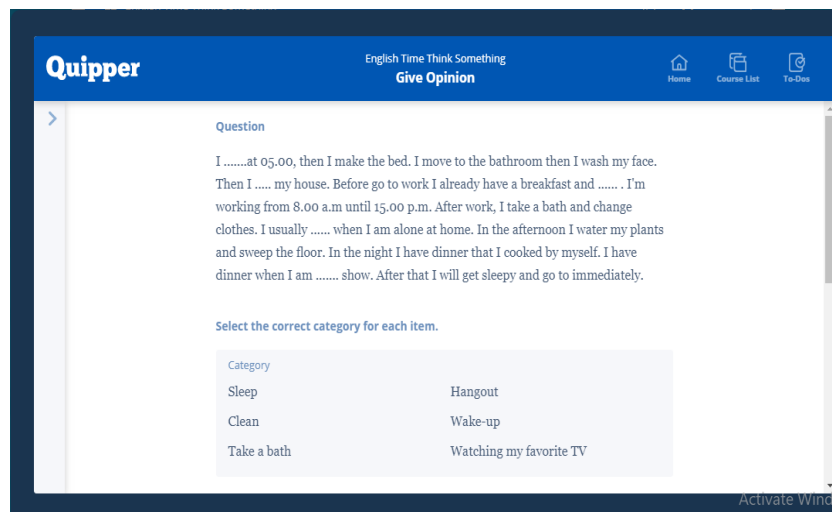
handbook. The teacher opens the class and prepares the material to be delivered. Then, the teacher gives questions about understanding self-introduction and explains the pronouns used to introduce themselves. The teacher gives instructions for remembering the vocabulary and mentioning it to class and the teacher prepares a "guess who I am" game about pronouns according to the handbook. The teacher prepares assignments in the application and students answer in class.

The final is fourth observation in class X Mipa 1, on Tuesday, August 20, 2019. The material given in this class was the same as before about Pronoun in introducing self. The teacher opens the class and prepares the material to be delivered. The teacher gives questions about introductory self-understanding and explains the pronouns used to introduce themselves. Then the teacher gives instructions to remember the vocabulary and mentions it to class and the teacher instructs students to make sentences using pronouns and write them on the board. The teacher prepares assignments in the application and students answer in class.

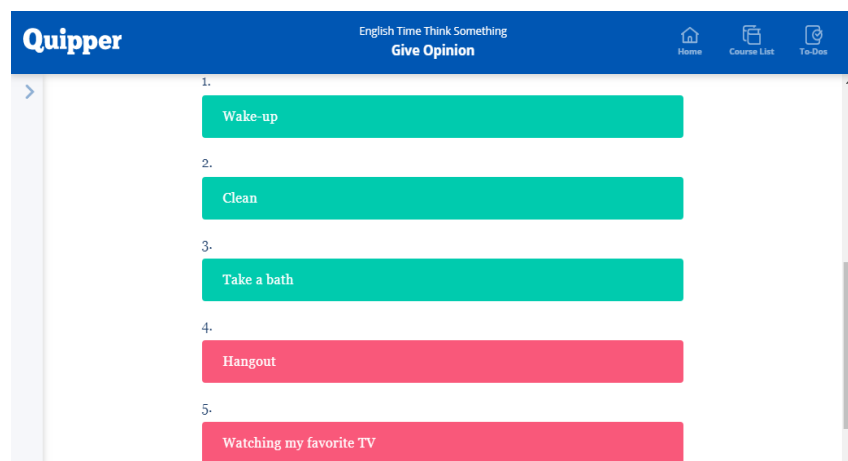
In this observation, the researcher found that the Quipper School application was used as a material to do the assignments given by teachers A, B and C. but teachers A and B only used the Quipper School application for homework assignments, as seen in table of list observations in SMPN 2 Kuala Kapuas. While teacher C uses applications for learning materials in the classroom for taking grades and homework

assignments as seen in table of list observations in SMAN 2 Kuala Kapuas. The assignments given are various types of exercises, for example multiple choice, fill in the blank and matching. The task can be seen in the image below.

- a. Question from SMPN 2 Kuala Kapuas in class VIII meeting 1  
Daily Activity

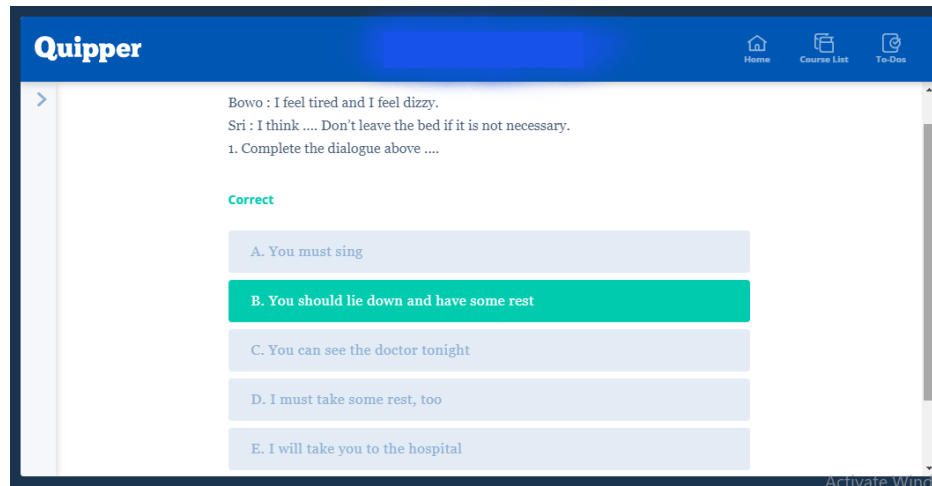


(Picture 4.1/1 the task about daily activities)



(Picture 4.1/2 Example the answer by students)

- b. Question from SMPN 2 Kuala Kapuas in class VIII meeting 2
- Giving Opinion



The screenshot shows a Quipper quiz interface. At the top, there is a blue header with the Quipper logo and navigation icons for Home, Course List, and To-Do. The main content area contains a dialogue between two people:

Bowo : I feel tired and I feel dizzy.  
Sri : I think .... Don't leave the bed if it is not necessary.

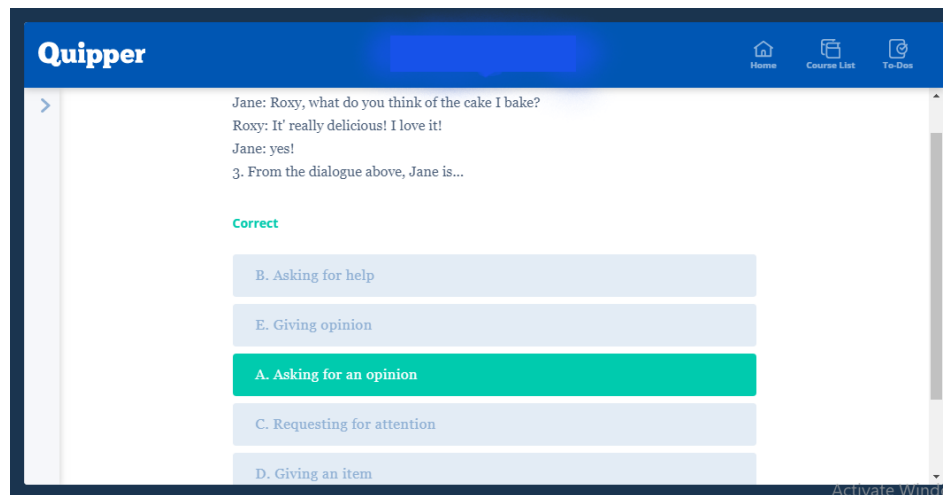
1. Complete the dialogue above ....

Below the dialogue, the word "Correct" is displayed in green. There are five multiple-choice options, each in a light blue box:

- A. You must sing
- B. You should lie down and have some rest**
- C. You can see the doctor tonight
- D. I must take some rest, too
- E. I will take you to the hospital

The correct answer, B, is highlighted in a darker green. A small "Activate Window" watermark is visible at the bottom right of the screenshot.

(Picture 4.2/1 the task about giving opinion)



The screenshot shows a Quipper quiz interface. At the top, there is a blue header with the Quipper logo and navigation icons for Home, Course List, and To-Do. The main content area contains a dialogue between two people:

Jane: Roxy, what do you think of the cake I bake?  
Roxy: It' really delicious! I love it!  
Jane: yes!

3. From the dialogue above, Jane is...

Below the dialogue, the word "Correct" is displayed in green. There are five multiple-choice options, each in a light blue box:

- B. Asking for help
- E. Giving opinion
- A. Asking for an opinion**
- C. Requesting for attention
- D. Giving an item

The correct answer, A, is highlighted in a darker green. A small "Activate Window" watermark is visible at the bottom right of the screenshot.

(Picture 4.2/2 the task about giving opinion)



c. Question from SMPN 2 Kuala Kapuas in class IX meeting 1  
 Congratulation

**Quipper** Congratulation! Congratulation Home Course List To-Do

>

A. Fill in the blank correctly!

Rachel : Hey, Daniel! How was (1).....? Did you and your team go home with the trophy?

Daniel : Thanks God, we did. Fortunately (2)..... to get the first place.

Rachel : Wow that's a good job, Dan. (3)..... on your team success!

Daniel : Thank you very much for saying so, Rachel. So, how about you and your team in astronomy competition?

Rachel : Unfortunately, I and my team didn't get the first place. We got (4)..... but (5)..... since we had won over many other teams and gone that far.

Daniel : (6)..... Rachel! I am sure you and your friend did it (7)..... . I congratulate you on your great success.

Rachel : (8)..... Daniel. We still have to (9)..... like your teams did.

Daniel : Cool! (10)..... for the next competition!

Select the correct category for each item.

(Picture 4.3/1 the task about congratulation)

**Quipper** Congratulation! Congratulation Home Course List To-Do

>

Category	
The economics competition	Congratulation
I was really	The third place
Thank you very much	Let's fight
Very Well	That's the spirit
We succeeded	Learn more to be the first

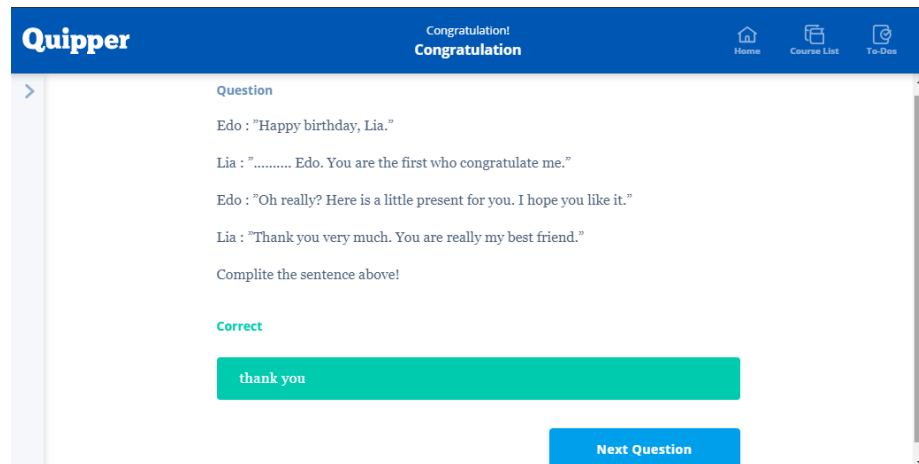
1.

2.

3.

(Picture 4.3/2 example answer the task about congratulation)

- d. Question from SMPN 2 Kuala Kapuas in class IX meeting 2  
Congrats & Hope



The screenshot shows the Quipper interface with a blue header. The header contains the Quipper logo, the text "Congratulation! Congratulation", and navigation icons for Home, Course List, and To-Do. The main content area is titled "Question" and contains a dialogue between Edo and Lia. Edo says "Happy birthday, Lia." and Lia responds "..... Edo. You are the first who congratulate me." Edo then says "Oh really? Here is a little present for you. I hope you like it." and Lia replies "Thank you very much. You are really my best friend." The question asks to complete the sentence above, and the correct answer "thank you" is shown in a green box. A "Next Question" button is located at the bottom right.

Question

Edo : "Happy birthday, Lia."

Lia : "..... Edo. You are the first who congratulate me."

Edo : "Oh really? Here is a little present for you. I hope you like it."

Lia : "Thank you very much. You are really my best friend."

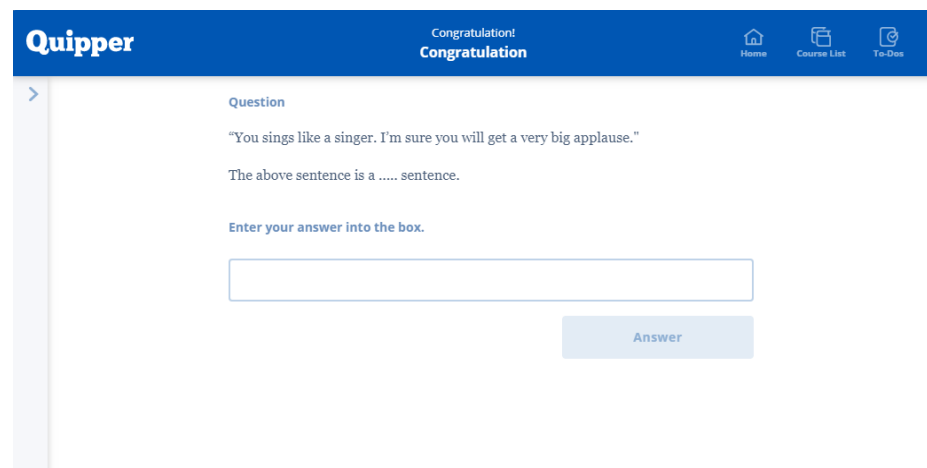
Complite the sentence above!

**Correct**

thank you

Next Question

(Picture 4.4/1 the task about congratulation & hope)



The screenshot shows the Quipper interface with a blue header. The header contains the Quipper logo, the text "Congratulation! Congratulation", and navigation icons for Home, Course List, and To-Do. The main content area is titled "Question" and contains a sentence: "You sings like a singer. I'm sure you will get a very big applause." The question asks to identify the sentence type. The instruction says "Enter your answer into the box." and there is an empty text input field. An "Answer" button is located at the bottom right.

Question

"You sings like a singer. I'm sure you will get a very big applause."

The above sentence is a .... sentence.

Enter your answer into the box.

Answer

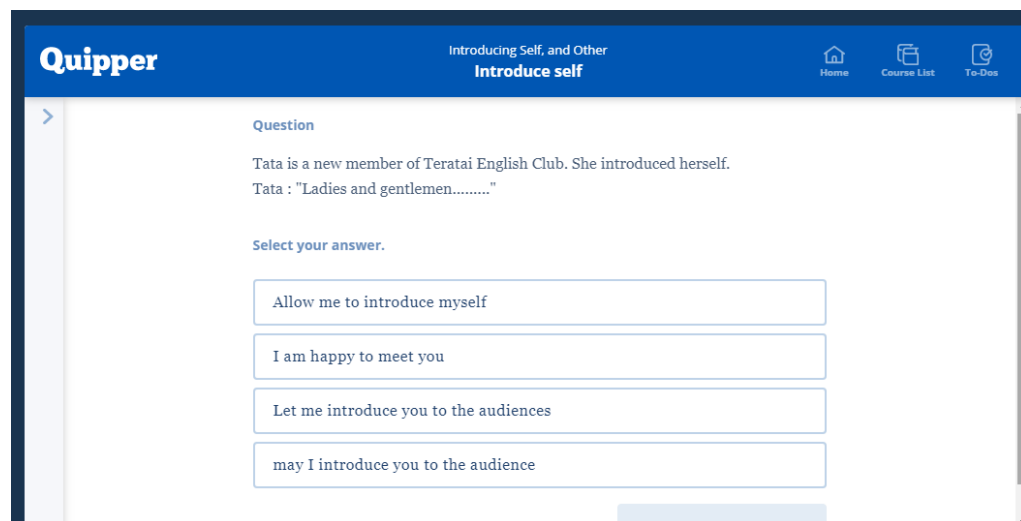
(Picture 4.4/2 the task about congratulation & hope)

- e. Question from SMAN 2 Kuala Kapuas in class X Mipa 1&2 meeting 1 Introduce self



The screenshot shows a Quipper question interface. The header is blue with the Quipper logo on the left and navigation icons (Home, Course List, To-Do) on the right. The title of the question is 'Introducing Self, and Other Introduce self'. The question text reads: 'Yana : Jia, this is my new friend, his name is Dika. He is a company director. Jia : "Hi Dika." Dika : "Hello, Jia.....? Nice to meet you." Jia : "Everything is alright, Nice to meet you, too."'. Below the question, it says 'Select your answer.' and there are four radio button options: 'How are you', 'How are things with you', 'May I help you', and 'How do you do'.

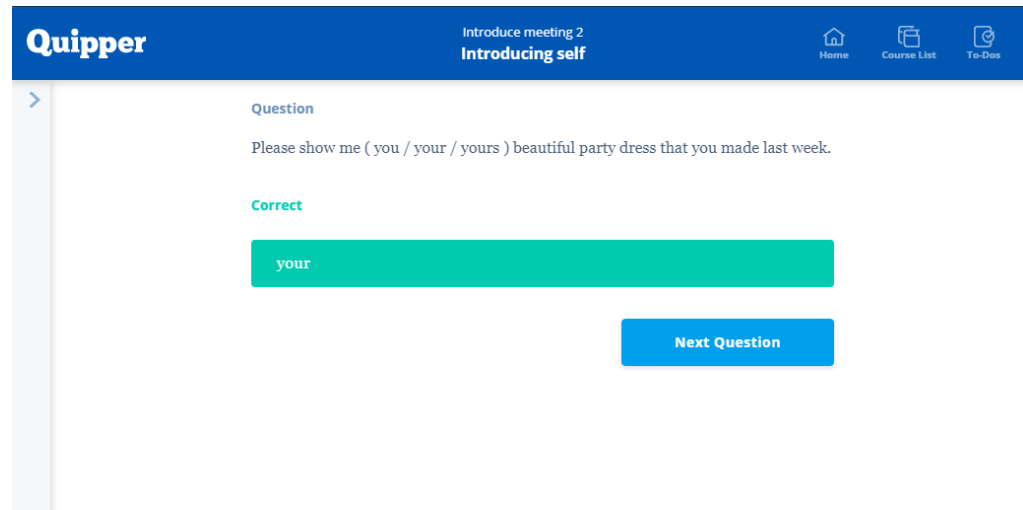
(Picture 4.5/1 the task about introduce self)



The screenshot shows a Quipper question interface. The header is blue with the Quipper logo on the left and navigation icons (Home, Course List, To-Do) on the right. The title of the question is 'Introducing Self, and Other Introduce self'. The question text reads: 'Tata is a new member of Teratai English Club. She introduced herself. Tata : "Ladies and gentlemen....."'. Below the question, it says 'Select your answer.' and there are four radio button options: 'Allow me to introduce myself', 'I am happy to meet you', 'Let me introduce you to the audiences', and 'may I introduce you to the audience'.

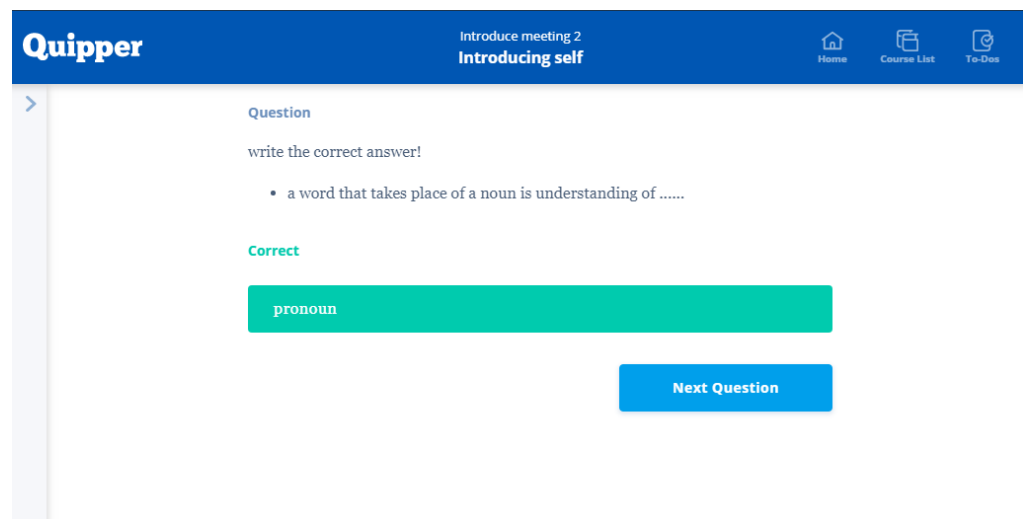
(Picture 4.5/2 the task about introduce self)

- f. Question from SMAN 2 Kuala Kapuas in class X Mipa 1&2 meeting 2



The screenshot shows the Quipper interface. At the top, there is a blue header with the Quipper logo on the left, the text "Introduce meeting 2" and "Introducing self" in the center, and three navigation icons (Home, Course List, To-Do) on the right. Below the header, there is a question section with a right-pointing arrow icon on the left. The question text is "Please show me ( you / your / yours ) beautiful party dress that you made last week." Below the question, the word "Correct" is displayed in green. A green rectangular box contains the word "your". To the right of this box is a blue button labeled "Next Question".

(Picture 4.6/1 pronoun)



The screenshot shows the Quipper interface. At the top, there is a blue header with the Quipper logo on the left, the text "Introduce meeting 2" and "Introducing self" in the center, and three navigation icons (Home, Course List, To-Do) on the right. Below the header, there is a question section with a right-pointing arrow icon on the left. The question text is "write the correct answer!" followed by a bullet point: "a word that takes place of a noun is understanding of .....". Below the question, the word "Correct" is displayed in green. A green rectangular box contains the word "pronoun". To the right of this box is a blue button labeled "Next Question".

(Picture 4.6/2 pronoun)

When the teacher makes observations, by observing and thinking wisely, this Quipper School application is used for various things in learning such as sharing assignments and learning material. This task can also be said to be a quiz because there are various types of making exercises in it as seen in the example exercise. Then according to observations, using this application the teacher does not have to check manually but the grades will automatically come out after students finish working. Then seen from observations made by students, students more enjoy doing the exercises given by the teacher. Not only used as training material, this application is also used to upload learning materials / modules. Plus for students who can learn more by focusing can subscribe to access learning videos about the material.

b. Interview

Researcher conducted interviews with teachers A and B in SMPN 2 Kuala Kapuas, C in SMAN 2 Kuala Kapuas and D in SMAN 1 Kuala Kapuas, the researcher found that the application they used, the Quipper School Application, was very beneficial for student learning both at home and at school. From the results obtained by researcher found that the Quipper School application is used as a work assignment. In carrying out this task, there are various forms of questions, for example, multiple choice, filling, matching, etc. In addition, the Quipper School application can also be used by children to learn by completing a variety of

explanatory material and examples of subjects and also children can access several learning videos about learning materials to the fullest, because this Quipper application has a tutor / available teacher. This application is also highly recommended for students' readiness when facing the National Examination. But after doing this research, researcher found that not all students could access freely with all the features available. To get unlimited or VIP classes they must subscribe and pay an amount of around Rp.400-600rb with an active period of 1 year. For students who do not use VIP they also get the feature availability of various kinds of practice questions with various learning materials.

In addition, after making observations with some of these teachers, the researcher saw that this application greatly facilitates teachers and students in learning, because this application is not only accessed at school or at home. Teachers A and B from the SMPN 2 Kuala Kapuas school use this application only for home work because the regulations are prohibited from using smartphones in schools and Teacher C from SMAN 2 Kuala Kapuas uses this application in the classroom to support students' enthusiasm in learning because they are advised to use electronic media and Teacher D from SMAN 1 Kuala Kapuas uses this application as student learning material only. The researcher saw other convenience, namely when students work on the exercises given by the teacher or exercises that are already available that they do not have to ask how much

value they get after completing the exercise, the value automatically appears immediately with a total score of 10-100. In addition, they can repeat the incorrect answers to be precise but the absolute value is the first work.

Based on interviews, teachers A, B, C, D are asked to download or have an application on their smartphone specifically for English lessons and the students they teach. The teachers said they did have their own smartphones so students didn't find it difficult depending on the data package they had. The teachers confess to their own difficulties sometimes due to constraints in the availability of networks or students who lack understanding of instructions, but that can be overcome because the work period can be set according to the teacher's wishes. For the first time using this application, the teacher explains and provides procedures for registering this application. Teachers A and B explain that they have a little difficulty when first explaining because not all students have e-mail and more understanding of the application, let alone their age which must be explained in detail. How to register is a bit complicated because if it is a little difficult to recover, especially for children at their age everything must be under the supervision of a teacher. Teacher C also said something like that but according to her it was not too difficult because most of her students already had active e-mail and C teacher had no other obstacles, instead the Quipper School application greatly facilitated her.

Then according to teacher D said that there are so many obstacles because of limited time and facilities. For students she usually only recommends using this application in independent study for national exam readiness and most of them use VIP.

The results of the interview not only students who register and have a teacher account must also be registered with Quipper-Link to create or register their class. How to fill in some personal data, including active email to school data. Then the teacher registers the class according to the class taught. Then to give the assignment the teacher only needs to choose the curriculum and learning material that is appropriate. If you want to make your own questions the teacher can immediately create a new curriculum and new exercises in Quipper-Create. After completing assignments, the teacher must share the practice questions to the class that has been registered. According to the teachers, they don't have to worry about grades because grades are automatically registered after they answer an assignment.

The teacher makes sure all students have the Quipper School application, all students are asked to register e-mails or students must have active e-mails to join. Account for the student portal, Quipper-Learn. If students cannot download the application, students can use Google and register through Google. After having an active email, students choose "enter with a new account" and fill in their personal data. Then after



successfully logging in they must enter the class code that the teacher has distributed. The last awaits information from the teacher. For those who subscribe, they can immediately search for available online class schedules such as YouTube, they must follow someone so as not to miss the latest videos from the tutors they follow. They are free to search for material and videos about the material available.

Some students thought that during the interview they had difficulty registering their data and starting to join. For the continuity of the teaching and learning process students are required to have this application account, when registering they have problems in the data package available as well as some personal data which is a bit difficult to fill out. The use of this application is more often accessed to get practice questions that are available there, just by writing down the type of subject, there are automatically many practice questions that are appropriate to the level of the classroom level, said several students. When working on the problem is not too difficult, answer and the value has been automatically shown, then if there are some wrong answers, can be corrected again until the score reaches 100. Various videos are also available complete, write the title of the material directly available a few videos in question but must be VIP. Obviously students interviewed.

**2. What are the students' perceptions the use of Quipper School application in learning English at secondary school in Kapuas Regency?**

In using the Quipper School application researcher also want to know how students understand the use of this application. The researcher wants to know the students' perceptions about this application by distributing questionnaires and conducting interviews for school student representatives. for students who are the subject of research are students of SMPN 2 Kuala Kapuas class VIII-B and XI-C, SMAN 2 Kuala Kapuas class X Mipa 2 and X Mipa 1, lastly SMAN 1 for students who use randomly. Why researcher chose these classes because researcher are looking for students who actually use the Quipper Shcool application actively both for use in learning in the classroom or just as an assignment at home. Quipper school application is not only used in English lessons but also other subjects for example physics and mathematics but researcher limit only taking English subjects. In class VIII-B consists of 24 students. Class IX-C consists of 22 students. Class X Mipa 1 consists of 33 students, class X Mipa 2 consists of 32 students and from SMAN 1 the researcher distributes questionnaires openly and gets 14 votes. Researcher conducted interviews with 5 school representatives. So the total interview is 15 people. Researcher conducted interviews inside and outside school. The researcher distributes questionnaires when they finish

observing in the classroom at the fifth meeting in each class. Class VIII-B on Tuesday 6<sup>th</sup> August 2019, class IX-C on Thursday 8<sup>th</sup> August 2019, class X Mipa 2 Wednesday Wednesday 21<sup>st</sup> August 2019, class X Mipa 1 Tuesday on 27<sup>th</sup> August 2019 and SMAN 1 researcher spread the questionnaire online on Monday 22<sup>nd</sup> July, 2019.

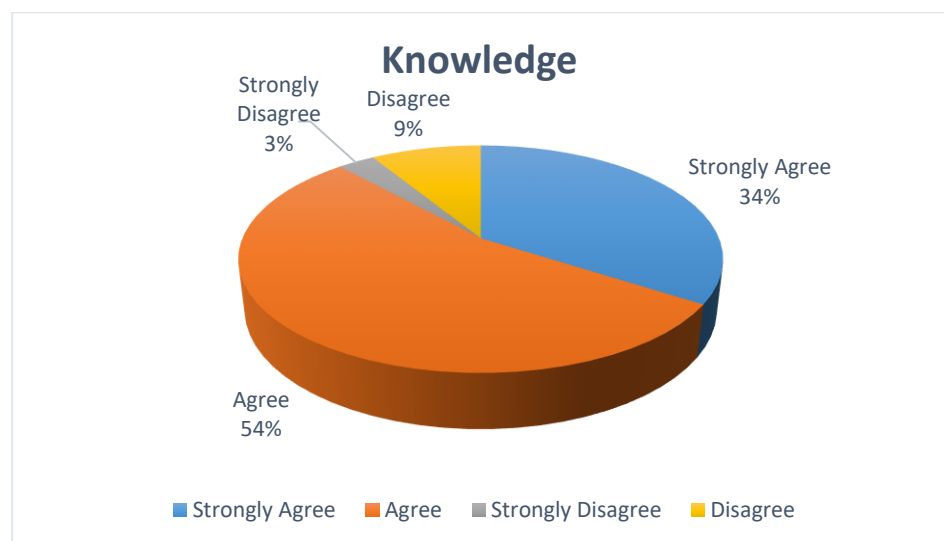
a. Questionnaire

The researcher made 14 questions in the questionnaire. The questionnaire consisted of 3 aspects, namely students' awareness of the Quipper School application, then the function of the Quipper School application and their interest in liking or disliking the use of the Quipper School application. Researcher make these three aspects because researcher want to know about students' knowledge of the applications they use in learning, then from that knowledge, how much are students interested in using the Quipper School application and the useful functions of the applications they use. The questionnaire can be seen in the attachment.

With research using this questionnaire, with 125 votes, researcher found that in general the students already knew what this Quipper application was, and students had high interest with various benefits that were good for the learning and teaching process. The aspect of knowledge researcher found 34% strongly agree, 54% agree, 9% disagree and 3%

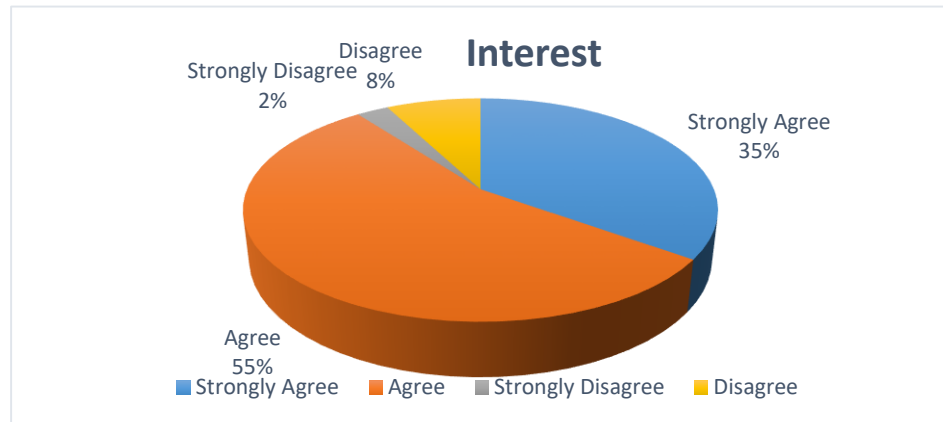
strongly disagree. With this result it can be said that about  $\pm 85\%$  of students already know what a Quipper school application is.

**Diagram 4.1 Percentage of Students Knowledge of Quipper School Application**



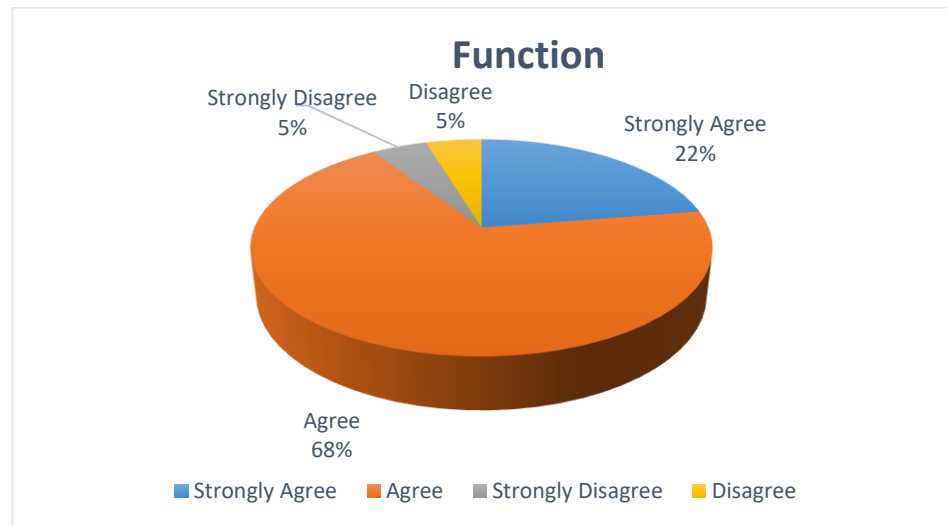
Furthermore for the aspect of interest in using the Quipper School application, researcher have obtained result from questionnaires, 35% answered strongly agree, 55% agree, disagree 8% and strongly disagree 2%. With this result it can be said that students are more interested in learning to use the Quipper School application, and according to them this application also makes them more relaxed when answering exercises.

*Diagram 4.2 Percentage of Students Interest of Quipper School Application*



Then the last aspect the researcher wants to know is the function aspect in using the Quipper School application. Researcher have found the results filled out by students with the results of 22% strongly agree, 68% agree, 5% disagree and 5% strongly disagree. With the results of these percentages it can be said that more students stated this application really has positive uses for students and teachers in supporting the learning process.

**Diagram 4.3 Percentage of the Function of Quipper School App in Learning**



In the above results, it can be concluded that the entire results of the questionnaire answered by 125 students, in general, the students more or less said to know about the Quipper School application with a percentage of 88%. Then students expressed very interested and liked the Quipper School application as a learning tool with a percentage of 90%. The last aspect, students state that the Quipper School application has a positive impact on the learning process and the good benefits for students and teachers with 90% of the votes (the sum of the results of agree and strongly agree).

It can be concluded that most students feel interested and happy when using the Quipper School application but not all students understand how this application is in detail. Why is it like that, because for students who are

in the Quipper School application who are not VIP, they do not yet fully know of and how to access Quipper Videos. They only know what they see with limited features. Then for Quipper School applications that students use as VIP also cannot feel how to use the application in the classroom with the teacher. But they really know in detail how this application, both about the material, practice questions, UNBK training, learning videos, course schedules and tutors. Therefore researcher only get 80% percent of the vote.

Based on the result above, that the use of the Quipper School application in learning English in secondary schools in the Kapuas district area is more precisely the three schools that the researcher conducted the research namely SMPN 2 Kuala Kapuas, SMAN 2 Kuala Kapuas, and SMAN 1 Kuala Kapuas have a very positive impact on students and teachers, students claimed to feel more happy and enjoy learning also has many benefits both teachers and students. Answers to these students' perceptions can be known by researcher through the results of the questionnaire that researcher shared.

#### b. Interview

Furthermore, researcher also conducted interviews with several students, each 5 students in 1 school. Researcher conducted interviews with the reason as an amplifier of the answers to the questionnaire that was given. Researcher conducted interviews with students who use the Quipper School

application whether used in learning in the classroom or not. Researcher conducted interviews with face to face and do it outside of class hours. The researcher begins the interview with the basic questions so that students are more relaxed in answering the questions given.

When conducting interviews the researcher asked students' interest in the Quipper School application, some students answered that they really liked learning to use this application with the teacher in the classroom, because the exercises available in the form of games and questions the teacher prepared were very easy to understand. especially if the teacher gives assignments as homework, they do not need to worry when they are out of town or again there is a rush with the family, they can do the work anywhere and anytime during the time still valid. The researcher also asked how often they access this application, they answered very often especially those who are in class IX and XII who want to face the national exam. They must be required to understand all the material, according to him this application is very effective and very useful in learning, both to understand the material and do the exercises. Then the researcher asked, were students interested in the VIP feature? They answered that they were very interested, but some students said they wanted to but did not have enough money to register because the money was quite a lot especially for the lower class. They claim Quipper School with free features is sufficient for their learning material in



the classroom. The researcher also asked about obstacles when using the Quipper School application, they only mentioned finding it difficult when they first registered because there were so many profiles filled in and not all emails could be registered.

The researcher also asked the use of the Quipper School application in learning. The students think this application is very helpful for them in learning, makes it easier for them to work on assignments, understand material, and learn more interesting. According to them this application is very helpful for those who are more interested in learning. They also think this application can be used by anyone and can be a teacher's reference in teaching because it can increase student morale in learning. But there are some students who think disagree because not all students who have a smartphone so it will be very difficult if they take part in learning, moreover they have to provide sufficient data and network packages, actually there is school Wi-Fi but it is difficult because the internet is very slow.

**3. What are the teachers' perception the use of Quipper School application in learning English at secondary school in Kapuas Regency?**

In this study researcher used the interview method to ask questions about teachers' perceptions using the Quipper School application. Some teachers claim this application is great for use in the learning process. But there is also a teacher's perception that states that the Quipper School

application is a bit difficult so teachers don't use it in the classroom. The researcher asked several questions regarding the use of the application, namely about their knowledge of this application. Most teachers know very well how to use this application and some do not, because they are limited to giving assignments and some material.

Then the researcher asked about the teacher's interest in using the Quipper School application in learning. The teachers stated that they were very happy in using this application because their students seemed eager to learn. Then this application really helps them in learning. According to teacher D he really wants to use this application in the classroom but the circumstances are very impossible also the teacher does not have time to prepare the material in the application so the teacher only advises students to study independently. But according to what the teacher saw, quite a lot of their students registered for VIP in this application.

The researcher also asked teachers about the usefulness of the Quipper School application. The teachers said that this application really helped them, especially when giving assignments. They don't have to prepare assignments but there are already a variety of assignments and learning materials available. Teachers don't need to bother checking assignments to give grades because in this application grades automatically appear after students work. Especially when they have tasks outside the city, they can prepare assignments online. In

this application also the teacher can learn through Quipper Video before entering the class so that the teacher easily provides an explanation to students.

Researcher also ask what are the obstacles when using the Quipper School application, the teachers answer they are very difficult when enrolling students in class, because not all students have active e-mail that can be registered to the Quipper School application. Especially for junior high school students who can't bring their smartphone to school every day. Network is also an obstacle when using this application, but for today we teachers are required to be more creative in using learning media and most schools currently use smartphone media for the National Examination. So the teachers say they want to get students used to online learning.

## **B. Discussion**

After the data is obtained and in the process as described above, the researcher has written and analyzed the data obtained in the researcher on the above findings. Researcher also know how to use the Quipper School application in learning English. Quipper School can be used as a place of learning without restrictions because Quipper School integrates and empowers teachers and students online by adding knowledge and improving student learning outcomes. Quipper school is one of the virtual-based learning media to increase student motivation (Rahmawati & Sumaryati, 2015) in journals (Surahmadi, 2016). This question the researcher prove when making

observations and as the researcher explained above, Quipper School can be used anywhere and anytime when they want to learn both in the classroom and outside the classroom.

Quipper School has a lot of and varied educational content, adapted to the learning curriculum at school. In addition to integrating teachers and students, Quipper School also invites parents to join so parents can help their children learn. Researcher disagree with the above statement because according to observations that researcher have done it is true Quipper School very much provides content and features that can be used by students but this is also limited, for example for those who use Quipper School as evaluation material that is not their VIP cannot freely access the content provided in full. Then the researcher also does not agree that parents can monitor into the application because researcher do not see it when doing research.

Knowledge and learning are considered as fundamental resources for future development by (Jarvis, 2007) in this book (Ane Qvortrup, 2016). The researcher strongly agrees with the statement above because without knowledge, students are unable to progress towards the future especially with the development of strong globalization. When seen when the researcher conducted research, almost all students were at the top level, meaning that they had explored knowledge that could be considered high, almost all students were responsive about the current development of globalization. It

should be, because the purpose of education is to create active and creative students.

Liyaningsih (2017), middle school students are expected to take part in social life and can communicate even get information that mostly uses English as a media. Unfortunately, in real conditions it is still difficult for teachers to encourage their students to learn English for several reasons. Learning languages is a difficult task, teachers now face a big challenge to find techniques and ways so students can be active in learning English. According to researcher this has a point, according to the results of research some teachers still find it difficult to find methods or ways that their students like and have their own volition to learn English. according to the researchers' vision, indirectly they still feel hesitant to master English why, according to them, they still do not understand very well how this English, starting from the vocabulary, word structure, and how to pronounce it is still lacking. However, almost all students say they like learning English provided the teacher can make it not boring. In the opinion of researcher, it all depends on the teacher who teaches. They must be able to make the classroom atmosphere not boring. For example like they do using the Quipper School application media.

Wilbur Schramm in a journal Mahnun (2012), media is a messenger technology that can be used for learning purposes. Technology is becoming a

normal learning media nowadays. Media are various types of components in the student environment that can stimulate them to learn. If the media carries information intended for teaching or contains teaching objectives then the media is called learning media. In accordance with the observations of researcher, teachers use the Quipper School application as a learning medium. The teachers use technology to play an active role in learning so students can get used to and get ahead with enough stock.

Esmaelzadeh et al. (2011) in Sakat (2012), said about the use of computers and related matters in the aspects of teaching, the ability of students to think actively, critically and for the formation of a spirit of cooperation among students. This case the teacher must act as an important role as a facilitator in the teaching and learning process. In addition, oriented teaching and diversity of learning processes in media technology will make the session more interesting and easier to understand. According to the research results described above, this opinion is almost the same as the perception of teachers and students, namely by using the Quipper School application as a technology-based learning media, students feel happier and more active in learning. According to the teacher also with the existence of a method like this more students have a high curiosity as their motivation and interest in learning English.

Quipper School can be used as a place of learning without restrictions because Quipper School integrates and empowers teachers and students online by adding knowledge and improving student learning outcomes because in Quipper School there is a wealth of and varied educational content tailored to the learning curriculum at school. Quipper school is one of the virtual-based learning media to increase student motivation (Rahmawati & Sumaryati, 2015) in journals (Surahmadi, 2016). According to the statement above, researcher strongly agree and see firsthand how to use this Quipper school application. Can be seen from the explanation of the researcher above, Quipper school learning is adapted to the government curriculum.

Saptani (2017) a participant (teacher) added that every time they could not come to class, they asked their students to read material from the website or application and do the exercises available there. According to the results obtained in this application are available various features and independent learning. So when the teacher has a busy life, usually those who use this application directly instruct their students to learn independently according to the features provided.

Moron (2015) states that by utilizing mobile internet, the use of Quipper School aims to modernize the way people learn and share knowledge. Quipper School is an easy access platform where students can answer anytime and anywhere as long as there is an internet connection. Teachers can also

easily access and monitor student progress. According to researcher this statement is true, this statement is almost the same or very similar to the explanations above. Therefore, almost all theories exist, researcher justify it even though not all theories are correct. The reason is, researcher look directly at the use of this Quipper school application and prove clearly that from the available theory this is true.

Arham (2016), this study describes the application of Quipper School in managing the time and process of mastering good English. In this study researcher used a qualitative descriptive design to explore people's behavior, perspectives, experiences and feelings and emphasize understanding of these elements. In collecting data for this study, researcher only used one type of instrument which was an interview guide. The type of interview used in this study is a semi-structured interview. The results of this study are positive. In this study explained that the teachers felt unobstructed in terms of providing additional training and students were also motivated to learn English in order to practice their skills. The results of these observations are the same as the observations of researcher, when researcher get results from questionnaires and interviews, teachers and students claim to be happy using the Quipper School application. In addition to making it easier for teachers to provide exercises it also makes it easier for students to do it.



Sukawatie (2018), this study describes evaluating the affordability of Quipper School as an online assessment for teaching and learning English as a Foreign Language (EFL). It focuses on evaluating the features available at Quipper School that match the basic components of Computer Assisted Language Learning (CALL). Researcher used descriptive qualitative aimed at describing and analyzing data based on the theory used. Based on this study, the main data was taken from the Quipper School website. Analysis of this data is based on basic operations, features, and evaluations. The results of this study indicate this paper evaluates the affordability of Quipper School as an online assessment for teaching and learning English as a foreign language (EFL). It focuses on evaluating the features available at QuipperSchool to be compatible with the basic components of Computer Language Learning Assistance (CALL) based on the Chapelle framework (2003), including exposure to L2 input, interaction and linguistic production. The evaluation results show that Quipper is affordable to be used as an online EFL teaching and learning assessment. More importantly, this complies with the three CALL requirements, making it a potential medium for activities used in teaching and learning foreign languages. Adjusting to the results of research studied by researcher, is very supportive and very consistent with what researcher have explained above that the Quipper school application has the availability of training and complete material in accordance with the

government curriculum. This automatically helps the teacher to teach various kinds of material to students.

Supawadee (2017), In this study describes the Developing Quipper School program based on local content in Surat Thani province, to compare students' English listening skills before and after using the Quipper School Program and to study student motivation on the Quipper School Program. Researcher used quasi-experimental research from one group pretest and posttest design. Before the experiment, participants were measured in their listening ability using a pretest. Then, the posttest is given to each participant after they all use the Quipper School program. The results show that student achievement after learning using the Quipper School Program based on local content in the Suratthani province was significantly higher than before. according to researcher this has been very proven true, in accordance with the results studied above, the Quipper application is very motivating students in learning let alone equipped with complete features. The Quipper School application is also available with National Examination exercises, so it is very effective as a reference for students and teachers for the learning process.