TEACHER PERCEPTIONS ON THE USE OF QUIPPER SCHOOL APPLICATION IN TEACHING READING

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Abstract

This study was focused on the teachers' perceptions of the use of quipper schools in teaching English reading. The study was conducted at SMA N 1 Kayu Agung. Two English teachers became the sample for this study. This study aimed to answer the following question; How were the teachers' perceptions of using the quipper school application in teaching reading at SMA N 1 Kayuagung? A qualitative study was used for this study. Based on the result of this study, the English teacher assumed that the Quipper School application is very helpful for teaching English reading. However, the researchers hope that the next study can conduct a deepened study on the student's perception of learning English reading using Quipper school.

Keywords: perception, quipper school, teaching reading

INTRODUCTION

For various reasons, English has become one of the most important languages to learn. First, English serves as a global communication bridge and has a significant impact on social life. Almost every country, including Indonesia, has made English a compulsory subject to study in school and at the university level (Komaria, 1998). Moreover, according to Nishanthi (2018), the importance of learning English cannot be denied or ignored because English has become the most widely spoken language in the world. The goal of English as a foreign language (EFL) teaching and learning in Indonesia is for students to master the four language skills of listening, reading, speaking, and writing.

However, the current situation affected by the pandemic of COVID-19 virus has a global impact. The temporary closure of all educational institutions to prevent the spread of a Covid-19 outbreak around the world affects millions of students. Handover disturbances in the teaching and learning process directly between teacher and students, as well as the termination of the assessment of learning, have an impact on the psychological of students, causing a decrease in the quality of skills, according to Aji (2020). Accordingly, the Indonesian government implements an online learning system. So, teachers can communicate face-to-face with students to deliver lesson materials through the application.

Indonesia is one of the countries which suffers from the impact of the Covid-19 pandemic. Based on this condition, it is not possible if teaching and learning activities are carried out at school. So, the learning process should be done at home. Nagarajan and Jiji (2010), mention that E-learning is all forms of electronically supported learning and teaching, whether it is through video, voice recording, or platform. In conclusion, Online learning is very suitable to be applied in this pandemic situation because this is very suitable to be applied to all students. By using a full online method like this, the learning system delivered will continue and all students remain in their respective homes in a safe state.

The development of information and communication technology (ICT) has rapidly been influenced by the use of various types of media in the learning process. Direct method learning has been starting to change into Web-based learning because of the technology advancement. Alessi and Trollip (2001) state that web-based learning is learning that uses the internet to deliver learning materials. Web-based learning platforms such as Youtube, Blogs, Whatsapp, Facebook, and Instagram. The use of social media applications has gathered great interest among educators in the teaching and learning process (Cain & Policastri, 2011). Furthermore,

technology can help with teaching and learning activities at home online. According to AECT (2008), educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. Technology itself has assisted teachers as a media in delivering material to the students, especially through online learning (e-learning).

One of the online learning media used by teachers for reading activities is Quipper School. Mulyono (2016) mentions that Quipper has been used by millions of teachers and students around the world, including in the Philippines, Indonesia, Thailand, Mexico, England, India, Russia, and Turkey. In addition, Manggiasih (2016) stated that Quipper School is a free online learning habit where teachers can manage online classes that allow teachers to track the progress of their students. The motivation of teachers to use Quipper School is because it is considered effective and efficient. Teachers simply create and distribute content, and students can access and answer questions directly based on the material provided by the teacher. Quipper School can also analyze the entire set of questions given to students. Then it can be determined which questions are the most difficult that the students cannot answer.

Concerning teaching reading in English class trough online, Quipper School can be the choice of English teachers. Because, in Quipper School teachers can include materials that will be delivered to students in the form of modules, videos, textbooks, test questions, and all forms of knowledge. Teachers can also monitor the extent to which students develop by using Quipper School. Rachma (2021) suggests four Quipper School advantages in reading activities, namely: 1) Students can immediately obtain information about their mistakes and also their grades, 2) students are assisted with facilities provided by Quippers, such as videos, material summaries, and exercises, 3) Quipper is flexible and accessible everywhere, and 4) Quipper can increase student motivation. Despite its advantages, Quipper School has its limitations. Rachma (2001) proposes four limitations, namely: 1) There is no further explanation after completing the assignment, 2) both materials and assignments are in full English, 3) Quipper helps students in completing their assignments, not in learning English, and 4) Videos on Quipper cannot be accessed offline.

In this century, the use of the internet in the teaching and learning process of English is one way to take advantage of the internet which is infiltrating and developing rapidly in society. Using the internet in the teaching and learning process is known as online learning (E-Learning). One of the online platforms created for the educational purpose was Quipper School. According to Wahyuni (2016), Quipper School is online learning. (e-learning) platform aimed at "revolutionizing the education by empowering teachers or educators and students with digital technologies". The teachers usually have problems in teaching reading. Baradja (1984) stated five facts exist as problems in teaching reading (as cited in Iskandar, 2017), they are: The students' lack of mastery of the basic, Basic reading knowledge includes mastering basic structural patterns and adequate vocabulary items. Basic knowledge is the key to reading. It means that the reading learners must acquire the basic knowledge at the required levels. The students' habit of slow reading, Generally, slow readers have poor comprehension. In certain cases, thus, slow readers are at a disadvantage. In the Indonesian context, the students try to read very slowly, because they want to grasp a word of the passage. Then sometimes, when they do not understand a word or expression, they have no awareness of searching for word by word in a dictionary, so they read very slowly. The student's inability to figure out inferences, implications and main ideas Students are concerned with two factors in reading English text, decoding the text as what the writer means and being familiar with the content schema, which involves culture and background knowledge. The mastery of these factors will provide accurate inferences for learners, assess the implications of what has been read, and classify the text's key ideas accurately. Most students do not understand the text properly because they are unable to identify the main idea, make correct inferences, and understand precise implications. Text selection, Generally, teachers are not confident in choosing the reading materials in the text selection. Then the teachers depend on accessible English textbooks, which do not require modifications. Automatically, the teachers follow the book's contents and exercise to use the textbooks. In this case, the teachers have a teaching target to select the text such as they have to elicit vocabulary terms to be designed in the text, the topic of the passage that has been outlined in the curriculum, and exercises that have been designed to provide grammar exercises. Exercise to include, The problem on this subject includes that generally, the teacher does the same approaches to discuss one passage to another so that the students face the same strategies repetitively. Modification of the exercises is hard to do since it wastes time and energy. As a result, a good exercise that includes items that ask for facts or information, inferences, implications, and implicit answers is not available.

In the online teaching and learning process, teachers and students will face some problems. Atmojo and Nugroho (2020), mentioned that some problems come from the teachers and students in online EFL learning. These are the problems that come from the students as follows: Poor internet access, For online teaching to be successful, communication between teachers and students needs good internet access. In this case, many students have problems with the internet connection and data packages, because they stay in rural and remote areas. The

students' low digital literacy, Many students have low digital literacy. They have difficulties operating the applications and platforms that are used in online learning. Therefore, the students often misunderstandings in the online process. The students' differences level of mastery on the subject, Students' different levels of mastery of the subject vary in the online class, even in face-to-face classes. So, teachers need lots of time to prepare various learning experiences based on student learning styles in online learning. The student's lack of awareness of online learning, This problem appears because the students have a misperception about online learning. They perceive that online learning is informal so they are lazy to do the task, then they submit their work after the deadline, and even they don't attend the online learning as scheduled.

Meanwhile, some problems come from the teachers in whose opinion online English language teaching is as follows: The teachers' difficulties in creating materials, In online teaching, many teachers have difficulties in creating material since the teachers only apply low technology applications. It happens because of the lack of facilities for the students, for example, the instability of internet connection and the inability to provide internet quota. So, the teachers have difficulties in creating materials that are easy to learn in online learning. The teachers' difficulties in giving personal feedback, Many teachers find difficulties in giving personal feedback in real-time to each student. This problem happens because the allotted time for online learning as scheduled by the school is not enough. Then, some students submit their work at different times, so the teacher can't give personal feedback on their work as soon as possible. Teachers' difficulties in teaching moral values, Some teachers have difficulties in teaching moral values through online learning. This problem happens when the teacher can not give an exemplary attitude directly and intensively.

Based on a preliminary study done by interviewing the headmaster at SMA N 1 Kayuagung on December 16, 2020, in this school many teachers used WhatsApp in the teaching-learning process. However, two teachers used Quipper School, especially in English subjects. Then, the teacher used Quipper School in reading activities. Having reading skills requires more effort such as reading interest and reading resources. The teacher assumed that using Quipper School was appropriate for the teaching and learning process. The teacher also assumed that Quipper School was easier than other applications.

Some previous studies investigated teachers' perceptions of the use of the Quipper School application in teaching reading. First, a study was conducted by Mardiah, et al. (2018). The result of the study showed that there was an improvement in students' reading comprehension as displayed in the increase of the gain score by deducting the mean score of the pre-test from the mean score of post-tests. Second, a study conducted by Sasmita (2020). The result of the study showed that most of the students were interested in Quipper School as a medium of learning in the class. Third, a study conducted by Aulyana (2017). The result of the study showed that most of the students agreed that Quipper School assisted them in learning English, especially reading and listening skills.

Based on the background, the research problem was formulated as "How are the teachers' perceptions of using the quipper school application in teaching reading at SMA N 1 Kayuagung?". In addition, the objective of the study is to find out how are the teacher's perceptions using the quipper school application in teaching reading at SMA N 1 Kayu Agung.

RESEARCH METHOD

The form of this research was qualitative with a case study design. According to Creswell (2012), the historic origin for qualitative research design came from anthropology, sociology, and the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researchers develop an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Yin (2009) stated that a case study is but one of several ways of doing social science research, other ways include but are not limited to experiments, surveys, histories, and economic and epidemiologic research. Then, to establish a framework for discussion and debate among students. Therefore, qualitative research along with its case study design was a perfect form to find out the in-depth perspective of the students in using Quipper School for reading activities at SMA N 1 Kayuagung.

To avoid the possibility of misunderstanding some terms in this research, especially those used in the title, the definitions are provided, Teachers' perceptions refer to the opinions perceived by the teachers of English regarding teaching English by using Quppier School. Quipper School Application is an application used by teachers in teaching English at SMA N 1 Kayuagung. Teaching Reading refers to the teaching of English reading text at SMA NEGRI 1 Kayu Agung.

Participants of the study

The participants were all English teachers at SMA NEGRI 1 Kayu Agung using a purposeful sampling technique. There were two English teachers in this school. So, the researchers examined the English teachers in this school as a participant. According to Creswell (2012), in purposeful sampling, researchers intentionally

selected individuals and sites to learn or understand the central phenomenon. Moreover, total sampling was used in this research. Total variation is a purposeful sampling strategy in which the researchers' sample cases differ on some characteristic or trait, Creswell (2012). Well, two English teachers in this school were chosen as participants in this research.

Data Collection

The interview was one of the prominent instruments used in this research to collect data how the teachers' perceptions of the use of Quipper School for teaching reading classes. It was given to teachers of English in SMA N 1 Kayuagung. The interview was deep insight required from individual participants (Gill et al, 2008). Additionally, Creswell (2012) stated that the interview is a way to ask open-ended questions to participants and then record the answer. In addition, there were three components where the participants can address their perceptions on the use of Quipper School for reading class used by researchers.

Moreover, to obtain in-depth information from participants. A semi-structured interview was used in this research. A semi-structured interview is used to give more opportunities to develop participants' accounts of their teaching. According to Burns (2000), a semi-structured interview permits greater flexibility and permits a more valid response from the informant's perception of reality. The interview is based on a common set of questions with some follow-up questions as the issues are raised by the teacher (Bogdan, 2007). So that their knowledge and beliefs could be explored in detail. To sum up, a semi-structured interview was used to get information deeply about how the English teachers' perceptions of the use of Quipper School for teaching reading classes at SMA N 1 Kayu Agung.

FINDINGS AND DISCUSSION

There was one finding presented in this chapter related to teachers' perception of the use of Quipper in learning reading. The data obtained from the interview analyzed by using a thematic analysis were described as follows:

Teacher's perception of the use of Quipper in learning reading

After collecting the data from the interview with the participant, some teachers' perceptions on the use of Quipper in learning reading. The theme and code obtained from a thematic analysis were listed in table 1.

Table 1. Teacher's perception of the use of Quipper in learning reading

Theme	Codes
Helpful application	A. Teacher felt that using a quipper makes it teacher easy to prepare the material B. Teachers challenged themselves to create the material creatively
Accessible	A. Teacher felt the quipper is easy to be access B. Menu in the Quipper is understandable
Enhancing students' motivation	A. The students were fine about using Quipper as an online media for teaching and learning reading B. Student's reading ability was increased.
It is difficult n giving personal feedback	A. Teachers have difficulty giving the students personal feedback.

Based on the theme and code listed in table 1, there was teachers' perception of the use of Quipper in learning reading. Each theme was explained in detail as follows:

Helpful application

Based on the data obtained from the interview, Quipper was one of the online learning media that can help the teacher in the teaching and learning process**.** As a result, the teacher (A) explained, *"Yeah, Quipper is helpful for me in the teaching and learning process"*(Personal Communication, June 2022). Then, the teacher added that using a quipper was helpful because using a quipper it easy to prepare the material when the teaching and learning process. The teacher can prepare the material only by uploading the material or making an assignment in the Quipper application that can be accessed by the students. As a result (A) explained, *"I think using quipper is easy. I don't have to print some assignment on the piece of paper. I just write or uploaded the assignment in the application then the students will know"* (Personal Communication, June 2022).

Teacher (E) also adds, "I think *Quipper is helpful for me in teaching and learning reading because Quipper facilitates some features that can help both teacher and students in the teaching process" "*(Personal Communication, June 2022).

Then, the teacher also felt challenged to make an assignment creatively. With the creative assignment, the students will be happy and enjoy learning reading. The teacher usually adds some song lyrics in the assignment, a video, or audio to make interesting material. As a result, the teacher claimed, "*We know that as a teacher, I have to make the assignment or tasks to make the students enjoy the material. Usually, I add a task about music such as song lyrics so that the students enjoy the material and the assignment*" (Personal Communication, June 2022).

Accessible
Based on the data gained from the interview the teacher was easy to use the quipper application. The teacher only used some gadgets such as a laptop or handphone to access the Quipper. The quipper was only downloaded in the *Play Store* on the handphone and the application was ready to use. It was because Quipper also did not use much storage on the phone. As a result, the teacher (E) explained, *"Quipper is easy. It is accessible because we can download it in the play store and the application will work. I mean, we don't need to open the browser or google chrome just to use the online media."* (Personal Communication, June 2022). Then, the teacher think that the menu in the Quipper was understandable. The teacher did not have to open youtube to know how the application works. The display and features of the quipper make the teacher interested to learn by themselves. As a result, teacher (A) added, *"I think the feature and menu in the quipper are not difficult to understand. The display is catchy, the features are understandable and they work."* (Personal Communication, June 2022). Therefore using ICT help the teacher in teaching and learning the reading process.

Enhancing students' motivation in learning reading
Based on the data obtained from the interview, the teacher claimed that the students were motivated in learning reading using the quipper application. Using quipper made the students enjoy the teaching and learning process. The students prefer using the quipper application in learning to read or do the assignment than using books. As a result (A) *"I am monitoring my students in every teaching and learning process. Then I think that my students were motivated to learn reading by using Quipper. They always ask me to give the assignment via Quipper application."* In addition, the interesting tasks make the students used to doing the assignment via the Quipper application. As a result (E)*, "I always add some lyric song or some material about love by video or descriptive text that can make the students interested in learning reading. It makes them enjoy learning reading by using quipper on their gadgets. That is why the quipper was help me as a media online learner."* (Personal Communication, May 2022). Then, the teacher felt that the student's reading ability was increased. It was proved by the score and the assignment's result of the students were increased. As a result, the teacher (E) stated, "*I think they are enjoying the learning reading process and the result also was good. They do the assignment well and it can make their score high*" (Personal Communication, June 2022). Then, (A) also stated, "Their motivation is good. They enjoy learning reading by using Quipper" (Personal Communication, June 2022).

Difficult in giving personal feedback
Based on the data obtained from the interview, the teacher claimed that it is a bit difficult in giving personal feedback. Teachers difficult to explain feedback in the students' assignments. Finally, the teacher was giving general feedback to the students. The general feedback score such as 90,80,70. As a result (A) stated: "*I difficult to give personal feedback. I mean verbal feedback. I difficult to ask them what they feel, what is their progress, what is their difficulty.*" (Personal Communication, June 2022). Then, (E) also stated *"I usually share the scores on the group WhatsApp as feedback. But sometimes I difficult give them personal feedback because I have to explain one by one to them on the WhatsApp group, not by Quipper"*

This discussion was presented as a way to discover the ideas related to the findings and previous studies. Based on the findings from the teacher's interview, it was found that there was a teacher's perception of the use of Quipper in learning reading. The teacher's perception was helpful application, accessible, enhancing students' motivation in learning reading, and difficult in giving personal feedback. Therefore, the explanation of the teacher's perception of the use of Quipper in teaching reading is described as follows to know further information about them.

The first was a helpful application. The emergence of this was due to the teacher felt easy to prepare the material via Quipper. As Haviva (2015), claimed that Quipper School is a medium of instruction for helping teachers to achieve their objective of teaching and learning. Based on that, teachers can provide online assignments for students through students' mobile devices (smartphones, tablets, and netbooks) and can also monitor the progress of their learning online. Students can learn wherever they want, as long as their devices are connected to the internet. Therefore, when the teacher uses a Quipper as a media online learning in teaching reading, it helps the teacher in process of teaching. The teacher only prepared the material by using gadgets such

as handphones and laptops. In addition, the teacher felt challenged in creating materials. In online teaching, many teachers have difficulties in creating material since the teachers only apply low-technology applications. However, based on the teacher's interview, the teacher did not feel difficult in creating material because the teacher knows the era of digital and technology.

The second was accessible. The emergence of this was due to teachers feeling easy to operate the Quipper as a media online learning. The features and menu in the Quipper are also easy to understand. As Mulyono (2016) stated unlike other web-based learning management systems, Quipper school is ready to use web-based learning that doesn't need installation on an existing hosting side (or a web server). It makes them more accessible to educators or educational institutions with limited knowledge of information technology.

The third was enhancing students' motivation in learning reading. The emergence of this was due to the teacher feeling that the students enjoy and are excited about learning reading by using Quipper. In line with Aulyana (2017) revealed that teachers' and student perception of using quipper school in English language teaching and learning in the second grade of a special class in SMA Budi Utomo Perak agreed that Quipper School assisted them in learning English, especially reading and listening skills. Rachma (2021) suggests four Quipper School advantages in reading activities, namely: 1) Students can immediately obtain information about their mistakes and also their grades, 2) students are assisted with facilities provided by Quippers, such as videos, material summaries, and exercises, 3) Quipper is flexible and accessible everywhere, and 4) Quipper can increase student motivation. The fourth was difficulty in giving personal feedback. The emergence of this was due to the teacher feeling difficulty giving feedback personally. The teacher felt difficult to ask them what their difficulties were in teaching reading by using Quipper. The teachers' difficulties in giving personal feedback. Many teachers find difficulties in giving personal feedback in real time to each student. This problem happens because the allotted time for online learning as scheduled by the school is not enough. Then, some students submit their work at different times, so the teacher can't give personal feedback on their work as soon as possible.

From the result, it could be concluded that the perception of the teacher in using Quipper in teaching reading was helpful, and accessible, enhancing the students' motivation and the teacher's difficulty in giving personal feedback. From the perception above there were many advantages and disadvantages of using Quipper in teaching and learning reading both for teachers and students.

CONCLUSION

Teachers' perceptions of the use of Quipper in learning reading were helpful application, accessible, enhancing students' motivation in learning reading, and difficult in giving personal feedback. A helpful application means an application gives more advantages to both teachers and students (Aminatun & Oktaviani, 2019). Accessible means that's application easier to be accessed by anyone and anywhere (Muliyah et al., 2020). Enhancing students' motivation means the students' motivation in learning reading increased because of using Quipper in the learning process. In addition, the teacher also has difficulties in giving personal feedback to the students which means that the teacher can not explain more about their learning results.

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