

## UTILIZING QUIPPER SCHOOL FOR IMPROVING READING COMPREHENSION OF RECOUNT TEXT

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**Abstract:** This study aims at explaining the implementation of using Quipper School for improving reading comprehension of recount text and also describing the students' engagement in the use of this digital media. This research design employed qualitative descriptive. The data collection technique used interview and documentation. To analyze the data, the researchers used data reduction, data mapping, inference, or validation. The participants of this study were the eleventh grade students and the English teacher at a public high school in Semarang, Indonesia. The research shows that students and the teacher have been helped in the teaching and learning process using Quipper School application. Students can learn reading materials with this digital medium during online learning due to the Covid19 pandemic. Students also enjoy discussion and interest in educational materials that are easy to implement and have easy access to the digital media. There were also interactive conversations about student learning issues to help students understand the reading content materials more easily.

**Keywords:** *digital media; learning; Quipper school; reading; recount text*

### INTRODUCTION

The way students and teachers interact has contributed to mastery of resources in obtaining information about their subjects. For exploratory strategies, teachers should put in place appropriate initiatives and steps to enable students to actively

learn on their own. There is a communication procedure between teachers and students. Therefore, mastery of the media is encouraged to properly build dialogue within the framework of educational methods. In the age of events, virtual media is at the forefront of knowledge acquisition.

Digital media can provide contextual audio and visual literacy materials in an immersive and interactive way. This is also in line with improvements to the Quick Help technology. It is also supported by (Jamil, Ampa, & Ilmiah, 2019 & Khafaga, 2021). For the reasons above, it has become clear that auxiliary materials should be encouraged so that students can get to know each other without prejudice, without teacher involvement. Digital primary-based mastering packages are required to make the deployment process powerful and environmental friendly. Therefore, teachers are expected to acquire the skills to deal with epochs and learning methods. This study aims to explain the utilizing of Quipper School as digital education tool in enhancing students reading comprehension of recount text. It also describes students' participation in involving distance English learning.

Technical knowledge is required for teachers. However, in this situation, teachers and students have a limited area within the execution method. Teachers cannot apply learning strategies like in the classroom, nor can directly track student growth. But they should have a motivation to acquire knowledge. Students, teachers and learning media are the components needed for knowledge acquisition. When all components are interconnected, the learning objective can be achieved. However, due to the Covid-19 pandemic, gifts for acquaintances cannot be optimally conducted, so education is completed using virtual media at home. Researchers involved to conduct Quipper School as virtual media are used by English teachers in online course.

This validates an effort to provide an explanation of how to use the Quipper School to assist students while studying at home. There is no face to face meeting offline between the teacher and students. In this case, teachers and students have limited space for ongoing processes. According to (Ja'ashan, 2020; Khafaga & Shaalan, 2021), very rapid technical features affect many lives, and provide changes to an existence style and normal human activity. The use of digital media is also increasing rapidly, including through virtual learning. Those who are interested in learning should have the potential for technical understanding based on students' needs, or abilities also known as technical abilities. As a final result, education, including mastering gadgets that are

growing to organize education more and more several developments.

In line with (Ajmal, Alrasheedi, Keezhatta, M.S., & Yasir 2020; Cakrawati, 2017), acquiring virtual knowledge is a machine that can help new learners study in a broader, more complete and diverse way. Thanks to the convenience that the device brings, students can learn anytime, anyplace without being constrained by distance, area and time. Acquaintance with text is no longer in the form of words, but is more diverse, including: textual content, images, sounds and movements.

Felstead (2018) asserts that the perception of digital knowledge includes physical or infrastructural elements in the form of a set of interconnected computer systems capable of sending information, whether in the form of text, messages, graphics, video or audio. This statement is also supported by (Hamad, 2014; Bakri, 2021) that digital learning can be interpreted as a network of personal computers that has become interconnected with multiple networks of laptop, computers at some point in the arena. Based on the previous three assessments, it is possible to conclude that the acquisition of digital knowledge is a collection of computers linked to various networks around the world that can facilitate learning a wider, broader and more varied learning for beginners.

Digital mastery encompasses student efforts with standards of freedom, independence, flexibility, completeness, mobility, and efficiency. The precept of the utility of liberties is democratic in that it is designed to be free and is obeyed by all. Especially through new learners who are heterogeneous in terms of conditions or characteristics including motivation, intelligence, teaching history, ability, and time to test. For this purpose, knowledge acquisition content, proposed program content and learning methods are specially designed. It is not limited to predefined proficiency substances, regions, distances, times, ages, genders and various non-academic requirements. The principle of independence is implemented by educational institutions whose curriculum or software allows them to learn independently through knowledge and the nature of learning.

Teachers are the most effective facilitators of helping or comforting the underprivileged in their studies. Learning about the materials is designed to make it easy for students to study on their own. The

principle of flexibility gives beginners the flexibility to plan exercise and subject schedules, take exams or developmental tests, and access asset familiarization based on the student's ability.

The precept of conformity indicates the needs of employment, the development of era and generation, or trends that stand up in society. Newbies studies consistent with their very own dreams, pastimes, skills and reports. The precept of mobility allows learners to study via shifting consistent with the situations that allow the getting to know system. The precept of performance is to empower a variety of assets, which includes human assets or era that is to be had as optimally as viable in order that beginners can study. As a mastering media, there had been 3 virtual studying capabilities in getting to know subjects, particularly as a complement, supplement and substitution.

There were numerous studies on using Quipper School, in particular namely conducted by (Bang & Saekhow, 2017; Agustina & Cahyono, 2017; Febriani, et al., 2018). The consequences of research specifically it changed into powerful digital media in teaching language skills expertise and enhance university students' motivation in analyzing English proficiency. Another has a study modified into completed through (Bang & Saekhow, 2017; Gullen, 2018; Rachma, 2021, Wijanayu, Hardyanto, & Isnaeni, 2018), on how to teach English competencies using Quipper School with Computer-Assisted Language Learning. The intention of this look at emerge as privy to factors that would motive enhancements within side English skills capabilities of university students via using Computer Assisted Language Learning (CALL). Participatory Action Research (PAR) has become used due to the fact the technique in the studies. Several exams were finished with the intention of finding out the students' achievements using Quipper School.

Felstead (2018) additionally conducted an observation to decide the effectiveness of hybrid technique through Quipper application in teaching ICT subjects. The study encouraged using mixed technique with the aid of using this application became indeed a powerful device to be used in learning ICT competence for the 9th graders.

Quipper School can also be used as a web platform for prolonged EFL learning. The goal of this study was to give teachers the tools they needed help students by combining superior

analytics with a sophisticated online platform. The result not only Indonesian EFL teachers use the platform to overcome the limited time available to teach EFL, but also enables EFL students through a broad value platform to get experiences. Quipper School, in line with a study conducted by (Guillen, 2018; Jamil, et al., 2019; Rachma, 2021) can boost students' enthusiasm and their English proficiency.

Learning to read a recount text using Quipper School is an interactional process, specifically reciprocal teaching between a teacher and students or inexperienced individuals, as well as the factors that may be present. Excessive students' achievement is the goal of education, and there are changes in students' good behavior. To achieve these objectives, a high-quality learning technique is required. Using learning media is one of the study components. To overcome student learning's lack of independence, teachers must constantly innovate within the learning method. Teachers can give students stimuli to encourage them to analyze independently and in accordance with mastery objectives.

The use of appealing media is meant to keep students from becoming bored while they are learning. E-learning is a data-driven learning medium that teachers can use to overcome students' lack of learning independence. E-learning is an educational innovation that has made significant contributions to changes in the learning process. It means that the learning method is no longer limited to lectures with improvised media, but that learning materials can now be visualized in a variety of formats and paperwork that is more dynamic and interactive. As a result, it will be encouraged more.

The researchers used Quipper School digital media for this study. It is due to the fact Quipper School can assist teachers and students with the e-learning procedure. It is an online learning platform that allows students to learn while also assisting teachers in handling the elegance. It is now used by over four hundred thousand teachers and six million college students worldwide. More than twenty percent of the instructor's work time is spent creating assignments, correcting mistakes, and evaluating work results. Quipper School relieves instructors' workload by utilizing technology to: 1) manipulate classes; 2) send assignments to students; 3) efficiently correct, read, and assess the end result of pupil work; and 4) summarize students' individual overall performance.

Quipper School establishes a digital classroom in which interactional coaching and mastery strategies can be taught. In other words, it is a face-to-face platform that connects teachers and students to achieve teaching-learning goals through the use of internet-connected media. Furthermore, the usage of Quipper school allows both the teacher and the students the flexibility of learning outside of the classroom. As a result, it may be possible to update instructors' physical presence for the learning. Making use students at Quipper School are free to express themselves. Teachers can display their students' work at any time and from any location. Quipper School makes task learning more flexible and works better both synchronously and asynchronously. Instructors and students have their own personal account to learn how to operate this software. Teachers can design instructions based on their students' skill level, and students can contribute to the elegance by entering the code provided by the instructor. Obtaining knowledge of interplay may be achieved through traveling the link to the learners about the learning materials, duties, and particular topics.

Interactions also can be accomplished with a message or chat. Quipper School provides free educational tools and materials in the form of articles, animations, and video tutorials. Teachers can download additional materials in addition to the materials already on the device. A free online platform for teachers and students in a college. This medium could be used as one of several alternatives in the learning process.

Quipper school offers free facilities and learning materials in the form of a wide range of articles, animations, and video tutorials. Teachers can upload additional content in addition to the materials already on the device. It is a free online platform for lecturers, teachers and students. This media can be used as an alternate medium during the learning process.

## **METHOD**

The qualitative descriptive research design was used by the researchers. Whereas this type of research aims to recognize the phenomena that may be found on research topics, such as conduct, idea, action, and many others, holistically and by using descriptions in the form of words and language in a natural context and utilizing various natural strategies. Creswell, (2014); Creswell & Timothy,

(2019) state that when a method becomes descriptive, it means that the researcher simply captured what happens to the object or region under examination, then explains what happened in the form of a research document in a trustworthy manner, as it is. The researchers conclude that qualitative descriptive technique is a research approach that describes what happens to the object or location based entirely on this idea by an outline in the form of phrases that are straightforward and what they are.

Data collection technique used interview and documentation. From this point of view, the researchers conducted an interview with a number of the students and an English teacher at a public Senior High School in Semarang using online media such as Whatsapp and Google Meet. She analyzed data of recount text using Quipper school at some point of the Covid-19.

They combined records validation with triangulation approaches in this study. The triangulation approach can be thought of as a data series method that integrates a variety of current narrative data and recording resources.

The steps of evaluating the data in this study were as follows: (1) Facts reducing manner because the system of selecting, summarizing, focusing the critical information and deleting the data that isn't wished for the observation. In this step, the researchers checked all of the records collected from the interview, and documentation including recording, photos, and field notes. The purpose of this step is for filtering the records and describes it right into a sentence. The researchers also provided extra data and discard facts this is repetitive or unimportant. (2) Information presentation strategy means that the data was processed to create a logical description, making the data easy to understand. According to (Miles, Huberman & Saldana, 2014; Tracy, 2013), the most prevalent forms represent facts. In the past, narrative explanation was used for qualitative research. Searching for displays enables us to detect what is going on and to perform a comparable analysis or caution based on that information. The researcher tagged the data in accordance with the focus of research. Then it was categorized once more. This phase allows the information to be placed in the proper location within the framework of prepared reports. (3) It is supported by (Miles, Huberman & Saldana, 2014; Tracy, 2013), completion of

drawing or checking represents the final step in learning facts. However, the recommended preliminary results are tentative and will be superseded unless full-length evidence is found that will aid the next level in the data analysis series. However, the initial conclusions drawn are supported by legitimate and consistent evidence while the researcher returns to the field to collect data. The conclusions drawn are most likely conclusions. At this level, the researchers interpret facts previously coded as variables and indicators. Information such as images, recordings, or videos that explains using the form of a story and reinforces the record with evidence. The end result or position is supported by significant evidence supporting the findings of the study.

## RESULTS AND DISCUSSION

This study was conducted with the eleventh graders at a public high school in Semarang during pandemic situation. Interviews and documentation were used as data collection techniques. Interviews were conducted via Whatsapp and Google Meet between the researchers, the English teacher, and one student from each of the XI Natural Science Program of 6, 7, and 9 classes, namely interviews 1, 2, and 3.

The interview was expected to provide researchers with information, particularly on how Quipper School can facilitate learning reading of recount text and students' attitudes toward the use of digital media. In this study, the researchers used structural interviews in which they had prepared a number of questions ahead of time. Documentation could be accomplished by taking photographs while the interview was conducted.

### *The use of Quipper school to facilitate teachers in learning reading of recount text during studying from home*

The researchers discovered several statements about using Quipper School to facilitate learning reading of recount text, particularly in personal letter materials, from the interview data with the English teacher. Digital media has long been used in a public senior high school in Semarang, particularly for English learning. This is based on the e-learning program that that school has implemented. Teachers should be able to use technology to support the learning process in the classroom as one of the reference schools that

should enroll Industrial Revolution 4.0 learning concepts that emphasize the use of technology. According to the interview results, distance learning related to the Covid-19 pandemic is going well.

This means that teachers must be proactive in managing the learning process creatively and monitoring student progress at all times, even when there is not face-to-face communication contact. English teacher prefers Quipper School as one of the platforms used for online learning during the Covid19 pandemic, among many digital media used to teach in Semarang's public high schools. Because of its ease of use and ability to save more internet quota. In terms of preparation, she usually prepares test materials that are distributed to students prior to operating the Quipper platform. Quipper applications include a variety of test questions based on what is taught. She first prepared the test questions based on the materials and the students' abilities before distributing them.

In addition, her Quipper application has a QCreate account that allows her to post her own test questions to her students. The question was sent to the student using the Quipper code. This allows students to open and answer the specified test questions. In addition to ease of use, Quipper also helps students evaluate. It is very easy when assessing student test results. English teacher can see each student's grades immediately after processing a question in their Quipper account. According to her, using Quipper School for online learning is very effective, but students initially performed poorly, but over time they became accustomed to Quipper and improved their results. She used this digital media mainly for teaching reading comprehension skill of recount text.

The difficulty of using Quipper School is that the digital education tools only a medium for assessing. So she cannot deliver learning materials using this media. But usually she used Google Classroom in delivering content materials. The benefits of using this digital media are that it is simple to use and saves internet quotas, while the disadvantages are that first-time students do not perform well. Based on the data presented above, we can conclude that using Quipper can assist teachers in online learning during the Covid-19 pandemic. Teachers can provide content materials to students in the form of test questions, ensuring

that learning materials are not lost even when there is no offline learning.

*Digital media in online learning during the covid-19 pandemic*

The basic definition of distance learning, according to (Ajmal, et al., 2020; Bakri, et al., 2021; Cakrawati, 2017; Hamad, 2017) assume that teachers and students are separated in spatial dimensions and use technological resources. In this case, technology plays an important role in the learning process because face-to-face learning is not possible.

The research findings also discussed the implementation of using Quipper School from students' point of view.

"In the Quipper School application, we are given an assignment to catch up on materials last time at school. So we are still understanding and preparing for the Programmatic Final Assessment (PAT). Before class, we usually start with e-learning. Then, it is common for our English teacher to send us Quipper codes to solve exam questions in this digital media. All of us can then use it to answer the given test questions." (Participant 1)

"My teacher provides reading materials, assessment of questions and exercises through online networks such as Quipper School, Google Classroom, and Whatsapp. We usually use Quipper School only for exams and Google Classroom to illustrate materials. In fact, the use of Quipper school has textbooks that fit our class curriculum. However, if there are confusing content materials, we cannot directly inquire. Then, our teacher usually uses Whatsapp as a Question & Answer tool when they have difficult materials." (Participant 2)

"I enjoy getting questions and content online using Quipper, Whatsapp, or Google Classroom". It makes me understand recount text well". (Participant 3)

From the data above, we can infer that during the Covid-19 pandemic, students can use the Quipper School as a digital medium or receive learning materials from the teacher, now known as online learning or distance learning. It allows students to continue learning new content materials and solving given exam questions. When solving an exam questions, students were given a Quipper code sent by the teacher to use this code to solve a given exam question.

According to (Bang & Saekhow, 2017; Felstead, 2018; Sulisworo, 2017), Quipper School is a digital medium that is effectively used for online learning, and it is a system that helps students learn more widely and in a variety of ways. Thanks to the opportunities the system provides, students can study anytime, anywhere, regardless of distance, space or time. At this time, the digital media used for online learning was Quipper School, which made distance learning easy for students.

"In my opinion, the digital media is appropriate for giving questions or training. However, according to me, the delivery of content materials is not effective, because we cannot ask directly about the materials which we are still confused about. Usually for the delivery of our English teacher's materials, we use Google Classroom or Whatsapp group." (Participant 1)

"Each application has its own strengths and weaknesses, for example Quipper School has a discussion that students can easily see after working on the questions. But in Quipper School also when in the evaluation questions usually don't come out of the discussion and just direct the scores so that they cannot be used to learn if they are remedial or repeat the subchapters being taught." (Participant 2)

"In my opinion, the use of the Quipper platform in online learning during the Covid-19 pandemic is quite effective. The teacher can use some tests because the Quipper application has provided several test questions in accordance with the learning materials. In addition, teachers can also make questions according to their thoughts by using the Q-Create account. In the Quipper application there are also free videos that match the materials being taught, but I find it difficult if there are learning materials that confusing and I can't ask directly" (Participant 3)

Based on the data presented above, it is possible to conclude that using Quipper school for online learning has been quite effective. Students can use it to answer teacher-assigned test questions. However, there are some drawbacks to using it, such as the inability for students to directly ask if there is any content that is considered difficult. Feedback from students on using Quipper to learn to read recount texts.

Students, according to (Bakri, et al., 2021; Ja'ashan, 2020; Khafaga, 2021), are one of the human components that play an important role in

the teaching and learning process. Students take on the role of main subject and center of attention. Students, as a part of the teaching and learning process, want to achieve a goal, have a goal, and want to achieve that goal in the best possible way. From the above data, it can be concluded that using Quipper school in online learning has been quite effective. Students can use it to do test questions given by the teacher. However, there are also some difficulties in using it as students cannot directly ask if there is content that is considered difficult. As a result, teachers must pay close attention to students' conditions and abilities during the teaching and learning process. The researcher discovered several responses from students who used Quipper School to learn how to read a recount text from the interview data.

From the interview data, the researcher found several responses from students in using Quipper School in learning reading of recount text.

"I think the Quipper School application is interesting during learning. Because using Quipper is not slow and when doing the exercises there is a discussion, so if we get it wrong, we know what is right. But there is no discussion for learning English. Quipper also doesn't take the time to work on the questions so we can be thorough in our work. Entering the Quipper application is easy and the grades we receive will automatically go to the teacher who gave the assignment, so we don't have to worry about grades." (Participant 1)

"Yes, I think the Quipper School application is interesting. Because it is easy to access the Quipper School application and it has many questions that can be done in addition to the compulsory questions from school." (Participant 2)

"In my mind, it's quite interesting. Because Quipper School provides a lot of practice questions and Quipper also provides learning materials before doing the questions." (Participant 3)

Based on the above data, it can be inferred that the Quipper School app is an attractive app for students. In addition to the communicative language used in the presentation of the reading materials, it was easily accessible and there were many questions and discussions related to the content materials being studied. From students' responses point of view during interviews, this digital media can improve students' understanding

of recount text namely learning reading of personal letters.

"Sufficiently understands learning using Quipper School, because with the practice, I can understand the content materials by independent learning at home. However, I prefer hands-on learning." (Participant 1)

"Quipper School more or less helps me in online learning even though I'm a difficult type for non-visual learning." (Participant 2)

"I'm not sure I understand how Quipper can help me learn. Perhaps I am the type of non-visual learner." (Participant 3)

Based on this data, the researcher concluded that the use of Quipper School aided students in the learning process by allowing them to pursue learning materials that had not been delivered by the teacher. It is because direct learning was no longer possible during the Covid-19 pandemic. The researcher also discovered a number of issues with using Quipper School during online learning.

Besides students enjoyed online learning using this digital media, they also faced some difficulties, based on their perception as follow:

"I think the difficulty is watching the video presented by Quipper, I didn't understand it when it was explained via video. I don't want to ask questions that I don't understand directly." (Participant 1)

"I don't think there are any difficulties when I use Quipper School in online learning. However, there are some disturbances when learning with Quipper School, such as difficulty with signals connection, not being able to ask anyone when there is a difficult question, and when the power goes out while doing test questions so I cannot use the internet." (Participant 2)

"The difficulty is in understanding, there are some materials that difficult to understand when there is a practice question on Quipper because to know the full explanation in the Quipper video, you have to subscribe first." (Participant 3)

Based on the data presented above, it is possible to conclude that the students' reaction to using the Quipper School is favorable. They are interested in using Quipper School for online learning, but they have encountered issues such as losing a signal, being unable to ask difficult questions, and turning off the power. They may also lack of Internet access.

#### *Discussion*

Teachers and students can benefit from Quipper School's assistance in learning to read recount texts. Because of the advancement of advanced information and communication technologies, teachers and students now have excellent opportunities to conduct English language teaching and learning activities outside of traditional classroom settings, particularly through e-learning. Some of the benefits of using e-learning methods, such as web, wiki, blog, and other e-learning platforms, to develop student language skills have been documented. During the Covid19 pandemic, the use of technology or online platforms is critical for learning. These statements are also supported by (Khafaga & Shaalan, 2021; Rachma, 2021; Sulisworo, et.al., 2017; Wijanayu, et.al. 2018).

Today's technological advancements are having an impact on the promotion of openness and the dissemination of information and knowledge to and from the rest of the world, across distances, places, spaces, and time boundaries. This has enabled distance learning. The Quipper School is one of the online technologies or platforms used in distance learning. During the Covid19 pandemic, it is the online platform that is currently being used in the education and learning process. Students can use the Quipper platform to receive new learning materials and work on test questions provided by their teachers.

According to the findings of an interview with an English teacher at a public high school in Semarang, the use of Quipper School is extremely beneficial to her online learning process. She can create Quipper accounts via email, but she only provides codes for students to use when sending test questions. The results are in line with (Agustina & Cahyono, 2017; Bang, et.al., 2017; Febrianti, et.al. 2017). Similarly, students can open and work on test questions based on the learning materials being taught by using the Quipper code provided by the teacher. In terms of usability, Quipper School is an effective tool for online learning. Teachers, like the results of the researchers' interviews with English teachers, can use the app to automatically find out their students' test results.

The researchers described students' reactions or feedback after using the Quipper School. They discovered that using it during online learning was well received by students. Students are interested in discussing simple learning materials. They also

discussed how simple it is to use the Quipper app. We also go over questions that will help students understand the educational materials better. During the Covid19 pandemic, the Quipper app was used online or through distance learning.

The basic definition of distance education, as supported by (Ajmal, et al., 2020; Bakri, et.al., 2021; Cakrawati, 2017) assume that teachers and students are physically separated and that they use technological resources. Distance learning is a type of education in which students do not have to attend school in person. In other words, the teaching and learning processes do not occur at the same time or in the same location. In this case, the Quipper online platform enables students to access learning materials that are not provided by teachers.

However, the researchers have also discovered some issues that the teacher and students have encountered when using the Quipper application. She was unable to provide content materials directly through Quipper School's online platform. She used it to test the materials taught. To provide learning materials, the teacher typically used additional applications such as Google Classroom. She also used Whatsapp as a medium for question and answer sessions when students did not understand the learning materials. Other difficulties for students included a lack of a network in tackling test questions, the impact of assignments, and the inability to ask questions directly when learning materials were confused.

## **CONCLUSION**

Based on the data, Quipper school made it easier for students and teachers to learn recount text, especially personal letters. First, it is an application that is effectively used for online learning. The teacher gave students only Quipper codes to answer exam questions. Meanwhile, students can solve exam questions using the Quipper codes provided by the teacher and solve the problems according to the reading materials. The Quipper school delivery process can then display students learning outcomes for completed exam questions. Second, students respond wonderfully and enthusiastically to the use of digital media during online learning. Students are interested in discussing learning materials that are easy to implement and easily accessible in the app. The learning activity covered a discussion of problem-solving to make it easier



for students to understand the learning materials. Learning aids should encourage students to get to know each other without teachers and prejudice.

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