

TEACHER AND STUDENTS' PERCEPTION TOWARDS THE IMPLEMENTATION OF QUIPPER SCHOOL IN ENGLISH SUBJECT

Shevina Yuniar Rachma

Universitas Negeri Surabaya

Shevina.17020084091@mhs.unesa.ac.id

Abstrak

Tujuan dari artikel ini adalah untuk menunjukkan hasil penelitian mengenai bagaimana penggunaan Quipper School dalam mata pelajaran Bahasa Inggris serta mencari tahu bagaimana pendapat guru dan siswa dalam penggunaan aplikasi tersebut. Data diambil dengan menggunakan wawancara semistructured dengan seorang guru Bahasa Inggris dan 12 siswa kelas 11 dalam tahun ajaran 2020/2021. Hasil dari penelitian ini menunjukkan penggunaan Quipper School dalam kegiatan mengajar Bahasa Inggris dilihat sebagai sesuatu yang baik dan membantu untuk guru. Aplikasi tersebut menyediakan materi dan tugas yang dibutuhkan oleh guru. Ini mempermudah pekerjaan guru dan ia tidak perlu menyediakan atau membuat materi sendiri. Dalam penggunaan Quipper School, guru dan siswa memberikan pendapat dan keduanya beranggapan bahwa Quipper School memiliki sisi positif dan negative sebagai media belajar dan mengajar.

Kata Kunci: Quipper School, pendapat guru dan siswa

Abstract

This article aims to present the result of the research done in finding how the implementation of Quipper School in teaching English. Besides, it also investigates the teacher's and students' perception towards it. The data was taken using semi-structured interview with one of the English teacher and 12 students of grade XI in academic year 2020/2021. As the result of this study, the implementation of Quipper School in teaching English seen as something good and helpful for the teacher. It provided the material and task that the teacher need so they did not need to make any. Also, both the teacher and students find out the advantages and the disadvantages in using Quipper School as the teaching and learning media.

Keywords: Quipper School, teacher and students perceptions

INTRODUCTION

Technology is one of the biggest needs that everyone should fulfil in many aspects of life such as, social, economy, and education (Cakrawati, 2017). This condition force teachers to improve their way of teaching become familiar with computer, internet, and online learning. Also, the world has changed because of the Coronavirus outbreak. On March 11th, 2020 WHO (World Health Organization) has declared this as a pandemic. Any activity that involves many people in one room should be stopped due to the urge of minimalizing the spread of the coronavirus. This condition force teacher and students to do their teaching and learning activity at home. The teacher should find a way on how to do the teaching and learning activity even when they have to be separated away. One of the solutions for this problem is by using technology or gadget.

Quipper School –also known as Quipper-, is a web-based online learning application (Cakrawati, 2017). Saptani (2017) stated that Quipper has three main features that are available for teachers in conducting a class such as

'creation', 'assessment', and 'learning'. 'Creation' feature is used for making a teaching materials and quizzes. 'Assessment' feature is used for conducting an assessment for the student. 'Learning' feature is used for conducting a learning class in Quipper. They can upload their material and open it in the class during the lesson or for students to review the lesson at home. Quipper also can be a social networking service for students and their teachers. Viray (2016) said that social networking service is an online platform or medium used to establish social networks or social relations among individuals. This need is supported by one of Quipper's features, named 'message'. This feature is available for both teachers and students, so they can communicate privately about the lesson and the students would not feel ashamed by asking questions to their teacher. Which means, it will be good for teacher to use this media in teaching English.

English now becomes a worldwide language, which means every human on earth should master that language for fulfilling their need in communicating with each other. It means that English is an important subject that students should master. In Indonesia, English has become a second

language that is already required in the Indonesian curriculum. Unfortunately, based on Gunantar (2016), the success of teaching English in Indonesia is still considered as low because many students still need a private course to help them understand English more. This statement is also supported by Sulisty (2016) that English in Indonesia used only in a formal term, and in this case, is used only in the classroom. This condition is also not beneficial for students for it makes them have a limited time and learning English.

In terms of learning, some experts elaborate their thought about it. Hamalik (1983) as cited by Ratnasari (2011), stated that learning is a form of change and growth of someone that can be seen by their new behavior. Hamalik then added behavior can be seen from their new knowledge, some changes in their skill, attitude, emotions, etc. Another opinion about learning is stated by Behlol & Dad (2010) who has two thoughts. The first one, learning is a quantitative enhancement of knowledge, skills, memorizing, and methods that can be activated depending on the person's needs. The second thought is, learning is making sense of some abstract information, relating one to another into real life, understanding, interpreting, and comprehend the world.

Learning English has many advantages for the learners. According to Nishanthi (2018) & Mahu (2012) stated there are some factors that make English as an essential language for communication. The first factor is, English is an international language. It is used by almost all countries around the world to communicate in every country. Second, English is necessary for education terms. It helps in applying to the higher education level. For example, senior high school students need to have certain score of TOEFL for the college requirement. Next, media and press around the world mostly use English. Even though you are in your own country, it will be easy for you to find a magazine or newspaper written in English. Fourth, English is considered as important for travelling. If you have a good ability in English or at least knowing the basic rules of it, it will help you in traveling around the world. People will easily understand you if you use English rather than nothing at all. The last one, for business purposes. You will be able to have a better opportunity in having a good salary and better places if you are good at English. Mostly, job applicant will look for someone who has a good ability in English.

Unfortunately, learning English is not as easy as we thought. Learning English, especially in a country that uses English as a foreign language, force students to put much effort, desire, and motivation (Lubis, 2015). Gardner (1985) as cited by Zulfikar, et al (2019) stated that motivation, desire, effort, and students' willingness attitude is a combination that cannot be separated. But there are many problems faced by the students in learning English,

including those combinations without any exception. According to Khajlo (2013) and Raju & Joshith (2017), there are some points that influence students' condition in learning English as follows;

1. Lack of motivation and interest in learning English
2. Students are influenced by their mother tongue
3. Culture differences
4. Students' practice

The problem not only faced by the students, but also found by the teacher in teaching English in Indonesia. Sulisty (2009) & Yuwono (2005) stated that there are several difficulties that the teachers found in teaching and learning in Indonesia. First, not all students are motivated. Students' low motivation will affect their interest in learning English. As the result, they will felt bored anytime they learn about it. Second, teaching and learning in Indonesia mostly focus on reading skills only. It can be bad for students because they are unable to explore their other skills, such as speaking, listening, and writing. It only focusing on grammar, memorizing vocabulary, and reading English text. Last but not least, teachers' qualifications in teaching English that still considered bad.

Based on Gunantar (2016), the success of teaching English in Indonesia is still considered as low because many students still need an outside course to help them understand English more. This statement is also supported by Sulisty (2016) that English in Indonesia is only used in a formal term, and in this case, used only in the classroom. This condition is also not beneficial for students because they have limited time in practicing their English. Also, teaching English as a foreign language is not easy. Therefore, the teacher should master teaching methodology in teaching EFL. According to Larseen (1986) as cited by Anabokay & Suryasa (2019), there are seven methods in teaching EFL, as follows; 1) Grammar translation method, 2) Direct method, 3) Audio-lingual method, 4) Silent way, 5) Suggestopedia, 6) Community language learning and the last one, 7) Total physical response.

In teaching English, as stated by Sadiku (2015), there are four necessary skills in English that must be considered as important and those are; reading, writing, speaking, and listening. Each of them has its role in communication. Reading and writing help students to communicate in written form. For speaking and listening, it helps them in communicate using oral form.

1. Reading

Reading, according to Richard and Schmidt (2010), is a process of understanding a written text. Reading becomes one of the ways someone gets new information about something. That is why reading is important in learning, especially language learning (Rumainah, 2018).

2. Writing

Writing is seen as the most skilled among the others (Javed, Juan & Nazli, 2013). Writing, according to Pratiwi (2018), is a capability to write and understand the components of writing which are, grammar, style, mechanics, and judgment.

3. Speaking

Speaking is an interactive activity of making meaning that involving produce, receive, and process info (Torky, 2006). Speaking has a role in a way of people communicate with each other using the L2 to express their feeling, getting new information, express their idea and thought.

4. Listening

Listening plays a big role in communication. According to Bulley-Allen (1995) that cited by Flowedew (2010), listening plays a big role in daily communication it has 40%, 35% for speaking, 16% for reading, and 9% on writing. It shows that communication will not run as best if it is not supported with listening. In listening, the listener should qualify themselves with basic knowledge.

From the explanation above, Quipper School is an application that could help teacher and students in maximize their teaching and learning activity. The application provided material that good for teacher because they do not need to make it by them self. Also for the students, the application could help them in learning everywhere and anytime. Unfortunately, the number of people who are familiar to this application still considered low. That is why the author conducted the research about the implementation of Quipper School in teaching English. Also teacher and students perception about the application as the user. This research conducted to find out the answer to the research questions as follows;

1. How is the implementation of Quipper School in English teaching activity?
2. What are the teacher and students' perceptions towards Quipper School in teaching and learning English?

METHOD

The research design in this study is qualitative research that investigates the implementation of Quipper School in teaching English and the teacher and students' perceptions towards it. The study takes place in one of the Islamic public senior high school in Gresik. The researcher interviewed one of the English teacher and 12 random students of her class. The criteria of the participant chosen is they still actively use Quipper School during the interview.

The participants of this study is one of the English teacher who teaches that class. The participant would asked about the implementation of the application in teaching English Also, the other subject of this study are 12 students in grade XI. The researcher asked both participants, the teacher and students, about their experiences in using Quipper School in teaching and learning activity. The data in this research is the students' and the teacher's perceptions towards the use of Quipper School in English teaching and learning activity. The participant needs to answer all the questions given by the researcher orally. Their answer will be recorded and will be documented by the researcher.

The data will be analyzed using framework analysis which is familiarization, identifying the thematic framework, indexing, charting, and mapping then interpreting the data.

RESULT AND DISCUSSION

These are the result of the interview that was done with an English teacher and twelve students at one of the Islamic public Schools in Gresik. The students were from different classes, 6 students from science classes and 6 students from social classes. The result will be reported depend on the research question.

1. The implementation of Quipper School

From the explanation by one of the English teacher, this school was already used Quipper School since last year. The teacher implemented the Quipper School for teaching reading and writing onlly. She mostly used it in reading for it work well with that skill. For the writing skill, she barely used it because it is not effective enough and takes so much time to check the students' work one by one. She also stated that she did not need to make or uploaded her own material because the application already provided the material she needed.

Quipper School already provided material and tasks for each chapter and sub-chapter. Therefore, the teacher could directly use the material provided. The step in using the material stated by the teacher was, the teacher chose the chapter and the material she needed. Then, she uploaded it and asked her students to read so they could have their own understanding about the material. After that, the teacher gave her students task to make a deeper understanding for the students. In applying the material and task provided by the app, the teacher used it directly. She did not make any changes except for the material that was not available in Quipper School or the material that did not match with the handbook she had. Even though some material did not available or miss, the teacher still using Quipper School as a teaching medium. She uploaded the material she made and adapted some tasks from her own text book.

According to research question 1, the teacher implementing the teaching activity by picking and directly use the material in Quipper School. Research done by Agustina & Cahyono (2017) about Indonesian teacher perceptions in using Quipper School for extended EFL learning shows, that from 3 participants that joined the interview, 2 of them said that they directly used the material served by the application. Teacher 1 stated that it helped him in optimizing the teaching activity because he did not need to make any material. He directly used the task provided by the application because he assumed that the difficulty level of the task matched well with his students' level. Teacher 2 assumes that the material fitted perfectly with her students' ability in understanding. She said that the material was understandable.

For the result of this research, the teacher used the application only for teaching reading and writing. As stated by Sadiku (2015), there are four necessary skills in English and those are, reading, writing, speaking, and listening. In implementing teaching activities using Quipper School, teachers should find a way how to cover all of these four skills because this application did not work well for other skill except reading and writing. Even for writing skill she had to develop her own material and task but it will spend too much time and become ineffective.

2. The teacher and students' perceptions

The teacher perceptions

According to the teacher's opinion, it can be concluded that there are some advantages and disadvantages in using Quipper School as the teaching media.

Table 1.1 teacher's perceptions in using Quipper School for teaching English

Impact	Teacher's perception
Advantages	<ol style="list-style-type: none"> 1. The material provided facilitated all of the teacher needs. 2. The material and task cover almost all the chapter and explained in detail 3. Help in increasing students' interest and score
Disadvantages	<ol style="list-style-type: none"> 1. Not all chapters are available in Quipper School 2. Focuses on reading only 3. Quipper School cannot be used effectively for writing skill

According to the teacher answers, the first advantages was the application facilitate the teacher. The teacher stated that the material provided by the application was

very useful. The time she has was limited because she has lot of administration things to do. She sometimes had no time to prepare the teaching material. But after using Quipper School, she did not need to prepare anything for the teaching activity.

The second advantages was the material and task provided cover almost all the chapter and are explained in detail. The material provided by Quipper School truly fulfill the requirement and the expectation of the teacher. She stated that the material was comprehensive and the task was appropriate. She then added that Quipper School was helpful for it has understandable material that makes her job easier.

The third one is increasing students' interest and score. Declared by the teacher that students had good improvements after using Quipper School. It shows that they had a better interest in learning English and it appeared in their achievement. They had better scores and satisfied her. She also stated that her explanation might be harder than what Quipper School had. That is why it help students to have a better score and interest in learning.

Besides the advantages, the teacher found some disadvantages in using Quipper School as a teaching media. The first disadvantages stated by the teacher was the completeness of the material presented by the application. She explained that there is some material that did not match with the handbook she had. It did not match with the curriculum used in her school. She sometimes found some material that should not be taught in that semester or some material that should be taught but she could not find it or miss it. She added that the material provided by the application was not in order as on the teacher text book. So she had to sort the chapter by her own.

The other disadvantage that the teachers faced was the application did not give any facilities in teaching any other skill except reading and writing. The teacher stated that in using Quipper School she only used the multiple-choice type of queastions for students' reading comprehension. Thus, she used another platform in order to fulfill the need in teaching any other skills.

The last disadvantages was, the teacher stated that in using Quipper School for writing, she found that it was hard because the score did not appear as if she used it for teaching reading skill. In writing, the teacher should assessed the students' work one by one which would spend too much time and energy in assessing the students' work.

According to research question 2, teachers had both positive and negative perspectives in teaching English using Quipper School. One of the advantages that the teacher found was the easiness of the material provided. She stated that it will be easy for her students to understand the material because the language used was simple.

Related to these advantages, research done by Khairani, et al (2018) about teacher perceptions in using Quipper School for improving learning management shows that the participants agreed about the material provided by the application is great. They all strongly agree about the appropriateness, level, and depth of the material according to the based competence (KD) and accuracy of the examples and media given. They assumed that the media is very feasible. It was good, because the teacher could use the material provided directly without any doubt as the material was already match well with the KD.

Another advantages stated by the teacher is about the scoring. The application already did it automatically after every task. So, she did not have to assess students' tasks by herself. Agustina & Cahyono (2017) done similar research and the result shows that one of the teacher agreed that the score analysis helps her in knowing her students' condition and ability. It also could be a reflection for both teacher and students. This also helps in the shortage of classroom time.

It was unfair to discuss about the advantages only without discussing about the disadvantages found by the teacher. Problem faced was the application only focused on reading. The teacher was unable to deliver the material about other skills. It was possible for the teacher to use the application for writing but she argued that she would spend so much time in it. In Nurdiana's (2016) research, it showed that the teacher complain about the inability in applying writing or any other skill (speaking and listening). Quipper School provides writing tasks using multiple-choices questions only. So the teacher should develop their own task for writing. It means, it did not support the students' ability in constructing their own sentences. On the other hand, writing skill require the students' practice to express their thought and determine their level in writing. Also, there is no speaking material. Because of this drawback, some skills would not be explored well.

Students' perceptions

Similar with the teacher's perceptions, students also faced some advantages and disadvantages in learning using Quipper School.

Table 1.2 students' perception in using Quipper School for learning English

Impact	Students perception
Advantages	1. Students could directly obtained information about their errors and their scores as well. 2. Students were assisted with the facilities provided by Quipper,

	such as video, a summary of the materials, and exercises. 3. Quipper was flexible and could be accessed everywhere 4. Quipper could improve students' motivation.
Disadvantages	1. There was no further explanation after completing the tasks 2. Both materials and tasks used full English 3. Quipper assisted the students in finishing their tasks, not in learning English 4. The videos in Quipper could not be accessed offline

In learning using Quipper School, students found some positive impact. The first advantages that the students found was, they could directly obtain information about their errors and their scores as well. Student A assumed by having an explanation about the task she has done, helped her in online learning. She stated that it is effective for it explains what errors she made and how to overcome that problem.

In Quipper, we can instantly know the right and wrong answers, if I choose the wrong answer, Quipper will display the correction, and the discussion below the, eventually we can see our scores. (SA)

In my opinion, it is beneficial because I will be given the correction so that I can learn from my mistakes. (SA)

Student D said that the explanation given every time he made mistake, help him expand his understanding. It improved his ability and he could learned from the error he made. Student J also had a similar opinion. She explained that she could easily saw the score she had without meeting the teacher. She added that usually the teacher gave them tasks to do the worksheet. Unfortunately, the teacher rarely gave explanation about what was the correct answer for the worksheet the students had. As a result, students were unable to learn and still questioning about the material and the task given.

The second advantages was, the students were assisted with the facilities provided by Quipper, such as video, a summary of the materials, and exercises. In applying the Quipper School for learning English, some students said that the material, summarizes, and exercises provided were really helpful. Student G stated that the material in Quipper School helped her in learning English very well. She then added that the video served by Quipper School are really

interactive and can be easily understood. She stated that the video explained everything well.

It's not bad, I think. It helps me with the videos, the exercises, and the notes as well available in Quipper. (SG)

Some students had similar opinion about the facilities in Quipper School. Students B and K had the same opinion as students G. Students B also mentioned that she chose to study at home using Quipper School rather than having a face to face lesson. She stated that it was because she thought that the application was clear enough. Students B & K stated that the Video and summary provided by the application helped them in increasing their understanding about the material they learned. Student A argued that by watching the video she could deepen her understanding about the material. She stated that it influenced her ability in learning English. Student D mentioned that using Quipper School eased his learning activity. He did not need to use other platforms to search about the material he learned about or trying hard by reading books one by one. He just needed to open the application and he could easily found the material he wanted to learn. Student J also even stated that he chose to use Quipper School as the online learning media. For her, Quipper School was easy to use because it is equipped with the video about the material she had to learn, summarizes of the material, and also the exercises. Student H also stated that the video in Quipper School could be played many times as much as they wanted. It means that the students were able to re-watched and brush up on the material they learned.

The next advantages was, Quipper was flexible and can be accessed everywhere. Students I stated that she found some changes in her learning interest by using Quipper School because of the application flexibility and it could accessed anytime and anywhere.

It is easy to access Quipper whether in application or website at any time, and I can access it on my smartphone as it's an important thing I bring everywhere. (SI)

Students F & G also stated the same statement. She stated that the application was good for learning because she could opened it everywhere as long as she had internet access and the application was really easy to use. Students C said that she even opened the application and finished her task while jogging. She stated that even when she was doing something else, she still be able to open the application. Student H state that he re-opened and refreshed his mind about the material by re-watching the video. He stated that he can do it anytime when he has free time and anytime he wanted.

The last advantages found by the students was, Quipper were helpful in improving students' motivation. Student D

stated that Quipper School helped him in increasing his motivation in learning because of the video provided by the application. He added that the interest he felt came from the interactive video that make it easier for him to understand the material.

I am motivated, moreover, each chapter is complete with videos, and it makes me more attracted to learn. (SD)

Student F also stated the same opinion. She said that the convenience of the application which could be opened every time and everywhere help in increasing her motivation.

Despite of the advantages, the students also found some disadvantages in implementing the application as their learning media. The first problem faced by the students was, they need further explanation after doing their task. Student F argued that she thought it was not effective to use the application as her learning media. It was because after doing the task given by the teacher, there is no further learning activity. She then intended to sleep and doing nothing. She compared the online and offline learning that she had experienced. She stated that in offline learning, there would be a learning activity after doing some task.

The negative side is when we've done with our tasks, we usually go to bed soon, but if we are in face-to-face learning, we can still continue our activity. It's different now, we're at home, so no one knows whether we are asleep or not. (SF)

The second drawback was, the use of full English has become one of the problems faced by the students. Student E asserted that in learning using Quipper School, one of the problems she found was the language used in the application. It was hard for her to understand the material because of the language used. Plus, she could not asked her teacher about the misunderstanding she had.

I found it difficult to understand as the materials and the examples use full English without any particular parts using Bahasa Indonesia. I think it'd be better to at least use Bahasa Indonesia in some parts. (SE)

Students F and J found the same problem. Student J stated that she thought it was hard to translate the words or passages neither she did not understand nor did she know. It was because the text could not be copied, so she was not able to translate it.

The next drawback the students concern about is the Quipper School assisted the students in finishing their tasks, not in learning English. In answering the questions about students' perception in which learning style students prefer to choose, student G answer to use offline form or face to face with her teacher rather than the online form by using Quipper School. She stated that Quipper School did

not helped her in deepen her understanding about the language, it was only useful for her to finish her task. Because she had no one to ask when she had some problem in understanding the material.

Quipper helps me only to complete the exercises not to learn English. (SG)

The last advantages was, the videos in Quipper could not be accessed offline. Quipper School is an online basis application which in operating the application you should have internet access. Unfortunately, some students assumed that it was a problem. Student J asserted that she could not accessed the application if she had not internet connection. She had to be connected to the internet all the time. Even though the government had already provided free internet data for each students in Indonesia, yet she stated that sometimes the internet data given could not be used. As a result, she would not able to finish her task or reading and watching the video.

The disadvantage is the videos can't be opened offline, so if I run out of internet data, I can't do the tasks. (SJ)

Students G, I, and K found the same problem. Student G said that in applying the Quipper School she had to be connected to the internet all the time. The material provided could not be loaded if she had no internet access. Students I stated similar problem about the internet network. Sometimes she lost her internet network and it causes her to be unable to join the class and doing her task. Student K also stated the same statement as a student I. She said that it was hard to always have a good internet access. Also, Quipper School video cost a lot of internet data.

Related to the findings of research question 2, Nurdiana (2016) mentioned some advantages in using Quipper School as the learning media. The participants mentioned that they found it beneficial for them to directly get the score of their task without meeting the teacher. It was similar to the findings of this research that when students had their score directly, students were able to learn about the mistake they made. Also, they could read the explanation given by Quipper School and the reason why of every answer they had in any task. in another study, Nurdiana's (2016) participant also mentioned that Quipper School made the learning activity became easier by providing summarize of the material they should learn. In line with this statement, the result of this research showed that the students also mentioned the material provided by Quipper School was really helpful. They did not need to take any notes because the material was already summarized by the application and could be seen anytime and anywhere. The material could be easily understood by the students and had already covering anything they should learn.

Other media in Quipper School that helped students in learning are videos and exercises. By watching the video, some students were able to understand the material well and it could increase their learning interest. As research was done by Jamil et al (2019), the participant showed a positive attitude towards the usage of Quipper School in learning English. Almost all the participants that joined this research agree that Quipper School was an interesting medium for learning English. According to research done by Delfi, Mahdum, and Mulyani (2017) about the correlation between student interests with their score, it showed that students' interest was affecting their score. The correlation showed was 0.606 which means that the correlation is significant. This means, the more interested the students, the higher their achievement they had. In line with this statement, the students in this research stated that they felt motivated and interested in using Quipper School for learning English. Especially the video that they could watched to enhance their understanding.

Unfortunately, besides the advantages, there are some drawbacks that the students faced. One of the drawbacks that students concern about was the video in Quipper School could not be accessed offline. It forces them to always connect to the internet access although it was hard for some of them. Even though the government already provided free internet data for students, sometimes they found that the internet did not work for Quipper School. Similar to this problem, research done by Nurdiana (2016) showed the result about the disadvantages in using Quipper School. One of the drawbacks was the bad connection of the Wi-Fi. The Wi-Fi connection suddenly on and off by its own. It could cause a problem to them for they will unable to do their task or reading the material when they had no internet access.

CONCLUSION

English nowadays become a worldwide language and mastering it will give many advantages. Unfortunately, learning English is not that easy, especially in this pandemic era. Teacher are forced to find a way to overcome dealing with the pandemic era although they have to be separated away from their students and clueless about gadget and advance technology. Quipper School, an online teaching and learning media, can be a solution to this problem.

Quipper School could help both teacher and students in teaching and learning activity. For the teacher, it help them in having additional time outside the classroom for enhancing students' understanding about the material. Also, for the students, it help them to have a better understanding for the application already provided the material and task that match well with KD.

Based on the research done about the teacher and students perceptions in implementing Quipper School, the teacher stated that in implementing the application she just directly used the material provided by the application. She assumed that the material and task covered anything she needed to teach although there were some material that did not available or miss. For the perceptions, teacher and students show positive and negative opinion. For the teacher perceptions, the material provided are good and understandable. Yet, there are some material that did not covered and missing. On the students' side, they assumed that the application helped them in having deeper understanding for it had a helpful material such as, video, summary and task. Unfortunately, they still found a problem about the material. They stated that the material did not available for offline or could not be downloaded.

The limitation of this study was the participants did not give much information about the use of Quipper School in their School. Also, the author struggling in finding participants that still using Quipper School recently. The author suggests for the next researcher to dig further information about the use of the application and make sure to find the participants before conducting the research. Another suggestions given for teacher and students. For the teacher who will use the application as their teaching media, give further explanation about the material and do not rely on the application only. For the students, they should try to ask their teacher when they cannot understand the material.

REFERENCES

- Agustina, Eliasanti & Cahyono, B. Y. "Perceptions of Indonesian Teachers and Students on the Use of Quipper School as an Online Platform for Extended EFL Learning." *Journal of Language Teaching and Research*. Vol. 8, No.4 (2017) : 794-800
- Behlol, M. G., & Dad, H. (2010). Concept of Learning. *International Journal of Psychological Studies*, 2(2). <https://doi.org/10.5539/ijps.v2n2p231>
- Cakrawati, M.L. "Students' Perceptions on The Use of Online Learning Platforms in EFL Classroom." *English Language Teaching and Technology Journal*. Vol.1, No.1. (2017): 22-30
- Flowerdew, J. (2016). English for Specific Academic Purposes (ESAP) Writing: Making the case. *Writing & Pedagogy*, 8(1), 5-32. <https://doi.org/10.1558/wap.v8i1.30051>
- Gunantar, D. A. (2016). the Impact of English As an International Language on English Language Teaching in Indonesia. *Language Circle: Journal of Language and Literature*, 10(2), 141-151. <https://doi.org/10.15294/lc.v10i2.5621>
- Hadijah, S., & Shalawati, S. (2016). A Study on Listening Skills and Perspectives to First-Year Students at English Department of Academic Year 2015/2016. *J-SHMIC : Journal of English for Academic*, 3(2), 70-80. [https://doi.org/10.25299/jshmic.2016.vol3\(2\).527](https://doi.org/10.25299/jshmic.2016.vol3(2).527)
- Jamil, W., Ampa, A. T., & Ilmiah, I. (2019). The Students' Learning Interest of Quipper School Used By The Teacher in Teaching English: Descriptive Research. *Jurnal Pendidikan Bahasa Inggris*, 8(2), 141-157.
- Javed, M., Juan, W. X., Nazli, S., Prncipal, V., Oxford, M., High, C., & Vehari, S. (2013). e-ISSN: 1308-1470 • www.e-iji.net p-ISSN: 1694-609X A Study of Students' Assessment in Writing Skills ... *International Journal of Instruction*, 6(2), 129-144. www.e-iji.net
- Khairani Miftahul, Sutisna, S. S. (2019). *Jurnal Biolokus* Vol: 2 No.1 Januari - Juni 2019. *Jurnal Biolokus*,2(1),5. <https://media.neliti.com/media/publications/292801-studi-meta-analisis-pengaruh-video-pembe-7bf17271.pdf>
- Khajlo, A. I. (2013). Problems in Teaching and Learning English for Students. *International Journal of Engineering Research*, 7(3), 56. www.ijerd.com
- Krashen, S. D., & Terrell, T. D. (1998). *The Natural Approach: Language Acquisition in the Classroom*. New York: Prentice Hall Europe.
- Lubis, T. "Students' Language Attitude Toward English." *Jurnal Bisnis Administrasi* Vol. 04, No. 01 (2015) 17-21
- Mahu, D.-P. (2012). Why Is Learning English So Beneficial Nowadays? *Journal*, 2(4), 374-376.
- Mapiasse, S & Sihes, A. (2019). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *Procedia Computer Science*, 7(1), 113-122. <https://doi.org/10.21744/ijllc.v5n2.612>
- Mclean, S. (2012). *Communication for Bussiness Success*. Vol. 10
- Mulyani, Sri Dewi, Mahdum Mahdum, Delfi, S. (2019). the Correlation Between Students' Learning Interest and Their English Achievement At Sman 10 Kendari. *Journal of Teaching English*, 4(4), 375. <https://doi.org/10.36709/jte.v4i4.13966>
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-1), 871-874. <https://doi.org/10.31142/ijtsrd19061>
- Nurdiana. (2016). *Language Functions in English Language Teaching Materials: A Case Study of Indonesian Secondary School Textbooks of English* Nurdiana. III(2), 2016.
- Pandey, D. M., & Prabhat Kumar Pandey. (2014). Better English for Better Employment Opportunities.

International Journal of Multidisciplinary Approaches and Studies, 1(4), 96–100.

Pratiwi, K., & Andriyanti, E. (2019). External Factors Causing Students' Difficulties in Listening. *Journal of English Language Teaching and Linguistics*, 4(2), 227. <https://doi.org/10.21462/jeltl.v4i2.282>

Raju, N., & Joshith, V. . (2017). Adversities and obstacles in learning English as a second language in Indian context. *International Journal of Advanced Education and Research*, 2(4), 48–51.

Ratnasari, D. M. (2012). STUDENTS ' LEARNING STYLE PREFERENCES (A Study on Fourth Semester of the English Department Muhammadiyah University of Purwokerto in the Academic Year 2011 / 2012) A THESIS Proposed by : TEACHER TRAINING AND EDUCATIONAL FACULTY

Rumainah. "Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University" Vol. 23, No.1 (2018)

Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29.

Saptani, D. A. "Teachers' Perception towards the use of Quipper School in Teaching English." *Advances in social science, Education and Humanities Research (ASSEHR)* Vol.82 (2017): 233-235

Sulistiyo, U. (2016). English language teaching and efl teacher competence in indonesia. *Igniting a Brighter Future of Efl Teaching and Learning in Multilingual Societies*, 4(2), 396–406. <http://ejournal.unp.ac.id/index.php/selt/article/view/7001/5535>

Torky, S. A. E. F. (2006). of Secondary Stage Students Supervised by The Researcher Curriculum Vitae. 1–256.

Viray, J. (2017). Quipper School and Its Effectiveness in the Academic Performance of Grade 8 Students in English IN THE ACADEMIC PERFORMANCE OF GRADE 8 STUDENTS IN ENGLISH NOVEMBER 2016 Quipper School and Its Effectiveness in the Academic Performance of Grade. *ResearchGate*, November 2016. https://www.researchgate.net/publication/317032467_Quipper_School_and_Its_Effectiveness_in_the_Academic_Performance_of_Grade_8_Students_in_English

Winardi, Gunawan. 2002. *Panduan Mempersiapkan Tulisan Ilmiah*. Bandung: Akatiga.

Zulfikar, A. F., Muhidin, A., Pranoto, Suparta, W., Trisetyarso, A., Abbas, B. S., & Kang, C. H. (2019). The effectiveness of online learning with facilitation method. *Procedia Computer Science*, 161, 32–40. <https://doi.org/10.1016/j.procs.2019.11.096>