



## Students' Opinions of the Use of Quipper School as an Online Learning Platform for Teaching English

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### Abstract

*This article examines how students feel about using Quipper School as an e-learning platform to teach English and discusses its benefits and drawbacks. Using the cluster sampling approach and concentrating on the survey study method, this study used two sample classes with a total of fifty-three participants. Twenty questionnaires were sent out to students to gauge their opinions of Quipper School. When exploring the benefits and drawbacks of implementing Quipper School, which has been done through student interviews, in-depth information seems to be as significant as continuous responses. The results showed that pupils prefer to utilize IT and are at ease using it for educational purposes. More importantly, Quipper School's benefits encourage interaction between students and teachers both within and outside of the classroom. Even though the teacher isn't in the room, the pupils still receive instruction or have a chance to review the content. It uses a revolutionary learning approach to improve students' learning experiences. Quipper school also has drawbacks when used in the educational process, for instance, erratic internet connections, restricted computer resources that facilitate study at Quipper School, additionally, there was no spoken material that could be used in a prep school. Today, employing a quipper school to teach English might be beneficial for studying and teaching. Although the teacher is not physically present to give direct instruction, students still receive a lesson, and by studying the information whenever and wherever they are, they can increase their success in learning English.*

*Keywords: e-learning, Quipper School, and student perceptions.*

### 1. Introduction

It's crucial to incorporate media into both teaching and learning, It must capture students' interest and make teaching and learning activities more engaging and successful . Social media and communication technology are currently advancing very quickly[1]. Any information is readily available on technology devices like smartphones, tablets, and computers at any time and from any location. ICT, which stands for information and communication



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technology, is developing quickly[2]. As a result, innovative educational methods and new technology have emerged. According to Joe and Chol (2002), new technological tools and systems are being used in educational settings more frequently and to better students' learning outcomes[3]. Through computer-assisted language learning, for example, educational innovation gives teachers and students the chance to learn and teach outside of typical classroom settings (CALL). Learning Management System is one of the most well-known CALL media (LMS). Chappelle (2003) as well as Anggitasari et al. (2020) contend that students should benefit from the employment of computer technology in the classroom through improved linguistic input[4]. Chappelle proposes three categories of language input: salience (e.g., engagement with a grammar application), modification (offering any tools that aid learners in understanding the meaning, including visuals), and elaboration (providing explanations). These three sorts of improved learning input are offered by QS. 2017 (Saptani).

According to Saptani (2017), According to Cahyono (2015), the existence of e-learning is one of the roles played by IT in the field of education. E-learning is education that transforms the relationship between the teacher and the students via the use of technology, communication, and information (ICT)[5]. E-learning is the practice of learning through the use of technology, such as the internet, a computer, audio, or video cassette. A digital learning process is another way to describe e-learning. Everyone believes that online education involves using browsers to support the learning process. One way that e-learning is implemented is through the web. Quipper School is one of the online media learning options now available.

Because it was discovered that the teachers still had issues with their instructional media in teaching English, this study tries to learn what the high school students think about Quipper School in order to determine whether it can be used as an e-learning platform[6]. Subject matter is poorly organized, teachers are using ineffective teaching strategies, and pupils are not being helped to learn better by the use of innovative teaching tools. Students lack knowledge of autonomous learning since they are not interested in learning. The result is learning stops becoming useful. This occurred as a result of the teacher continuing to use print-only conventional learning resources[7]. Quipper School might be utilized in this study to close the gap. By combining top-notch educational materials with a cutting-edge online platform and integrating media and technology into the classroom, it aims to empower teachers to assist their students. This will increase student engagement, support a student-centered approach, and foster a positive learning environment[8].

## **2. Research Method**

This study's research methodology was qualitative research. According to Creswell (2014, p. 232), qualitative approaches show a distinct approach to scholarly inquiry than quantitative research methods. Qualitative approaches include text and visual data, have specific phases in data analysis, and draw on a variety of designs despite the processes being identical[9]. The researcher chose to employ the survey study method based on the goals and issues of the investigation. The overall goal of a survey, according to Nunan and Bailey (2009, p. 25), is to gather information from a sample of that community in order to provide a picture of the circumstances, opinions, and/or events of that group at a certain point in time. A survey study is methodically assembling sufficient data about a certain individual, social context, or event to enable the research to understand the research process and its findings[10].

This study used one of the senior high schools in Tasikmalaya, West Java, as the data source. Two sample classes of eleventh-grade science students (MIPA-1), each with 38 students, served as the study's participants, and the social science class (IPS-2) with 25 pupils in the sample classroom, which is in the eleventh grade. Fifty-three students participated in this poll overall[11].

Interviews and questionnaires were employed as the data collection methods to help answer the study question. After three meetings and the live lecture, a questionnaire session was conducted to ascertain participants' opinions on Quipper School. Twenty statements—ten positive and twenty negative—about the interests, motivation, expectations, inefficiency, and challenges of the actual quipper school were given[12]. After completing the questionnaire, the interview was conducted. In focus group interviews, the four survey items were administered.

According to Hatch and Lazaraton's recommendations, the likert-scale questionnaire items were quantified by computations expressed as percentages (1991, p.136), the percentage calculation used the following formula:

$$\text{Proportion} = \frac{\text{Number of Frequency}}{\text{Total Number}} \times 100$$

As opposed to survey questions being examined through data coding, Charmaz (2006, p. 56) defines coding as a procedure by which research data are categorized or organized under a term that is shorter and also demonstrates parallels with other data. Coding demonstrates how the researcher divided, picked, and arranged the research data before starting the analytic process[13]. After which the data will be transcribed to provide the response to the second research question. After which the data will be transcribed to provide the response to the second research question.

## 2.1 Literature Review

In the context of a literature study on the usage of Quipper School as an e-learning platform for teaching English, Quipper School can be conceptualized. Technology advancement has an impact on the learning process. The use of facilities to improve teaching abilities is one area where ICT has a significant impact on teachers[14]. ICT is used in teaching and learning to increase learning effectiveness and to get around resource constraints. E-learning, according to Hartley (2001), refers to teaching and learning methods that permit the delivery of content to students via the internet, intranet, or computer network media. E-learning is a sort of technology that connects to the internet and uses media to display materials and communication tools to facilitate information exchange between students and professors[15].

E-learning also "replaces the use of internet technology to send solutions that can improve knowledge and competence," according to Rosenberg (2001). For instance, teachers might complement the teaching process with tools like laptops and LCDs. ICT is used in teaching and learning to increase learning effectiveness and to get around resource limitations. One of the various tools and methods that can aid pupils' language abilities is computer assisted language learning (CALL)[16]. The autonomy, creativity, productivity, and teamwork of language learners have all grown as a result of this new technology. Computers can be a very beneficial instrument for teaching English. They have swift data processing skills and can include audio, video, graphics, and text into classes. They may be designed to create lessons and exams specifically for each student. Although these "machines" have the potential to provide many advantages, the question at hand is not whether computers should be utilized for language instruction, but rather how. Despite any potential drawbacks of utilizing computers to teach languages, computers and CALL resources are already being used for English language training and will continue to be used, as progressed by some people or groups. It can be seen as a more contemporary method of teaching and learning languages when the computer is used to facilitate the presentation, and by often having significant interactive materials, as reinforcement and assessment of the subject to be learnt. Chappelle (2003) asserts that students should gain from the employment of computer technology in the classroom through increased linguistic input[17].

Chappelle proposes three categories of language input: salience (e.g., engagement with a grammar application), modification (offering any tools that aid learners in understanding the meaning, including visuals), and elaboration (providing explanations). These kinds of increased learning input are addressed by Quipper. Quipper gives students the opportunity to use a computer, albeit this interaction seems limited. The only way that students can connect with a computer is through the classes and tests that their teachers have already created. Quipper School is being used to update how individuals learn and share knowledge; Quipper

School provides an enjoyable online learning experience because it is thought that every student learns differently[18]. Electronic grading reduced the amount of paperwork, and in an instant, the instructor can design a class and offer homework. There is no doubt that Quipper School saves both the teacher and the pupils time and effort. According to Katz (2009), students are more enthusiastic about using technology and are citing instances of it both inside and outside of the classroom. Each year, students demonstrate their interest in technology in a classroom setting. Additionally, students' reactions to using Quipper School in class are overwhelmingly positive. The pupils are at ease using technology to learn and favor using it in the classroom. As a result, this study will shed more light on how students feel about using Quipper School as an online learning platform to teach English[19]. The following two questions will be attempted to be addressed by this study:

- 1) How do students feel about the use of Quipper School as an e-learning platform for English instruction?
- 2) What are the benefits and drawbacks of using Quipper School as an online teaching tool for English?

This study aims to investigate and provide answers to:

- 1) The opinions of the students on the use of Quipper School as an online platform for teaching English, and
- 2) the benefits and drawbacks of using Quipper School as an e-learning platform for English instruction.

### **3. Findings**

#### **3.1 Problem**

This study The main topic of this study is how students feel about utilizing Quipper School as an e-learning platform to teach English, along with its benefits and drawbacks. It focuses on survey study techniques and employs a cluster sampling methodology[20]. The main topic of discussion centers on how students feel about utilizing Quipper School as an online learning platform to teach English, as well as its benefits and drawbacks. It focuses on survey study techniques and employs a cluster sampling methodology.

#### **3.2 Research Implementation**

The following survey, "Learning at Quipper School is comfortable for me," sixteen (56.1%) of the MIPA students that voted concur, 14 (56%) of the IPS students who cast ballots agreed, the author came to the conclusion that the majority of pupils found quipper school to be comfortable during the learning process.

In the third survey, "Quicker school gives me more focus on the educational process," 14 (50%) of the MIPA students selected "strongly agree," 15 IPS students, or 60%, selected agree. It demonstrates that the majority of students used Quipper School to keep their attention throughout the learning process.

Using the fourth survey, "Quicker school encourages me to study more both inside and outside of the classroom," among the MIPA students, 18 (64,3%) selected highly agree, twenty IPS students (80%) indicated that they strongly agree. These findings demonstrate how highly motivated the pupils were to learn as a result of the introduction of Quipper School.

In the fifth survey, "I find that using video conferencing makes learning more concentrated and simple." I find school to be simple, and both inside and outside of the classroom, learning has become more organized. were selected by 14 (50%) of the MIPA students who cast their votes, 13 (52%) of the IPS students polled concur. These findings demonstrate that both MIPA and IPS sample classes assume that Quipper School is well-organized both within and outside the classroom, facilitating students' learning.

The sixth questionnaire revealed that "I received materials from Quicker School through its application," 18 (64.3%) MIPA students indicated that they strongly agree, and 15 (60%) of the IPS students selected strongly agree, this data demonstrates that students firmly believed that applying to Quipper School gave them access to more resources for studying English.

Considering the seventh assertion, Quick school assistance for learning a different subject, 18 (64.3%) MIPA students indicated that they highly agree, 15 IPS students (60%) indicated they strongly agree, this data indicates that the majority of students thought using the Quipper school application was simple, even when used for subjects other than English.

In response to the eighth questionnaire's statement that "Quipper school is clear and it is easy for learning the curriculum," 13 MIPA students (46.4%) selected highly agree, followed by 15 IPS students (60%) who selected agree. These findings demonstrate that the information provided in the Quipper School application is very comprehensible and suitable for their learning needs.

In the ninth survey, "Quicker school material is diverse and makes learning more fun," 16 MIPA students, or 57.1%, indicated their agreement, 15 IPS male students (or 60%) said "strongly agree," The findings supported the assumption that the majority of students agree with this item.

The most recent affirmative survey, "Quicker school aids in my academic success," Nearly 13 (46.4%) MIPA students indicated they highly agree, 13 (52%) of the IPS pupils who responded agreed, These findings supported students' admissions that using a tutoring program could help them do better academically.

The following conclusions discussed their unfavorable opinions of Quipper School, regarding the initial unfavorable survey, "Quicker education causes a narrowing of learning time," eleven (39.5) MIPA students selected the neutral option. 14 IPS e students (or 56%) selected disagree for this item, and there are the remaining 8. Therefore, the learning time in the classroom is not shortened by the usage of Quipper School.

The following survey, because there is little connection between the kids and the teacher, quick schools are ineffective, based on this item, it showed that 15 (53.6%) MIPA students selected the neutral option, 16 IPS students (or 64%) selected disagree for this response. These results suggested that the interactions in the learning process at Quipper School were successful.

The following results for the claim that "Quipper School makes the content unrepresented well by the teacher" revealed that 18 (64.3%) of MIPA students and 19 (76%) of IPS students both disagreed with the assertion. By using a quipper school, the teacher effectively communicated the subject during the teaching process.

Using the fourth survey, "Quicker school is ineffective since teacher and student can't always interact directly in the classroom," 13 (46.4%) MIPA students responded "I disagree," it was discovered, next, 20 (80%) of the IPS students voted in opposition, the results demonstrate that the majority of students respond adversely to this item. Through Quipper School, face-to-face learning and instruction can still take place between the teacher and students occasionally outside of the classroom.

In the fifth survey, "Quipper schools lack support for the learning process because no information is conveyed from the materials at all," 19 MIPA students (67.9%) were found to have disagreed, then 20 IPS students (80%) selected "disagree" on this item, as a result of the teacher's effective use of Quipper School to convey the content, it can be deduced that the majority of students share this belief.

The sixth questionnaire is concerned, "Good electric facilities must be used in classrooms for quicker schools," 18 (64.3%) MIPA students voted against the measure, then 13 IPS students (or 52%) voted in the neutral, these findings unequivocally demonstrate that using Quipper School as a learning tool needed regular electricity use.

Using the seventh questionnaire as a basis, "A solid internet connection is required for Quicker School to be used in the classroom," There are 21 (or 75%) MIPA students who responded with a strong agreement, then 17 (68%) of the IPS pupils also gave a strong agreement response, that was amply addressed by these findings for both sample classes, a reliable internet connection was necessary for the deployment of Quipper School.

The eighth questionnaire revealed that "I don't really understand how to use a quipper school for learning," Next, 16 (64%) of the IPS students responded "disagree." From these findings, it may be inferred that two sample classes were well-versed in the use of quipper school.

The ninth assertion, "Presentations with Quipper School facilities are more challenging for me than presentations without Quipper School facilities," based on this item, 16 MIPA students (56.1%) were discovered to have voted "disagree," 16 IPS students (or 64%) also chose to disagree. Using the proportion listed above, it can be said that both example classes' pupils did not find it challenging to use Quipper School to exhibit their projects.

The most recent unfavorable survey, "Quicker school facilities are really expensive for me," There are 22 (78.6%) MIPA pupils that disagree, it was discovered, the final round saw 15 (or 60%) of the IPS students voting indifferently. Considering the outcome above, nearly all pupils agree that the cost of implementing Quipper Schools is minimal.

Considering every result related to the initial study question, it is clear from the results of the science class (MIPA-1) that most students had favorable opinions of the use of the "quipper school" method for teaching English. Additionally, it was established from the results of the social class (IPS-2) study that nearly all students had favorable impressions of Quipper School's use as an online platform for English instruction. These research results are pertinent to Katz's (2009) claim that students love utilizing technology more and that they use it both inside and outside of the classroom. Each year, students demonstrate their interest in technology in a classroom setting. Additionally, the feedback from the students are overwhelmingly positive when Quipper School is used in class. The pupils are at ease using technology to learn and favor using it in the classroom. Having more encouraging replies in this research, we can conclude that the author contends that using Quipper School as an e-learning platform for teaching English is the greatest option. Quipper School is a digital platform that can be utilized within or outside of the classroom.

#### 4. Conclusion

Following the aforementioned procedure, students answered the questionnaire by providing both positive and negative opinions about the author. Almost all of the students from the two sample courses had good impressions based on the data that was collected. The author asserts that Quipper School, which has just been adopted, is the finest e-learning platform for teaching English as a result of more positive comments. According to the authors, students are passionate about using Quipper School and are typically happy with it, which relates to the second study question concerning the benefits and drawbacks of Quipper School. They feel that Quipper School promotes teacher-student interaction both within and outside of the classroom, allowing students to access, receive, or study course information even when the teacher is not there.

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