CHAPTER II

LITERATURE REVIEW

This chapter discusses the area of the study that explains the theory of this research. The theory bellow will be used for consolidating the discussion. There will be three headings, classroom interaction will explain the theory of the main of this research and Quipper School will explain the theory of media in this research and the previous studies will explain the other different research with this research

A. Classroom Interaction

Classroom interaction is defined as the interaction between students and teacher in class while learning process[1]. The students and the teacher have to build the good classroom interaction, because the teacher and the students will meet every day as long as the learning process. The kind of classroom interaction is not only about lesson, but also discuss about the material that the students do not understand is the one of the example of classroom interaction. In addition, classroom interaction can be in the form of sending messages, receiving messages, interpreting messages, or negotiating meaning[2].

In classroom interaction the teacher should be balanced all components in teaching, for instance syllabus, methods, atmosphere and the other things.

[1] Sita Nurmasitah, linguistic Dissertation: *"A Study Of Classroom Interaction Characteristics In A Geography Class Conducted In English: The Case At Year Ten Of An Immersion Class In SMAN 2 Semarang".* Semarang: Diponegoro University, 2010.

[2] Siti Murtiningrum, English Language Studies thesis: "*Classroom Interaction in English Learning".* Yogyakarta: Sanata Dharma University, 2009.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

According to Rivers in Sita Nurmasitah thesis stated that teaching learning process should be considered all the components that are needed in learning process. The teacher should not focus in one media only and one method only, but the teacher should look for the most appropriate approach, design of materials, or set of procedures in a particular case[3].

Interaction between the teacher and the students is not only verbal communication, non verbal communication may occur in classroom and also another possibility is the combinations of verbal and non verbal communication occur in classroom[4]. Between student and student also between teacher and student can make verbal communication in learning process speak each other and also non verbal communication while learning is from technology that used for media for instance doing assignment, discuss orally and message friends or teacher. Another definition of classroom interaction from Sinta Hoerun Nisa Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. In addition, when teacher and students are in class automatically occur classroom interaction.

Technology also helps the teacher and students to communicate about learning English. At the beginning classroom activity until the end of activity between the students and the teacher interact each other about the lesson. The

[3] Sita Nurmasitah, linguistc thesis: *"A Study Of Classroom Interaction Characteristics In A Geography Class Conducted In English: The Case At Year Ten Of An Immersion Class In SMAN 2 Semarang".* Semarang: Diponegoro University, 2010.

[4] Siti Murtiningrum, English Language Studies thesis: "*Classroom Interaction in English Learning".* Yogyakarta: Sanata Dharma University, 2009.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teacher initiates with the whole group of students and with individuals, right from the beginning of a language class[5].

1. Aspect of classroom interaction

According to Sinta Hoerun Nisa there are two aspects of classroom interaction. The first is teacher's talk and the second is student's talk. In each aspect there will be the categories that explained. The first is teacher's talk; teacher talk is decisive and important, not only for the organization and for management of the classroom but also the process of the acquisition. Teacher's talk has eleven categories and divided into two categories indirect and direct influence. Indirect influence means here an effect the learners to lead the warm of classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Direct influence means encouraging students to involve directly in the teaching and learning activity. There are six categories of indirect influence; deals with feeling praise or encourages, jokes, uses ideas of students, repeat the student response, and ask question. There are five categories of direct influence; giving information, corrects without rejection, gives direction, criticizes student behavior, and criticizes student response.

[5]Amy B.M. Tsui, *Introducing Classroom Interaction*, Penguin books Ltd, 1995, 19.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Deals with feeling category is communicating with students based on the feeling of the students in past, present, or future. Interact between students and teacher depending on the feeling. *Praise or encourages category* is praise the students still look at the situation the feeling of the students. *Jokes category* is the teacher include the joke in teaching process, joke is important in teaching process because it can avoid boring time in class. *Uses ideas of students category* is the teacher provide summarizing of student's opinion but still in class environment. It is not only the summarize ideas but also clarifying, interpreting and using the ideas. The point is the students still contribute in learning process. *Repeat the students response category* is repeat the exact word of the students after participating students. *Asks questions category* is the teacher ask questions that needs anticipated answer.

Giving information category is the teacher gives information to the students, fact, own opinion and ideas while learning process. *Corrects without rejection category* is the category which the teacher correct the mistake's students without bad judge. The teacher corrects the students with criticism thinking. *Gives direction category* is giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity. *Criticizes student behavior category* is the teacher will remind the students when the students do the bad

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

behavior. *Criticizes student response category* is the teacher will remind the incorrect answer of the students with acceptable communicating.

The second aspect is students talk; student's talk can be defined as the initiating new topic, expressing new ideas, and developing opinion. Another definition is student's talk means that the concentration of the students during the learn process. There are six categories; student response specific, student response open ended, silence, silence AV, confusion work oriented, and confusion non work oriented[6].

Students' response specific category is the student's response of the teacher with specific and limited range of available or previously practiced answer. *Student response open ended category* is the student's opinion, ideas, reactions and feeling respond to the students. *Silence category* is pauses in interaction; also the period of pause here is verbal interaction. *Silence AV category* is silence in interaction during the use of Audio Visual, for instance tape recorder, record player, etc. *Confusion work oriented category* is there are many students who talk together so it cannot be recorded and also the students calling out impatiently to participate concerning with the task. *Confusion work non oriented category* is

[6] Sinta Hoerun Nisa, thesis education: *Classroom Interaction Analysis in The EFL Speaking Class*. (Kuningan: University of Kuningan, 2004).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

same as the confusion work category but different in the students out of order ad also depend on the teacher wishes, not in the task.

2. Pattern in classroom interaction

Classroom interaction needs pattern for making the teacher success in reaching aim and goal of learning every day. There are many different patterns of classroom interaction. All the patters are same but the part of each expert is different. According to teaching English website there are three pattern of classroom interaction; teacher to a whole group and (teacher - students) and pair work (student - student) and group work (students - students)[7]. The teacher can change the pattern of classroom interaction to look for the best patter for reaching the goal and the aim of lesson. Furthermore the teacher decides the best pattern of classroom interaction.

The typical of classroom interaction can be reference of the teaching process. The teacher used the type of classroom interaction based on the type in classroom interaction and social learning book by Kristiina Kumpulainen and David Wray, there are two pattern classroom interaction[8]. The first is initiation, response, and feedback the second is initiation, response, and evaluation. Both are same, it is different only in feedback and evaluation. The meaning of the

[7] https://www.teachingenglish.org.uk/article/interaction-patterns accessed on 18 august 2016 at 8:52pm

[8] Kristiina Kumpulainen and David Wray, *Classroom Interaction and Social Learning*, (New York: Routledge Farmer, 2002), 56.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

first pattern is the teacher initiates to pose the discussion by question for the students and the students respond it after that the teacher gives the feedback for the students.

The teacher sometimes does the interaction to the whole class as the pattern classroom interaction according to Saket Raman Tiwari:

a) Teacher – class
b) Teacher – sub group
c) Teacher – individual
d) Pupil – pupil[9]

According to M.L Tickoo there are four pattern of classroom interaction[10]; the first is the teacher interact with the whole class, the second is the teacher interacts with a group, a pair or an individual pupil, the third is pupils interact with each other: in group, in pairs, as individuals or as a class, and the last us pupils work with materials or aids and attempt the task once again individually, in groups and so on. In addition, all the opinions of classroom interaction have the same meaning of interact between students and teacher.

B. Quipper school

Media is one of the easier tools of teacher to deliver the material to the student. As Ahmad Syukron Amrullah summarized in his thesis that media

[9] Saket Raman Tiwari, *Teaching of English*, (New Delhi, A.P.H. Publishing Corporation, 2009), 294.
[10] M.L Tickoo, *Teaching and Learning*, (English,. Hyderabad, Orient Black Swan 2009), 402.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

can be defined as mediator from the sender to receiver[11]. When teacher uses media for teaching, teacher has chosen the best way for teaching. In addition, teaching by using media can be easier reaching by the students.

Teacher is facilitator and motivator for the students. As the motivator because, the teacher uses media for making the students are happy and enjoy in learning[12]. When teacher uses media, the teacher will use two things in a meeting as a facilitator and as a motivator. So, the teacher will be helpful in teaching by using media.

E-learning is type of web media. E-learning is the most activity of LMS or it can be called that LMS is the backbone of E-learning activities[13]. There are many definitions of the expert about E-learning in journal of Joi L. Moore, Camille Dickson-Deane, and Krista Galyen said that the definition of e- learning is not certain[14] because each expert said differently and has the own evidence.

According to Nichols (2003) in journal of Joi L. Moore, Camille Dickson-Deane, and Krista Galyen e-learning is technological tool that being accessible for example web-based, web-distributed, or web-capable[15]. The teacher and the students do not need meet each other in class only through computer and internet they will meet each other. In addition, e-learning is

---

[11] Ahmad Syukron Amrullah, Teacher thesis: "*Penerapan Teknologi Web Blog Sebagai Media Pembelajaran Alternativ Berbasis Web Pada Mata Pelajaran Sejarah Kebudayaan Islam Kelas Xii Di Madrasah Aliyah Yaumi Ringinharjo Gubug Grobogan Tahun 2010"* (Semarang: Institut Agama Islam Negeri Walisongo, 2011).

[12] Ahmad Syukron Amrullah, Teacher thesis: "*Penerapan Teknologi Web …….*

[13] Epignosis LLC, *E-learning concepts, trends, applications.* California:USA, 2014, 34.

[14] Joi L. Moore, Camille Dickson-Deane, and Krista Galyen, "e-Learning, online learning, and distance learning environments: Are they the same?". *Journal of internet and higher education.* vol. 14, 129-135.

[15] Joi L. Moore, Camille Dickson-Deane, and Krista Galyen, "e-Learning, online ….. 129 – 135.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

electronic learning that learning through computer and internet without attend in class.

All the definitions are stated that e-learning is distance learning that the teacher and the students separate the time and place. But, according L. Sulistyo Basuki said that e learning is not only the distance and flexible learning but also can be used the face-face teaching[16]. Face-face teaching here means that the students and the teacher still use e-learning but in the same time and place.

Quipper school is one of the new media e-learning with open source. Since 2014 this media was launched and could be accessed by teacher and students[17]. Masayuki Watanabe as the CEO of Quipper school said that Quipper school is designed to empower teachers and students by supplementing traditional methods with a platform that's powerful and exciting, but simple too[18].

Another definition of Quipper school is a web-based online learning application; it was originally developed by Quipper LTD. Located in London[19]. Mostly, country in this world use quipper as media for learning. Including Indonesia, Philippines, Mexico, Japan, the United Kingdom, India,

---

[16] L. Sulistyo Basuki., *IT and education, the case study of e-learning in Indonesia*, Jakarta: Universitas Indonesia.

[17] Rizky, Rachmawati, Sudiyanto, and Sri Sumaryati, "keefektifan Penerapan E-learning Quipper school pada pembelajaran akuntansi di SMA Negeri 2 Surakarta". *Journal of Tata Arta.* Vol. 1(1), 2015, 1-12.

[18] http://www.quipper.com/ accessed on 15 April 2016 at 06:33 am.

[19] Herri Mulyono, "Using Quipper As An Online Platform For Teaching and Learning English As A Foreign Language". *Journal of Teacing English with Technology*, Vol. 16(1), 59-70.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Russia and turkey those country use Quipper school[20]. The user doesn't worry about the language because language in Quipper school is adjusted.

The features of Quipper school, the first thing that the students and teacher do, it should register or sign up. This application is very friendly and ready to use. The first will appear in new screen for new user. There are two portals for teacher and for students. The processes of registration or sign up are very easy and directly follow the instruction. If the teacher and the student have facebook accounts sign in with facebook or email.

Picture 1.1 Welcoming screen

In quipper school there are three main features "creation", "assessment" and "learning". "Creation" is for setting up the learning classroom, the material and the classroom participants. "Assessment" is the facilitating feature for teacher to give the assignment to the students. In this features the teacher can upload or use directly from quipper school. The teacher can also choose the curriculum that is used. The students can access those from

[20] Herri Mulyono, "Using Quipper…… 59-70.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

"Learning" feature. Quipper school provide the question mark for help facility, this is for the teacher and the students who do not understand the function of each menu.

The features in Quipper school are divided into two roles, role for teacher and role for student. Each role has different main menu[21].

Role	Main menu	Sub-menu
Teachers	Overview Assignment Curriculum Message Manage	Overview, performance Assignments, examinations Curriculum Message (personal), announcement Students, groups, teachers
Students	Assignment Massages Study notes	To do, try it, mastered Messages, notices Study notes

Table 1.1 main menu and sub-menu of Quipper school

Here are the explanations of the features teacher role:

a. Overview with submenu overview and performance, in this feature provide the brief information the active assignment that will be collected by the students.

b. Assignment with sub-menu assignment and examination, the teacher can create the question of examinations, share and monitor the progress of the students.

c. Curriculum feature, in this feature there are two options for the teacher regarding the materials. The teacher can use the material that the

[21] Herri Mulyono, "Using Quipper As An Online Platform For Teaching and Learning English As A Foreign Language". *Journal of Teacing English with Technology,* Vol. 16(1), 59-70.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Quipper school has provided or the teacher creates the material by the teacher.

d. Message with sub-menu message personal and announcement, in this feature has two functions. The first is message personal is for receive the message from the student. The second is announcement, the teacher allow send the information, announcement or note to all students.

e. Manage with submenu students, groups, teachers is to make a group which the teacher has the authority for make another groups.

Teacher role have many features. It is different with students' role, because students' role has limited features. There are only three features for the students, assignment, messages and study notes.

a. Assignment with sub-menu to do, try it and mastered, it is the menu for the assignment that the students have to do.

b. Massage with sub-menu message and notices it allows the students interact with friends and the teacher. It uses for the students who do not understand with the material or making discussion with friend no more than two students.

c. Study notes are for making personal note based on the material or assignment. In this features can only be accessed when the teacher provide it.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1. The Strength of Quipper School

Every year the students in Indonesia show the interesting of using technology and also the responses are often strongly associated with their use in academic context[22]. In 2009, 88.9% of the students in Indonesia prefer take the course that is used learning management system[23]. Furthermore, the researcher assumes that the responses of the students while using Quipper school in class are very positive. The students are comfortable learning with technology and also prefer moderate the IT when comes to the class[24].

The fact that today, the students are more immersing in technology and also the students are indicating to use technology inside class or outside class[25]. Most of the students like using digital for studying. Many schools also provide the things are needed in operating technology that makes the students easier to access the online class.

In ECAR books researched 2009 that the students are strongly associated with their use of and experience with technology[26]. The students do not need to study about the technology, because the students are already able operating the technology. The teacher also does not need to teach hard about the technology. The teacher directly continues to use the media.

---

[22] Richard N Katz, *The ECAR Study of undergraduate students and informations technology* (Educause:Colorado, 2009), 16.
[23] Richard N Katz, *The ECAR Study of undergraduate* ……12.
[24] Richard N Katz, *The ECAR Study of undergraduate* ……21.
[25] Richard N Katz, *The ECAR Study of undergraduate* ……30.
[26] Richard N Katz, *The ECAR Study of undergraduate* ……35.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The students respond depend on the strength of the things that the students related on. Not only the students but also the teacher has to consider the advantages the media used. Surely, quipper school has many advantages. Here are the advantages of quipper school according to Rachmawati, Rizky, Sudiyanto, and Sri Sumaryati: 1) It provides the material and exercises with the interesting display and understandable for students. 2) It provides all the material of Senior High School students with the curriculum needed. 3) It can monitor all the activities include the score of the students. 4) The students can review the material whenever and wherever they are. 5) Teacher and students can interact directly through the massage that provided by Quipper school. 6) It can change the passive students to be the active students. 7) It is easier, cheaper and simple[27].

2. The Weakness of Quipper School

Every media that used by the teacher, there is the weakness and the strength. The teacher has to consider of both. Although technology is changing the style of learning process, there are still influenced some myths in Indonesia[28]. This is one of the obstacles of using media e-learning in learning process. The researcher assumes this myth is the obstacles of using e-learning as L. Sulistyo-Basuki said in his journal. There are 6 myths in Indonesia e-learning can directly deliver in *face-to-*

[27] Rizky, Rachmawati, Sudiyanto, and Sri Sumaryati, ”keefektifan Penerapan E-learning Quipper school pada pembelajaran akuntansi di SMA Negeri 2 Surakarta”. *Journal of Tata Arta.* Vol. 1(1), 2015, 1-12.

[28] L. Sulistyo Basuki., *IT and education, the case study of e-learning in Indonesia*, Jakarta: Universitas Indonesia.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

face without digital, e-learning will isolate the students, e-learning needs the master from teacher and students, the teacher has to expert in IT, e-learning makes the students are uncontrolled, and e-learning is expensive learning. The myth of technology will balance with the human perception.

The other obstacles faced to Indonesian students are low independence level, connection problem and difficulties in understanding the material[29].From those obstacles can be divided into two major problems of using technology while learning. There are infrastructure problem and cultural problem. Infrastructure problem is the tool that is used for e-learning for instance the problem of connection, the quantity of computer and the knowledge of the technology is still minimize. The cultural problem is the willingness of the students or teacher in using technology for instance the enthusiastic of the students and the teacher so that can head off the learning process.

According to Richard N Katz, in the ECAR Study of undergraduate students and information technology book students write that the teacher had to have the experience of using technology or LMS in teaching online class, it is really handicap when the teacher does not really understand in online teaching[30]. Teacher has to understand the material before the student. Because, as a teacher could not ask the easy way to the student

[29] Nawang Sari Adhiyanti Muljo Kusumo, Ferdinand Budi Kurniawan and Novita Ika Putri, "E-learning Obstacles Faced by Indonesian Students". *Journal of the eight International Conference on E-learning for Knowledge Based Society*. 2012.
[30] Richard N Katz, *The ECAR Study of undergraduate students and informations technology* (Educause:Colorado, 2009), 71.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

moreover about technology. The teacher has to prepare well before teaching in online class.

Beside the obstacles that faced by Indonesian students, there are several weaknesses by Bullen and Beam in Muhammad Yazdi's journal argued there are eight weaknesses of e-learning.

a. E-learning can make less interaction between student and student.
b. It can make the students ignore the academic and social attitude.
c. Process learning will incline in training than education.
d. The teacher will have added obligation, the teacher has to empower the material and also the technique of ICT.
e. The student who has no motivation for learning will be less motivation.
f. Limit internet signal.
g. Limit people who have the knowledge of technology.
h. The language of computer is quite difficult[31].

C. Previous studies

Here, the researcher reviews some researches which were related to this research, as follows:

There were some similar researches which had relationship with this research: The first study was in a form of journal and journal by Bassma Basheer Nomass entitled The Impact of *Using Technology in Teaching*

[31] Mohammad Yazdi, "E-learning sebagai media pembelajaran interaktif berbasis teknologi informasi". *Journal ilmiah foristek. V*ol. 2 (1), 143-152.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

English as a Second Language. This research has aim to highlight the role of using modern technology in teaching English as a second language. It discusses about the different approach and technique which can assist the students to improve skill of English. This research use case study for analyzing the data and have the result that most of the students use technology especially computer for developing second language skill. The result of this study is the students prefer to use technology, especially computers. In conclusion, different method for using technology in improving the four language skills has different impact in English learning[32].

Another research was done by Solanki D. Shyamlee, M Phil in 2012. entitled *Use of Technology in English Language Teaching and Learning.* This research was aimed to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. The result of this research showed that technology played a very important role in English teaching. Moreover, using multimedia to create a context to teach English had its unique advantages[33].

The third research was conducted by Lisa Noor Ardhiani in 2015. The title of this study was *Analisis Faktor-Faktor Penerimaan Penggunaan Quipperschool.Com Dengan Menggunakan Pendekatan Technology Acceptance Model (TAM) Dan Theory Of Planned Behavior (TPB) di SMA 2 Yogyakarta.* This study was discussed the combination of six constructs from

[32] Bassma Basheer Nomass, *The Impact of Using Technology in Teaching English as a Second Language*, journal of English Language and Literature Studies, Vol. 3 no 1, 2013, 111-116.
[33] Solanki D. Shyamlee, M Phil., *Use of Technology in English Language Teaching and Learning*, journal of International Conference on Language, Medias and Culture, Vol. 33, 2012, 150-156.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB) that were used to analyze quipperschool.com as eLearning technology used by State Senior High School 2 Surakarta. Then it was aimed to elaborate the relationship between the factors of the acceptance and the use of *quipperschool.com* di SMA N 7 Yogyakarta. This study used explanatory research with the technique data analysis of PLS. The collected data was obtained from the students in eleventh grade of this school[34].

The following research entitled *Keefektifan Penerapan E-Learning-Quipper school Pada Pembelajaran Akuntansi Di Sma Negeri 2 Surakarta* conducted by Rizki Rahmawati, Sudiyanto and Sri Sumaryati. Thos research is aimed to know the effectiveness of applicable e-learning Quipperschool.com for learning accountancy at State Senior High School 2 Surakarta and to know the factors that supports and obstructs the effectiveness of applicable e-learning Quipperschool.com. The researcher in this study used experimental research through simple random sampling technique with the students in eleventh grade as the population. The result of T-test in this research showed that Quipperschool is effective for media in learning accountancy[35].

The fifth study conducted by Research by Paul Lam, Jack Lee, Mavis Chan & Carmel McNaught entitled *Students' use of e-learning strategies and*

---

[34] Lisa Noor Ardhiani, teacher thesis: "*Analisis Faktor-Faktor Penerimaan Penggunaan Quipperschool.Com Dengan Menggunakan Pendekatan Technology Acceptance Model (Tam) Dan Theory Of Planned Behavior (Tpb)"* (Yogyakarta: Universitas Negeri Yogyakarta, 2015).

[35] Rizki Rahmawati, Sudiyanto, dan Sri Sumaryati, "Keefektifan Penerapan ELearning Quipper School pada Pembelajaran Akuntansi di SMA Negeri 2 Surakarta". *Tata Arta UNS*, Vol. 1, No. 1, Juli, 2015. 1-12.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

their perceptions of eLearning usefulness. This study was aimed to figure out the students' perceptions towards the use of technology for teaching and learning and to highlight the students' previous experience in using technology. The survey of this study showed that students who were more experienced in using technologies in their everyday lives were in general more positive about eLearning strategies. Most interestingly, the more experience the students had with eLearning strategies, the more positive they were towards eLearning as well.[36].

Seeing from the studies that have been conducted before, the researcher concludes that all the previous studies have the similarity and different areas of study. Those previous studies could be the foundation of conducting this research. The previous studies mostly focus on the use and the effectiveness of Quipper School. Meanwhile in this research, the researcher focuses on the classroom interaction using Quipper School in teaching English. The difference from another study was the subject in this research is the vocational high school students.

[36] Paul Lam, Jack Lee, Mavis Chan & Carmel McNaught, "Students' use of eLearning strategies and their perceptions of eLearning usefulness". *Centre for Learning Enhancement And Research*. 1379-1388.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id