

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The learning process of teaching English using Quipper School conducted in class. State Vocational High School has the room is used for online class, SAS (Self Assess Room). The tools for online class are provided in this room. As the teacher said that “Accidentally *itu* I the second in class *eee* in SMK accidentally has room *eee* room which the name SAS (Self Access Study) there has facilitation with internet *yak an...* and that until *eee* I bring children over there finish so not *ee...* sometimes if for example the internet trouble he uses *ee* sorry if for example their handphone does not use internet *eeee* can bring to SAS”. There are only twenty computers, sometimes the teacher asked the student to open hand

phone for online. Sometimes, the teacher decided two sections twenty students first and then eighteen students.

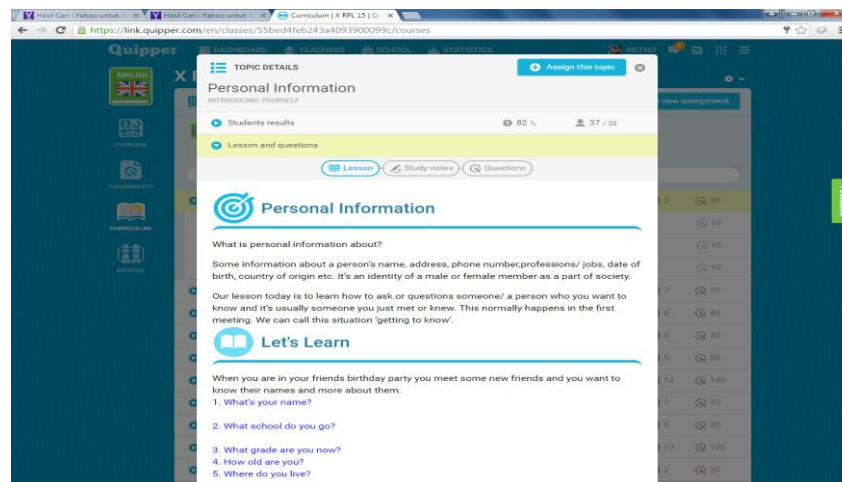
Quipper School is used as media in every meeting for teaching English. Because, Quipper School is applied in education world as the teacher said. The first step in teaching English, the teacher opened the class and the students responded. The teacher said “*assalamualaikum warahmatullahi wabarakatuh* good morning students” and the responses of the students “*waalikum salam warahmatullahi wabarakatuh* good morning miss”. The teacher continues to talk about what the lesson for today. The teacher did the opening session as usual. After ten minutes, the students directly get along with the Quipper School and continue from previous lesson. In several times, the students asked the lesson which the students do not understand. “Excuse me miss, I do not understand what is... ehm in the first meeting what is that mean?” and the teacher answered “The first meeting here, *eee...* when you do not know that person *ora kenal ngunu lho nak hehehe*” “*ohhhh* yes miss, thank you” “any other question?” “no miss”.

Then the teacher continued with her laptop and also the students. That activity between teacher and students, the researcher found only in several times. After read the lesson, the students can write study notes in their account and after that the students answered the questions. In this session, the students did the interaction between student and student. The students discussed about the lesson. When the students get the right answer directly

After answering the question, the lesson is finished. The teacher gave the assignment to the students. The teacher directly dragged and uploaded the assignment from create new assignment button, because it has provided by Quipper School. The last session, the teacher only finished the class by saying “ok my students, thank you for your participant, don’t forget to the assignment and ee... the last I say *wassalamualaikum warahmatullahi wabarokatuh*” “*waalaikum salam warahmatullahi wabaraktuh*”.

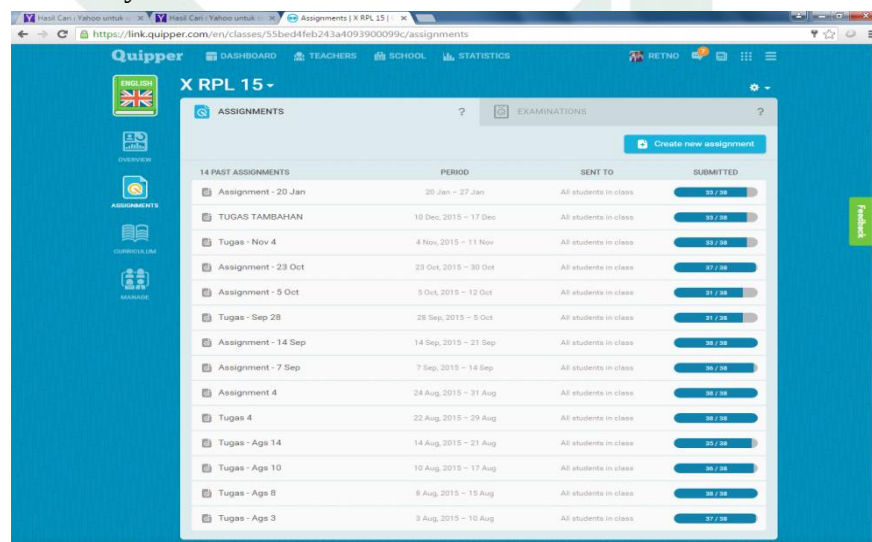
From the transcript of the lesson process above, it can be figure out that oral communication dominated the process and the classroom interaction did not occur in all classroom activity. The teacher used Quipper School for giving the assignment, the examination and also giving the lesson to the students and answering the question if there is the student who asks about the lesson.

The interaction from teacher found in Quipper School when the teacher gave the lesson, give the assignment and give the examination.



Picture 4.1 Lesson to the student

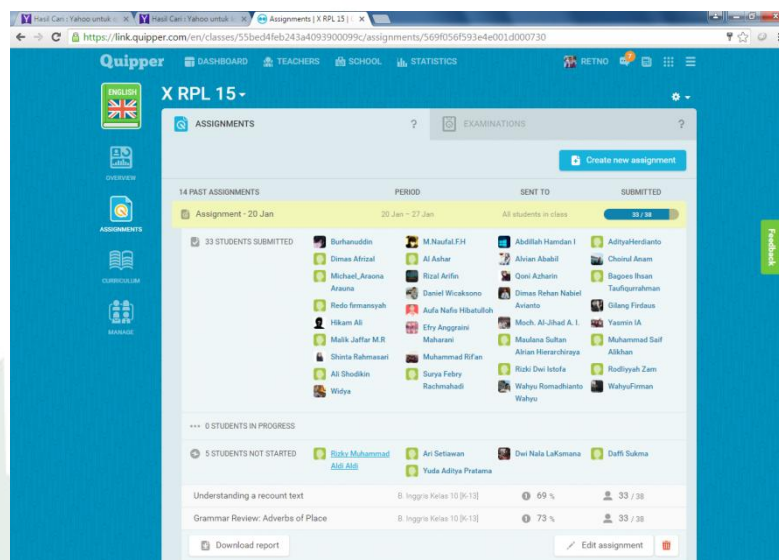
The teacher gave the lesson to the students. Personal Information theme, this is one of the examples of the data. There is no comment, if the students need more explanation the students asked to the teacher or browsing. The students can directly practice their English language to the teacher orally.



Picture 4.2 Assignment

The teacher created new assignment for the students only dragged and uploaded. The teacher also uploaded the examination for the students

This is the example of question for the students. The students interact with the teacher through the value of these questions. Each lesson has ten questions. When the students get the wrong or the right answer, there was a sign for making the students enjoy and happy.



Picture 4.5 Monitoring Assignment

The student who has done and who has not done and who is working this is the example of classroom interaction between students and teacher. The assignment and the examination have the same due date, a week. In that picture, each assignment the teacher knows that how many students who did the assignment. Sent to button means that the assignment was successfully delivered to all the students. By click assignment, the teacher will know who student has submitted, who students are in progress, and who students do not started.

As the teacher said in interview that “eee.. there is assignment mbak in there (Quipper School) and it is automatically if ee... semesteran the

questions send from Quipper School and there is timing for example...
 iyes the due date itu when there is expired if over from expired. The
 question cannot be opened” for each assignment has the due date and after
 due date is over, it cannot be opened. So, the students have to update or
 open every day to check the assignment as well.

The score in each assignment can be downloaded directly in the download button. The teacher can directly see the score and know the score detailed. There is the date, the topic, the average score, the students who have submitted, and the score each student. After assignment, there is curriculum. In this menu the teacher can choose what the teacher wants. For instance, the teacher will teach in class X programming the teacher directly choose the class and choose the curriculum there is KTSP and K-13. The teacher chooses the curriculum K-13, themes and topics appear automatically.

There is a special button in Quipper School, manage menu this menu is only class code and the name of the students and group. As the teacher said “if for example open password manage class in me it can be, forget password and then report to me, what is your name and then I reset”. So, when the students forget the password the teacher can manage it in manage menu.

2. Interview

There are seven questions about the opinion of the teacher of using Quipper School and the obstacle as weaknesses and also how the ability of

the students of programming major. The teacher stated that use Quipper School since 2015. The teacher knew Quipper School from media social. “e... I, coming across there, there ...through *medsos mbak*” the teacher said that “Start from fresh new lesson..” the teacher used Quipper School.

When the researcher asked about how the teacher used Quipper School in teaching learning, the teacher said that “Accidentally if for example, that children *kan* usually handphone is forbidden” “*Lah* if this *kan* handphone is allowed I open ee but with note I have I control as long as this there connect with lesson, lesson with my pleasure *aja* and then children Alhamdulillah also they keep ethic, if for example in class in time lesson it must be they use handphone there connect with lesson accidentally not sit teach *kan* have to control I have to look around, so they *insyaallah* do not, do not misapply to be worry is misapply”. In that answered stated that the students also allow open handphone for online Quipper School.

Sometimes, the teacher used paper test in doing examination. As the teacher said that “Beside that I also arrange.. not arrange exercise or examination through Quipper School I still in paper test and then there is.. ee.. if for example *anu* I homework through email, because this is remedial remedial I through email”.

The response of the students of using Quipper school is very happy as the teacher said “*Ya very happy mbak*, here almost many percents using all Quipper School accidentally our English teacher using Quipper School”.

In this part the students prefer join courses that use information is extensively. There are 48% of 38 students that chose courses used technology extensively. There is the quite different with courses that use a moderate level of information technology. It is 26% of 38 students. Mostly the students prefer using technology in class while learning.

In this part, the students had to be honest for describing the student's personality. In programming class, 58% of 38 students use new technologies when most people know do. 26% of 38 students like new technologies and use them before most people know.

1. Quipper School in Teaching English

Furthermore, the teaching process in Quipper School was only at the time in video. The point of classroom interaction in teaching English using Quipper School is described in two points, the first point is the aspect in classroom interaction and the second is the pattern of classroom interaction.

The first point in this research is to reveal the fact of aspect in classroom interaction in X programming class. There are two aspects, teacher's talk and student's talk. In this research, teacher's talk occurred only in opening and closing session and also the teacher's answer if the students ask the question. In Quipper School teachers talk only in giving lesson and giving assignment and examination. Teacher talk is decisive and important, not only for the organization and for management of the classroom but also the process of the acquisition¹. The process acquisition occurs in teacher's talk in giving the lesson, assignment and examination. Furthermore it can be in orally communication; furthermore the teacher does not interact much with the students.

¹ Sinta Hoerun Nisa, thesis education: *Classroom Interaction Analysis in The EFL Speaking Class*. (Kuningan: University of Kuningan, 2004).



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X RPL 15-

ASSIGNMENTS

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EXAMINATIONS

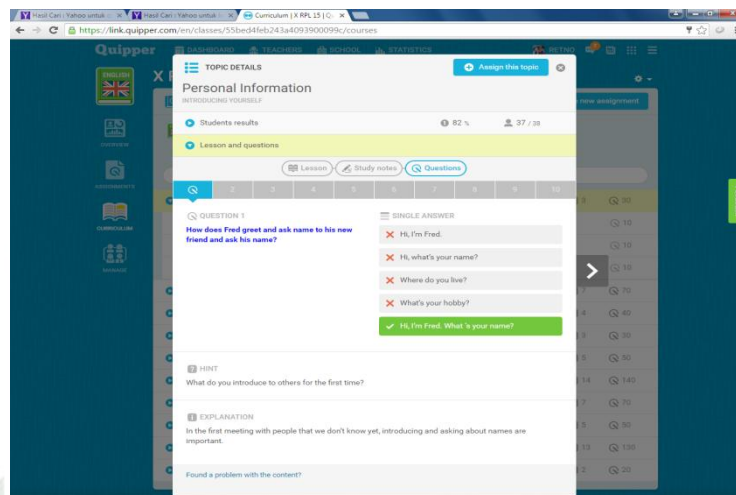
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Create new assignment

14 PAST ASSIGNMENTS	PERIOD	SENT TO	SUBMITTED
Assignment - 20 Jan	20 Jan - 27 Jan	All students in class	35 / 36
TUGAS TAMBAHAN	10 Dec, 2015 - 17 Dec	All students in class	33 / 33
Tugas - Nov 4	4 Nov, 2015 - 11 Nov	All students in class	32 / 34
Assignment - 23 Oct	23 Oct, 2015 - 30 Oct	All students in class	37 / 34
Assignment - 5 Oct	5 Oct, 2015 - 12 Oct	All students in class	31 / 34
Tugas - Sep 28	28 Sep, 2015 - 5 Oct	All students in class	31 / 26
Assignment - 14 Sep	14 Sep, 2015 - 21 Sep	All students in class	30 / 33
Assignment - 7 Sep	7 Sep, 2015 - 14 Sep	All students in class	30 / 35
Assignment 4	24 Aug, 2015 - 31 Aug	All students in class	30 / 33
Tugas 4	22 Aug, 2015 - 29 Aug	All students in class	30 / 34
Tugas - Aqs 14	14 Aug, 2015 - 21 Aug	All students in class	30 / 30
Tugas - Aqs 10	10 Aug, 2015 - 17 Aug	All students in class	30 / 34
Tugas - Aqs 8	8 Aug, 2015 - 15 Aug	All students in class	30 / 30
Tugas - Aqs 3	3 Aug, 2015 - 10 Aug	All students in class	37 / 33

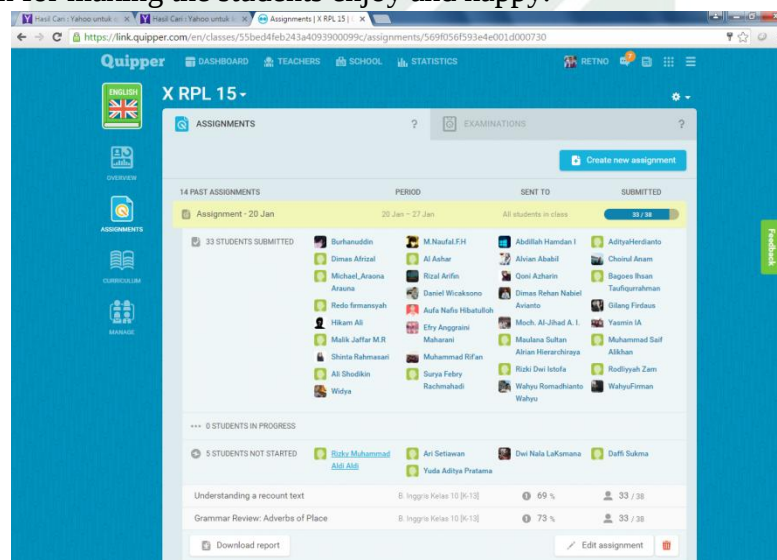
The teacher created new assignment for the students only dragged and uploaded. The teacher also uploaded the examination for the students

The students can write the note for asking to the teacher. That is for the example and this is for making easy to the students, because the students will always remember the note and it will not lose.



Picture 4.9 Student's Talk Aspect in Questions

This is the example of question for the students. The students interact with the teacher through the value of these questions. Each lesson has ten questions. When the students get the wrong or the right answer, there was a sign for making the students enjoy and happy.



Picture 4.10 Monitoring Teacher to Students

The second point in this research is to reveal the fact of pattern in classroom interaction in X programming class. According to Saket Raman Tiwari: Teacher – class, Teacher – sub group, Teacher – individual, Pupil – pupil.

Teacher – sub group in this pattern, there was no teaching process in this pattern, because at the time in the meeting of video there was no interaction between teacher and sub group.

in teacher's explanation, writing study note and student's asking. Teacher's explanation occurred the lesson was explained to the students and the student interacted back with asking the question related to the lesson. Writing study note occurred optionally of the student's willingness.

Pupil – pupil in this pattern, the student interacted with another student. In this part, the teaching process using Quipper School occurred in answering question. It was after the teacher gave the lesson and the students continued answer the question. In this part, orally interaction occurred.

The classroom interaction using Quipper School in teaching English was conducted during learning process in class. Based on the observation checklist orally interaction occurred in teaching learning process which are in opening, student's asking, answering question, and closing interaction. 60% from 90 minutes orally interaction occurred in class.

2. The strengths and the weaknesses of using Quipper School in teaching English.

The strengths and the weaknesses of Quipper School found from interview and the questionnaire for the students. The researcher found from analyzing the data that the responses of the students are positive. In other word, the responses of the students of Quipper School to teach English are good. As Richard N Katz said in book *The ECAR Study of undergraduate students and information technology* the students are

comfortable learning with technology and also prefer moderate the IT when comes to the class³. Comfortable learning with technology as the researcher found that the students agree, it was more than 50% agree that Quipper School can make the class is happy. The students are also prefer moderate the IT when comes to the class, it was more that 60% disagree in skipping the online class. In other word, the students are happy and agreed using Quipper School to teach English.

According to Richard N Katz the fact that today, the students are more immersing in technology and also the students are indicating to use technology inside class or outside class⁴. As the student's survey 48% almost 50% the students are prefer class using online or technology extensively. The theory of Richard is proved by survey question.

The students do not need to study about the technology, as Richard said that the students are strongly associated with their use of and experience with technology⁵. Because in programming class, 58% of 38 students use new technologies when most people know do. The students really have experience with technology.

Besides the responses are very positive from the teacher, the researcher also found that Quipper School has superiority that the other LMS. The first is 58% of the students agreed if Quipper School can

³ Richard N Katz, *The ECAR Study of undergraduate students and informations technology* (Educause:Colorado, 2009), 16.

⁴ Richard N Katz, *The ECAR Study of undergraduate students and informations technology* (Educause:Colorado, 2009), 25.

⁵ Richard N Katz, *The ECAR Study of undergraduate*30.

improve the student's learning. The second is 53% of the students agreed if Quipper School for preparing works after graduating. The last, whenever and wherever the students can access Quipper School and do the assignment. In addition, the teacher has felt the advantages of Quipper School according to Rachmawati, Rizky, Sudiyanto, and Sri Sumaryati.

As the researcher assumed before that there are some myth that become the obstacles, it was not proven as myth of the students and the teacher. There are 6 myth e-learning can directly deliver in *face-to-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 learning⁶.

The researcher has found that 6 myth was not become myth anymore, because e-learning can directly deliver face to face without digital was not found. All the programming class has known with technology. E-learning will isolate the student was not found, because 83% like studying use Quipper School. E-learning needs the master from teacher and student this does not need because as the teacher said that the teacher will learn from the students when the teacher does not understand that E-learning beside that 46% are very skilled in operating Quipper School. E-learning makes the students are uncontrolled it was not found

⁶ L. Sulisty Basuki., *IT and education, the case study of e-learning in Indonesia*, Jakarta: Universitas Indonesia.

because all student are happy using Quipper School. E-learning is expensive learning it doesn't prove because the students have facilitation from the school as the teacher said.

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 teaching⁷. In this theory the researcher found in survey that the teacher use effectively in class and have adequate in delivering lesson through Quipper School and also providing the students with adequate training.

The researcher found the obstacles using Quipper School 75% of the students answered from internet connection. As Nawang Sari Adhiyanti Muljo Kusumo, Ferdinand Budi Kurniawan and Novita Ika Putri said that the other obstacles faced to Indonesian students are low independence level, connection problem and difficulties in understanding the material⁸. Besides the internet connection difficulties in understanding the material it was found only 25%. Another obstacle that written by the student in that survey some of the students wrote that the lack of facilitation (computer) that was one of the obstacle.

⁷ Richard N Katz, *The ECAR Study of undergraduate students and informations technology*, Educause:Colorado, 2009, Pp.71

⁸ 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.

In addition there are three aspects of obstacles using Quipper School to teach English. There are from teacher, from the students and from the students. From the teacher is giving lesson that difficult to understand and from the student have no internet connection at home as the teacher said and from the school are internet connection and limit of tool for online.