

The advantages and Disadvantages of Quipper to Support Learning Interest of Reading Skill in Senior High School

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Abstract

Quipper School is considered suitable for digital-based learning, as it offers interactivity and supports the changing aspects of the learning process in the digital era, making it suitable for both online and offline classes. This research explains how Quipper is considered effective in teaching English and can increase students' learning interest in reading skills. This is shown from some of the advantages and disadvantages of using quipper such as (1) Quipper motivates students to read more (2) Quipper is a platform that supports digital literacy (3) Provides a platform for teachers to create accounts and codes for students (4) builds student learning independence (5) provides all materials for the class. As for the shortcomings, namely (1) limiting students' social and cultural interactions (2) not providing materials for all materials (3) Quipper School is difficult to use for students who have limited computer skills (4) Quipper school makes learning time narrower. The research was designed descriptive qualitative, focusing on the identification and description of phenomena related to the research topic using grounded theory while literature studies were used to gather information and support academic research. Hypotheses were built using paradigms. Data sources are divided into primary and secondary sources, with primary data collected directly from the field and secondary data obtained from third parties. The data collection technique is a literature study that explores theoretical and cultural references relevant to the social context. Content analysis aims to uncover content, consider context, and produce reproducible conclusions.

Keywords: Reading Skill, Media, English Learning, Quipper, Learning Interest.

INTRODUCTION

Nowadays the impact of technology changes the communication, work, study and also human interaction in social way. The existence of technology makes everything more easily for humans to do everything, especially in learning activities. (Laksana, 2021) States that student will more be interest in learning by using the technology. This fact

makes sense when we observed the education today, people used technology to support their learning activity especially after COVID-19 pandemic. Andel states that teacher and student use technology to make a good condition in their learning to create a conducive and effective learning in their class (Andel et al., 2020). The 21st-century student generation is proficient in using technology for learning media, benefiting teachers and students in an effective teaching and learning process. (Izen Difa, Fauzul Etfita, & Sri Wahyuni, 2022). Technology facilitates exploration of new ideas and simplifies teaching material, making learning media an effective alternative

Indonesia is a country that uses English as a foreign language, and has limited time to learn English. High school students in Indonesia only study for 45 minutes for two time per week, affecting the effectiveness of their English learning (Agustina & Cahyono, 2017). This problem needs to be a serious concern because the duration of learning greatly influences the effectiveness of success in learning English as a foreign language. Therefore, technology must be utilized to help overcome the challenges currently faced. The Mobile Assisted Language Learning (MALL) technique is one way to do this. MALL is a cutting-edge educational approach that increases accessibility and utilization of technology. More precisely, students participate in learning activities both inside and outside the classroom using smartphones or other mobile devices (Ramadhanti, Nursehan, & Abdull, 2019). By adapting students' skills and interests in using technology to increase their enthusiasm for learning, MALL is one of the best ways to provide a platform for students' progress in language acquisition. The latest UNESCO study released in January 2020 stated that Indonesia has the second lowest literacy rate in the world. This shows how low interest in reading Indonesian society. Only 0.001% of Indonesian people, according to UNESCO data, have a strong interest in reading. In other words, only one out of a thousand Indonesians is actively reading.

According to Baradja (1984), there are three issues that arise when teaching reading (as cited in Iskandar, 2017), is a student underachievement in basic knowledge, which includes basic structural knowledge and adequate vocabulary. Basic knowledge is the foundation for reading. This implies that students learning to read must acquire fundamental information at the necessary level. Student's incapacity to discern the key concept, implication, and conclusion. When reading English-language literature, students are concerned with two things: interpreting the text as the author intended and being familiar with the work's subject matter, which includes culture and background information. Because they are unable to recognize the primary concept, draw the appropriate conclusions, and comprehend the appropriate consequences, the majority of pupils struggle to comprehend the text. The educators then use easily customizable English textbooks. Teachers practice using textbooks and naturally adhere to their content. In this case, the instructors have learning objectives for selecting texts, such as receiving the vocabulary designed in the book, the reading content stated in the curriculum, and the activities designed to provide grammatical practice.

The public perceives online learning as the use of technology to support education (Ramadhona, Putri, & Wuisan, 2022). Mobile Assisted Language Learning (MALL) is one approach that leverages technology, with mobile apps like Quipper playing an important role. Quipper is an online learning platform designed for students and teachers, offering mobile-based learning accessible via smartphones. It helps teachers by providing virtual storage for PowerPoint presentations, PDF files, images, and online videos (Mulyono, 2016). This feature makes it easier to present material

comprehensively thereby increasing student understanding. Additionally, Quipper's visually appealing interface increases students' interest in learning and understanding the content. The other problem is poor internet connectivity was one of the issues cited by (Atmojo and Nugroho, 2020) Poor internet connectivity affects teachers and students in online EFL learning, especially for students in rural areas. They struggle with data packages and online programs, causing confusion and differences in mastery of the material. Teachers need time to develop diverse learning experiences based on student preferences.

Early school research shows WhatsApp is commonly used for teaching and learning, but some teachers opt for Quipper School, especially for English courses, which is incorporated into reading exercises for greater work and enjoyment. According to (Manggiasih, 2016), Quipper School is an online learning habit that allows teachers to administer classes and monitor student development. It is successful and efficient, allowing students to access content and respond to questions. Quipper School is suitable for English teachers teaching reading online, as it allows teachers to use modules, videos, textbooks, and exam questions, allowing for flexible learning environments.

According to (Rachma, 2021), Quipper School offers four benefits for reading activities; fast learning, rich resources, increased motivation, adaptability, and accessibility from anywhere, but it also has its drawbacks. According to (Rachma, 2021), Quipper has four limitations: no explanation after job completion, content is in English, aids in task completion, and videos cannot be viewed offline. In the 21st century, the use of the internet for teaching and learning English has become a widespread approach. Online learning, often referred to as E-Learning, harnesses the power of the internet for education. Quipper School is an educational resource designed for this purpose. As explained by (Wahyuni, 2016), Quipper School is an online learning platform that aims to transform education by empowering teachers and students through digital technology.

Based on the National Education Standards Agency, 2010 in (Rosanti et al., 2023) The development of science and technology in the field of education improves the learning process, encourages innovation and appropriate teaching methods. Learning media can increase effective learning achievement and practical application of knowledge. (Perawati et al., 2020) E-learning revolutionizes education by providing dynamic, interactive learning materials in various formats, enhancing student motivation and transforming the learning process beyond teacher activities. This really supports the use of Quipper as a student learning tool. Therefore, the selection of this topic is intended to provide reinforcement and find the advantages and disadvantages of this mobile application to enhance reading skill in English learning because Quipper provides several solutions to increase students' interest in reading and learning by enabling teachers to integrate the material that students will receive in the form of modules, videos, textbooks, test questions, and all other types of information. (Gunawan, Erlina, & Saputra, 2023). As explained in the book *"More Reading Power by Mikulecky and Jeffries"*, reading is not just understanding words, grammar, or translating, but reading is an activity for thinking so that someone is able to find an idea contained in the text that presented (Mikulecky & Jeffries, 1986). Therefore to enhance the critical reading skill of students, Quipper is the right application to support solving this problem.

LITERATURE REVIEW

READING SKILL

The present study investigated the influence of interest on reading comprehension in English as a Foreign Language (EFL) students. The study aimed to compare pre- and post-reading topic interest and examine the reasons for any differences that may exist. Additionally, the study explored whether individual interest in a certain topic can be positively influenced by reading a text that embeds situational interest. The participants were students from intermediate and advanced English classes in an accelerated program at a private university in Osaka, Japan. The study utilized a survey to assess participants' level of interest in the topic "Animals and Pets" and their anticipated interest in an article titled "Surfing Dog Surprises His Family". After reading the article, participants completed a comprehension test and a second survey to convey their post-reading levels of interest in the article and the topic, along with reasons for their interest. The results of the study showed that high interest did not lead to improved reading comprehension. However, individual interest in a topic significantly increased after reading a text with interesting but unrelated elements. This suggests that topic interest may be more accurately evaluated by response to the text rather than relying solely on text titles. Overall, the study highlights the importance of interest in reading comprehension for EFL students and suggests that situational and topic interest can be used to enhance motivation and engagement in the classroom. Understanding the relationship between different types of interest and learning can be valuable for instructors, particularly in teaching environments where student motivation may be suboptimal.

MALL

Mobile-Assisted Language Learning (MALL) has gained significant attention in recent years as a promising approach to language learning. Numerous studies have explored the potential of mobile devices, such as smartphones and tablets, in enhancing language learning outcomes. One area of focus in MALL research is vocabulary learning. Several studies have investigated the effectiveness of using mobile devices for vocabulary acquisition. For example, Alemi, Sarab, and Lari (2012) compared the use of SMS and printed dictionaries for academic vocabulary retention. Amer (2010) explored the use of mobile phones for learning idioms. Motallebzadeh, Beh-Afarin, and Daliry Rad (2011) examined the impact of SMS on learning collocations. Azabdaftari and Mozaheb (2012), Başoğlu and Akdemir (2010), and Li, Cummins, and Deng (2017) investigated vocabulary learning through SMS. The affective role of mobile phones in language learning has also been explored. Clarke, Keing, Lam, and McNaught (2008), Çavuş and İbrahim (2008), and Kennedy and Levy (2008) examined the emotional and motivational aspects of using mobile phones in language learning. In addition to vocabulary learning, mobile devices have been studied in relation to other language skills. Chen and Chang (2011) investigated the impact of content presentation modes on listening comprehension using PDAs. Demouy and Kukulska-Hulme (2010) explored students' experiences with using their own portable devices for additional listening and speaking practice. Hwang, Shih, Ma, Shadiev, and Chen (2016) examined the effects of a mobile game-based learning environment on listening and speaking skills. Nah, White, and Sussex (2008) investigated students' attitudes towards using mobile phones for L2

listening comprehension. Reinders and Cho (2010) explored students' engagement in L2 extensive listening practice through podcasts on mobiles. Çakmak and Erçetin (2018) studied the effects of multimedia glosses on second language listening comprehension and vocabulary learning in a mobile environment. Overall, the existing MALL studies have shed a positive light on the potential of mobile devices in language learning. However, it is important for stakeholders such

QUIPPER

Quipper is a learning media with the latest open source-based E-learning system, and was launched in January 2014 accessed September 25, 2014. Quipper is a liaison between students and teachers in the distribution of subject assignments online and in accordance with subjects adapted from the curriculum applied in Indonesia, namely Social Studies, Science, Mathematics and Language. Quipper also makes it easy for teachers to send assignments to mobile devices owned by students. In addition, teachers can monitor the learning progress of their students by online process (Perawati et al., 2020). E-Learning using Quipper will make it easier for students to access the material. The use of Quipper can be used as a means to assign assignments to students. At the same time, face-to-face meetings can run more optimally for student discussions in mastering the material and providing conformation to students about the material they receive so that student understanding is more focused.

According to Idin & Ramadhoni, 2016 in (Ermila & Samsul, 2020) stated that Quipper is one of the online learning platforms (E-learning) that aims to change the mindset of education by empowering teachers and students with digital technology that is growing rapidly so that learning becomes more interesting. In addition, the use of Quipper provides flexibility in teaching and learning outside the classroom for both teachers and participants so that it can replace the physical presence of teachers to teach in the classroom. Quipper consists of two parts, namely as a link for teachers and the second as a learning medium for students. Quipper can assist teachers in storing virtual teaching materials that can be uploaded and stored in the form of power point, PDF files, images, and videos online. This storage will help teachers to maintain records of their learning activities on web servers. In addition, the advantage of using Quipper that stands out is unlimited learning. Rich and customized education, personalized learning, mastery of learning and fun, and most interestingly peuse Quipper facilities which are completely free, but require registration before using them in learning (Ermila & Samsul, 2020).

Based on previous research conducted by Izen Diva, Fauzul Etfita and Sri Wahyuni from Riau Islamic University who conducted research at SMAN 3 Mandau, the results they found were that most high school students agreed with the use of quipper as a media to support their learning, especially in learning languages. Quipper School provides flexibility in time and place of study, which accommodates various types of learning styles so that they remain interested in learning. Based on previous research conducted by Savira Fitri Alfinah from IAIN Jember who conducted research at Senior High School Taman Pendidikan Islam (TPI) Porong, researchers in this study talked about using Quipper School material to teach reading. Students demonstrated improved involvement, better attentiveness, and better participation. They developed a greater interest in the process of instruction and learning. The study's findings revealed that

pupils' reading abilities significantly improved after the use of Quipper School media. Students' exam results and engagement in the teaching and learning process both demonstrate this. Based on the results of this study, the English teacher found the Quipper School application to be highly beneficial for teaching English reading. The goal of English as a foreign language (EFL) teaching and learning in Indonesia encompasses the mastery of four essential language skills: listening, reading, speaking, and writing. In this pursuit, technology, particularly online learning (e-learning), has emerged as a valuable tool for educators. But this research still needs to be developed further because the content in it is still lacking in detail and focuses more on the final calculation without discussing students' interest in using the Quipper application. The difference between our research and previous research is that our latest research has significant differences with previous research that has been done. Our research aims to find the shortcomings and advantages of quipper in supporting reading skills at the high school level so this will be more specific towards reading skills for further research development. In addition, our research will also discuss in more detail and detail how reading skills are assembled more interestingly in the quipper application.

METHODOLOGY

This research uses a qualitative descriptive research design. According to Creswell, (2014); Creswell & Timothy, (2019), qualitative descriptive research design to comprehensively identify and describe phenomena related to the research topic, record and explain events in certain natural contexts. Grounded theory, developed empirically from real-world conditions, offers a practical approach to generating theory with practical applications. Library research is the process of using library resources to gather information, conduct scientific studies, or support academic research (Callison, 2005). Library research involves the use of a variety of library resources, such as books and databases, to explore topics, formulate research questions, and retrieve relevant materials, enabling researchers to analyze information, encourage critical thinking, and advance knowledge across a variety of disciplines. According to Glaser and Strauss (1967), hypotheses are built using their paradigm. Paradigm refers to the basic view or conceptual framework that guides the hypothesis development process in qualitative research, such as in the popularized grounded theory approach. Source data in research is the subject where data can be gathered in library study (library research). In this study, data sources are divided into two categories: main data sources and secondary data sources. Primary data is information gathered directly from the field by the researcher using data collection procedures and tools. Secondary data source are obtained from indirect sources, which are usually obtained from third parties, such as documents or other people. Data collection techniques are very important in research, because they determine the quality of the data collected. In this research, two techniques were used: literature and documentation. Literature studies involve the use of library resources, including journals, books, newspapers, magazines, and manuscripts, to explore theoretical and cultural references relevant to the social context under study. Literature studies play an important role in research, offering valuable insights. Meanwhile, documentation focuses on tracing written data sources such as books and writings. Documentary material is very important in historical research because it provides a record of past events in various forms. Data analysis involves simplifying complex data for better understanding. In this research, data was collected and analyzed using content analysis, a method introduced by Hadari Nawaai as quoted

by Soejono and Abdurrahman. Content analysis aims to reveal the contents of the book which reflects the situation of the researcher and his community at the time it was published. As defined by Burhan Bungin, content analysis is a research technique that produces reproducible and valid conclusions by considering context. Data analysis is the process of organizing data sequences into patterns, categories, and fundamental sequential units (Sumanto, 2014). The subject of this content analysis is communication or communication content (Bungin, 2007) moreover the process of analyzing data is start from (1) Identifying the issue, (2) Create a thought framework, (3) Methodology Modification, (4) Data examination, (5) Interpretation of data.

FINDINGS AND DISCUSSION

Related from the research do by (Gunawan, Erlina, & Saputra, 2023) Teacher perception in using quipper as a media for teaching reading is have more advantages, first teacher claimed that quipper is a helpful application because teachers claimed that using a quipper made it easier for them to prepare the information, teachers challenged themselves to develop the material in a creative manner. Secondly. Quipper is easier in accessible because the teacher indicated the quipper was simple to use and the menu in the quipper was clear. Moreover quipper can enhance student motivation, Quipper as an online media for teaching and learning reading was acceptable to the students and the reading ability of the student was improved. But the teacher was claimed that teachers have difficulty giving the students personal feedback. According to the data received from the interviews, teachers stated that giving personalised feedback is challenging. It is difficult for teachers to explain the comments in students' assignments. Finally, teachers give general feedback to students. The score of general feedback is 90,80,70. so teachers only refer to vocal feedback. It is difficult to ask how they feel, what is their progress and What are their problems, the teacher only gives feedback in the WhatsApp group. But it is often difficult for teachers to give them personal criticism.

Gaining proficiency in reading is a challenging skill. When reading, a reader must accurately understand the words and sentences he reads. Another challenge is that readers must understand the main purpose or theme of each paragraph in the writing. Similar challenges in reading are also faced by a large number of students. Based on library research, the writer find that the advantages and disadvantages of using quipper in reading skill:

1. Quipper motivates students to read more, quipper school is a gamified platform that increases students' motivation to read more. Students earn coins and points for each correct answer, which encourages them to master reading skills and competencies because Quipper School is a gamified platform (Fernandez, 2023), it has the potential to increase students' incentives to read more. For each correct solution to a specific task, they can win matching coin points. This can inspire them to read more and become proficient in the knowledge and skills provided. Students who are more agile at school are also allowed to work at their own pace because the teacher provides sufficient time. Enough for them to complete their tasks.
2. Quipper School is a platform that supports digital literacy and promotes 21st century skills (Fernandez, 2023). It provides resources and tools for integrating technology into reading instruction, enabling students to develop the skills necessary to effectively navigate and understand digital texts. Through Quipper School, students can interact with interactive content, including audio, images, and

non-sequential information, which improves their digital literacy skills. By utilizing this platform, teachers can create an environment that encourages the development of 21st century skills and prepares students for the digital demands of the modern world.

3. Quipper provides a platform for teachers to create accounts and generate codes for students to access test questions, allowing for easy administration and assessment of students' reading comprehension. It relates from the research by Agustina and Cahyono, 2017 find that Similarly, students can open and work on test questions based on the learning materials being taught by using the Quipper code provided by the teacher. In terms of usability, Quipper School is an effective tool for online learning. Teachers, like the results of the researchers' interviews with English teachers, can use the app to automatically find out their students' test results. The researchers described students' reactions or feedback after using the Quipper School. They discovered that using it during online learning was well received by students. Students are interested in discussing simple learning materials.
4. Quipper School can build student learning independence they are more enthusiastic about learning to read because the text presented is quite interesting because offers a variety of dynamic and interactive digital materials, making the learning process more engaging and encouraging. Based on the research by (Huda, 2018) Comparison of average scores between pre-tests the experimental and pre-test classes totaled 54 and the control class average is 62, so this value is considered not homogeneous. The students from the experimental class was taught using Quipper School media, while the control class was taught without using Quipper School media. The progress of the learning process in the experimental class is increases and increases, this can be seen in student activity where the treatment process uses Quipper School media students are very interested. Students are taught to use Quipper School media in teaching descriptive reading can get better grades rather than not being taught using Quipper School media. It's proven from the average posttest score of the experimental class and control class. The experimental post-test average was 70.8 and the control class posttest average was 63.5. This means that the use of Quipper School media is good teaching and learning process.
5. Quipper provide all materials for class X, XI, XII in Senior High School that suitable with the curriculum in Indonesia. Quipper is known to offer online educational resources and materials for various grade levels, including grades X, XI, and XII in high school (Syafitri, 2017). Quipper aims to provide material that is aligned with national and international curriculum , including several aspects of the Indonesian curriculum. However, specific content and suitability may vary over time, and it is important to verify this information with the latest updates from Quipper and the Indonesian Ministry of Education and Culture.
6. Quipper may limit students' social and cultural interaction. Since Quipper is an online-based learning platform, it will require the students to interact more with the gadgets. One of the negative aspects of online learning is that students do not have the confidentiality to interact with other students, which might hinder the growth of social interaction (Baber, 2021). A study conducted by Ramadhona et al. (2022) reveals that 47% of the student sample feel little connection at Quipper. However, this challenge can be tackled if the teacher is capable of creating an online environment that allows the students to interact with each other. Group projects that are assigned online can also give students chances to socialize with one

another. Through social interaction, students can exchange ideas with one another about a range of topics while learning online.

7. Quipper does not adequately provide materials for all materials. A survey from Ramadhona et al. (2022) indicates that 33% of the students sample could not find the materials they need for the class in the Quipper. Adequate materials are a critical aspect of supporting the learning process. Besides, the materials should provide learners with new insights and new opportunities to practice a new skill gained in class.
8. Quipper School is difficult to use for students with limited computer skills. Although the majority of the students have the capability to follow the learning process by applying Quipper, there should not be any students left behind. A study done by Diva et al. (2020) noted that some students with lack computer skills still find it difficult to operate the Quipper. When applying a new way of learning, teachers need to make sure their students are able to follow it, otherwise, the students cannot catch up.
9. Quipper school makes learning time become narrower. It is revealed by Septinawati (2020) that the time of the learning process is narrower when applying Quipper. Time is important in the learning process since the teacher has limited time to deliver the materials to the student. While applying an online-based learning application, there might be problems in running it that can slow the learning process down. For instance, if the internet connection is slow, or the computers are not working properly, it will consume time that is supposed to be used effectively for learning. However, such problem will not happen during conventional class.

CONCLUSION

Quipper encourages students to read more by offering a gamification platform where they can earn coins and points for each correct answer. This increases their incentive to improve their reading ability and competence. Quipper School also develops 21st century skills and digital literacy by providing resources and methods to incorporate technology into reading lessons. This enables students to acquire the skills needed to efficiently explore and understand digital materials. Quipper School also provides a platform for teachers to easily manage and assess students' reading comprehension through test questions. Quipper School also helps develop students' learning independence by providing dynamic and interactive digital materials that make learning more interesting and fun. Based on the research findings, it can be concluded that Quipper has several advantages as a tool for teaching reading skills. It simplifies the preparation of information for teachers, increases student motivation, and improves reading ability. However, there is a need to address the challenge of providing personalised feedback to students. Overall, Quipper shows promise in supporting reading skills at the secondary school level, but there are challenges in providing personalised feedback and addressing individual progress and issues.

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