

ABSTRACT

Marisa (2024). The Implementation of *Quipper School* in The Teaching of Reading Explanation Text: A Descriptive Study of Senior High School in Bandung.

This research aims to describe how teachers implement technology, especially the implementation of the Quipper School for teaching reading of explanation text. Besides that, the researcher also explores the students' perceptions regarding the implementation of Quipper School in learning reading of explanation text.

This study used a qualitative research approach with descriptive design. To answer first question the data were gathered through classroom observations and interviews. Second question gathered through questionnaires with 32 participants in a senior high school in Bandung. The data were also supported by some documentation. This approach allowed the researcher to capture the data with a rich and detailed description of the participants' experiences.

The result of research found that the process in implementing Quipper School is divided into two steps, which are planning and implementation. In planning the teacher prepares the lesson plan. In the implementation of the first and second weeks the teacher used Quipper School videos and shared the modules. The implementation of Quipper School for teaching reading explanation text is that students practice text reading analysis in Quipper School. The result of students' perceptions regarding some challenges, advantages, disadvantages, and other impacts gets overall score 71.03% and categorized as "Good" which students have a good perception of the use of this Quipper School for learning reading of explanation text. However, they faced disadvantages such as unstable internet, less affordable pricing, and long text content. The teachers should reconsider more if they want to used Quipper School in teaching and learning process.

Keywords: Quipper School, Reading, Explanation Text.