CHAPTER I

INTRODUCTION

This chapter provides a quick overview of the research. This chapter includes the research background, research question, research purpose, research significance, research scope, conceptual framework, and previous study.

A. Research Background

The use of technological devices in the teaching and learning process has drawn much attention in all aspects of education throughout the past ten years. Social media and communication technology are developing at a very rapid pace right now. People worldwide have positive opinions about the Internet, particularly when it comes to improving the quality of education and making it more effective. One example of the benefit using of technological advances both in the learning and teaching area, is Larchenko & Barynikova, 2021). Depending on Permendikbud No. 24 of 2016, to execute the 2013 curriculum, a teacher must be proficient in information technology. Information technology plays a vital part in the learning process since it can improve learning efficiency and effectiveness, increasing student attraction and attention. New technologies and innovative approaches to teaching and learning have emerged in tandem with the rapid advancement of Information and Communication Technology (ICT). According to Saptani (2017), one of the IT functions in education is the availability of e-learning. E-learning is education that transforms the teacher-student learning process by utilizing information and communication technology (ICT). Web-based learning is one approach to using e-learning. One of the available online learning resources is Quipper School.

Quipper School is a highly-used e-learning tool that provides a wide range of resources and tools for teachers and students. The media that can be utilized now is Quipper School, which has been used in Indonesia since 2014 (Diva et al, 2022). English is one of the many subjects where Quipper School can be used. In addition, teachers can submit and organize quizzes, instructional materials, and student scores using Quipper School. Quipper School has several benefits, including ease of use, versatility in terms of both time and location and the ability to spark students'

enthusiasm for learning (Syafrinata & Maksum, 2021). Moreover, Syahrial and Syafryadin (2020) claimed that using media in teaching and learning activities is crucial because it stimulates students and improves the relevance and efficacy of the taught teachings. To improve the quality of education, digital tools, and online platforms are being used in addition to, or occasionally as a substitute for, traditional teaching techniques.

Based on the preliminary observation and researcher experience during the internship in this senior high school in Bandung. This senior high school has already used Quipper School Premium as a learning platform for the teaching and learning processes. This school does not have a textbook (LKS) however, they obtain their teaching materials from Quipper School. In addition, Quipper School has worked with schools for a single educational year. As a result, the school will use Quipper School Premium as a teaching resource for one academic year. Students are sometimes too sluggish to read books and are more excited when playing with smartphones. Therefore, this can encourage students to use their smartphones correctly, properly, and in the right way. According to Syafitri (2017), Quipper School can help students enhance their reading comprehension skills.

The teaching and learning process at this senior high school in Bandung currently blends face-to-face and digital online media. Teachers use Quipper School as a platform to store their assignments, homework, and materials created by teachers to maximize the effectiveness of learning. This type of learning use in this school can be referred as blended learning "In implementation of this blended learning allows the use of online learning resources, especially web/blog-based ones, without leaving face-to-face activities." Elliot (2002). Furthermore, Wahyuni and Etfita (2018) stated that Quipper School provided blended learning as a collaboration between face-to-face learning and online learning.

Quipper School is one of the online learning resources that teachers utilize to improve student learning through reading activities. In the Indonesian educational system, teaching reading skills, particularly in explanation text, is crucial for students' language development and comprehension abilities. According to Law (2013), the Explanation text asks students to exhibit knowledge and

understanding, answer questions such as "What is a?", and explain how something works. explanation text is chosen because explanation texts are an essential part of primary literacy teaching, because they provide an opportunity for students to learn and grasp the "how and why" These texts are significant because they assist students get a deeper comprehension of the subjects they are studying while also allowing them to pass this knowledge on to others.

Enhancing students' reading comprehension requires the right approach to make it more trustworthy and applicable, as there are still numerous issues with learning the English language, particularly with reading comprehension. Students with limited vocabulary, those who struggle to understand the language, and those who cannot understand the text's subject may all experience difficulties (Maryam & Efransyah, 2021). Students may face difficulties in learning explanation text due to several factors. These factors include a lack of motivation, background knowledge, and language knowledge, as well as inappropriate strategies and difficulties in the reading process. The case of those difficulties caused by lack of improvisation in using media.

Additionally, students may struggle due to a lack of language knowledge, motivation, and vocabulary mastery. The text's difficulty level and the lack of textbooks in school may also play a role in students' difficulties in learning explanation text. As stated by Westwood (2004 as cited in Azral and Kher 2023), most readers are struggling because they do not have and know the strategies required to understand the meaning of the text effectively. To address these difficulties, teachers may need to use learning media with appropriate and simple methods and materials to support teaching and make it more enjoyable, self-directed, effective, and transferable to new situations.

Teaching explanation text presents several additional difficulties for teachers. Developing explanation texts as learning resources for early students can use digital technologies like Google Classroom. Additional obstacles students face including their inability to learn reading comprehension through explanation content on digital platforms such as WhatsApp. Yeboah & Ewur (2014) stated that Students who use WhatsApp often delay their studies due to rapid communication

processes, neglecting grammar rules, and relying on alternative communication methods like emojis or animated icons, leading to a delay in their educational pursuits. To overcome these obstacles, teachers can use various techniques and resources, such as appropriate and primary online learning resources and methodologies, to enhance instruction and make it more engaging, effective, self-directed, and adaptable to new contexts. In this context, Quipper School emerges as a potential solution for modernizing the teaching of reading explanation text. Gunawan, S., Erlina, D., & Saputra, E (2023) stated that teachers utilize Quipper School because they believe it to be efficient and effective.

Several studies have previously been conducted on this topic. The first study was conducted by Gunawan et al (2023), the study focusing on the teachers' perceptions of the use of Quipper Schools in teaching English reading and result show that English teacher assumed that the Quipper School application is very helpful for teaching English reading. The second study from Septinawati et al (2020) the study reports the students' perceptions in implementing Quipper School as an e- learning platform in teaching English and to know the advantages and disadvantages of it, the revealed that the students are comfortable learning with technology and also prefer to use IT. The third study from Diva et al (2022) the study aims to evaluate students' perceptions of the advantages and disadvantages of the Quipper School platform for English learning, the majority of students believed that Quipper School is an online learning platform that is beneficial for both teachers and students.

Therefore, the current research is different from previous studies in several aspects. This research explores the implementation of Quipper School for learning reading with more specific text types to be studied, which is type of text is explanation text. The previous research only examines reading text in general and does not specify what text is used. In addition, this research focuses on student perception about the implementation of Quipper School, especially in learning reading of explanation text such as the advantages, disadvantages, and other impact.

This study aims to describe the implementation of Quipper School as an online digital learning media for teaching reading explanation text to students of

11th grade at senior high school in Bandung. This research aims to describe how teacher implement technology, especially the implementation of the Quipper School for teaching reading explanation text. Besides that, the researcher also explores the perceptions of students regarding some challenges, advantages, disadvantages, and other impacts of Quipper School in learning reading comprehension skills in the context of explanation texts. By looking at various viewpoints, the study seeks to shed light on how digital learning tools are used in high school.

B. Research Questions

This research is conducted to find out how teachers use Quipper School application in teaching reading in explanation text material and to find out students' perceptions about learning reading explanation text using Quipper School. Therefore, there are two research questions. The two questions are as follows:

1. How does the teacher implement the Quipper school as the online digital media in teaching reading explanation text at 11th grade senior high school in Bandung?

2. What is students' perception about the implementation of Quipper school as the online digital media in learning reading explanation text at 11th grade senior high school in Bandung?

C. Research Purposes

This study explores how teachers implement "Quipper School to teach reading explanation text and how students' perception of this media." As a result, the research has two purposes:

1. To describe the implementation of Quipper School as the online digital media used by the teacher for teaching reading explanation text at 11th grade senior high school in Bandung.

2. To find out the students' perception about the implementation of Quipper School as the online digital media in learning reading explanation text at 11th grade senior high school in Bandung.

D. Research Significances

The significance of this study comes from students' perception of using Quipper School which is implemented by the teacher for learning the reading of explanation text. The researcher expected that the study's findings are expected to be helpful both theoretically and practically.

1. Theoretically

This research is expected to improve the quality of reading learning, especially explanation text at this senior high school in Bandung. This research needs to be done because of some urgency and also to get some benefits. The researcher hopes that through this research, the readers will gain new knowledge about how to learn explanation text by integrating Quipper School in reading learning sessions based on students' perceptions.

2. Practically

a. For teachers

As a suggestion to use Quipper School as a fun alternative learning strategy to apply in the learning process, especially when reading activity of explanation text. In order to prevent monotonous in the learning process, this research might offer diversity in teaching learning activities and as a way for teachers to use digital learning resources.

b. For other researchers

For other researcher it can be considering this research to guide future researchers in developing the teaching and learning process. They can investigate different aspects of the problem that were not considered in this study.

E. Research Scope

This study aims to investigate the implementation of Quipper School in teaching reading, particularly explanation text. The research focuses on the perception of how students implement reading explanation text learning using online media, specifically Quipper School. One class of 11th-grade students at senior high school in Bandung became the subjects of this study.
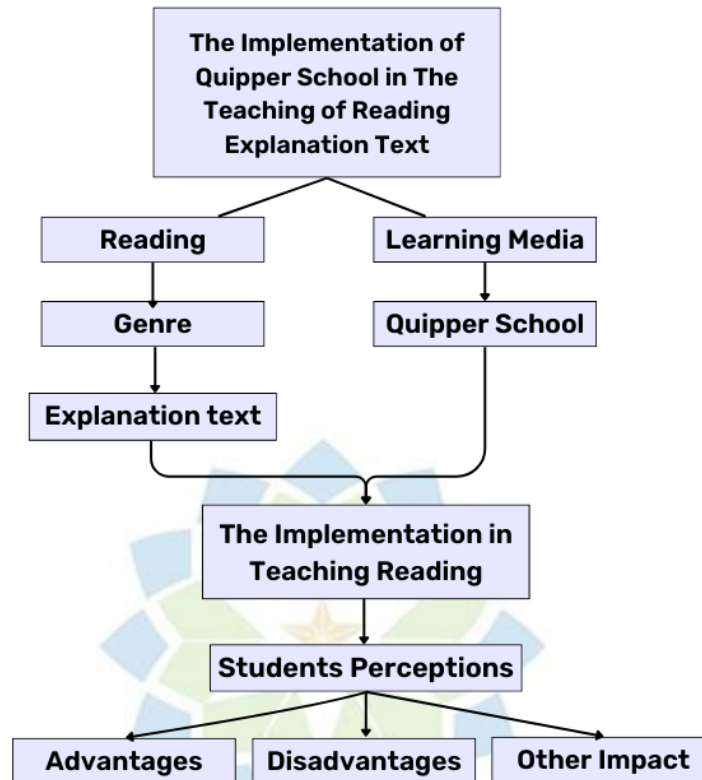
F. Conceptual Framework

Figure 1. 1 Conceptual Framework

Technological advances in education have significantly impacted the learning environment. The education landscape has been transformed from the evolution of educational methods and tools to the introduction of interactive learning technologies. Some key technological innovations in education include virtual reality, artificial intelligence, E-Learning, video-assisted learning, and big data. These advancements have not only increased the accessibility and convenience of education but have also revolutionized teaching and learning, making it more student-centered and versatile. Technological advancements also influence how English teachers educate. According to Cai (2012), English teaching efficiency in China has been low for three decades, demanding a shift in pedagogical approaches. E-learning provides a rare chance to increase instructional efficiency. Emphasizing grammar and vocabulary may not result in language

mastery, leading to unhappiness among future generations. E-learning will save teachers' time and make English easier to master.

One of the technological advances is the existence of electronic learning media or E-learning media, which that Quipper School. Quipper School is an educational technology company that provides a user-friendly learning management system with extensive content to support various learning setups, including hybrid and online learning. It offers features such as a Teacher Portal, Q-Link, and Parent Portal, allowing for the creation and delivery of lessons, real-time statistics of students' learning, and offline access to learning materials. Based on Quipper's website (2022), millions of teachers and students worldwide have used Quipper School, and it aims to bridge the gap from traditional learning to the HyFlex model, providing holistic and flexible learning experiences for students' post-pandemic.

Four skills are necessary for learning English: speaking, writing, listening, and reading. These talents are interconnected and cannot be learned independently; thus, students must master all four. This is corroborated by Uma and Ponnambala (2001), who claim that learning language skills determines students' communicative competency in the target language. Reading is one of the essential English language skills that we must acquire. Reading comprehension is essential in learning English as a foreign language, Mardasari (2017). The process of developing information involves reading, which is a tool for understanding the writings' primary concept or subject matter. There are many different types of texts in reading, and explanation text is one of them. According to Kemendikbud (2017:101), An explanation text is a nonfiction work that describes how or why things happen. It usually involves a series of events (explaining how) as well as explanations for a process or phenomenon. Harmer (2015) stated that the primary criterion of a good, extensive reading program is that students should be reading stuff they are able to grasp. If they are having difficulty understanding every word, they will be unable to read for the primary purpose of this task.

Implementing Quipper School into reading explanation text learning can be one of the solutions as a learning media. According to Nurhazana, et al. (2023),

Quipper School helps teachers design learning materials easily. It allows students to access the platform anywhere to do their assignments, making learning more enjoyable and comfortable. Overall, the platform has been well-received by both teachers and students, and it offers advantages such as self-evaluation, accessibility, and updated material, making the teaching-learning process more engaging and effective.

Furthermore, according to Sastranegara et al. (2020), there are several ways to use Quipper School. To utilize the Quipper School app, teachers must either connect with a Facebook account or manually register, then create a class of up to 60 students, and Quipper School gives teachers a unique "class code". Teachers may copy and distribute it to students. After that, applying the teacher's entry code, students join and enter the classroom. Following that, the access code will connect the teacher to the students in the classroom. Meanwhile, as Husaefah H and Mardhiah (2017) stated, teachers and students must enter an email address, phone number, and school name to obtain a free account. If their school is already in the Quipper database, teachers can ask the Quipper ambassador at their school to put their account in a virtual school class.

Perception is commonly used to describe one's experience with an object or event. According to Fieldman (1999), Perception is a construction process in which we perceive beyond the stimuli offered to us and attempt to form a meaningful environment. Morgan (1987) defined perception as the way something works, sounds, feels, tastes, or smells. Other works describe perception as whatever that a person experiences. To summarize, perception is how someone views what they have experienced. According to the University of Minnesota (2017), Perception is the process of detecting and interpreting environmental stimuli, with human perception being unique as it goes beyond information, selectively focusing on certain aspects and ignoring others. Sarwono (2010) stated that perception occurs when a person's auxiliary organs capture a stimulus from the world, subsequently transmitted to the brain. It involves a cognitive process that eventually leads to an understanding.

The researcher presented the research questions before this section. To answer these questions, the researcher envisioned the design of the research framework.

G. Previous Study

There are several studies have been conducted to investigate the perception of using the Quipper School. Based on a preliminary study done by Gunawan, S., Erlina, D., & Saputra, E. (2023), this research was qualitative with a case study design and the sample of the research is two English teachers. Second, research from Septiawati, S., Febrianti, R. B., Tarwana, W., & Syafryadin. (2020), the study uses cluster sampling and focuses on the survey study method to gather the data, and the study only focuses on students' perceptions. Third, a study was conducted by Diva, I., Etfita, F., & Wahyuni, S. (2022), This study aims to assess the students' perceptions regarding the benefits and drawbacks of the Quipper School platform for English language learning, by using an approach quantitative.

The researcher also discovered three additional foreign research. Research from Fernandez (2023) titled "Quipper School and The Reading Comprehension Performance of Grade 11 Students" uses a quasi-experimental design, and the study's primary goal is to examine the impact of Quipper School Instruction on reading comprehension. Further research from Garcia et al. (2022) aimed to assess how good teachers utilize Quipper School as a learning management system, the experience of Junior High School Teachers of St. Paul University Surigao became the object of their study. This study applied descriptive design using a validated questionnaire and 24 teachers as research participants. Lastly research from Jeanilyn et al. (2021), this research uses mixed method sequential explanatory methods, respondents and participants are students from the Department of Teacher Education.

The six studies have some contrasts with the present study in 2024. The first study focused on the usage of the Quipper School specifically in teaching reading without specifying which reading context and only looking from the teacher's perspective. The second and third studies both look at students' perceptions, which differ from data processing; the second uses a cluster sampling technique, and the

third uses a quantitative approach. The fourth study used a quasi-experimental design focused on reading comprehension but did not explain the type of text used. The fifth study used a descriptive design using a validated questionnaire in its research. The last study used a mixed method; the participants were the Department of Teacher Education students. The current researcher wanted to describe learning English material by focusing on Reading comprehension Explanation Text by implementing Quipper School as an e-learning platform by examining students' perceptions of the usage of Quipper School.