

ABSTRACT

ManggiasihNurdiana, Fanta. 2016. The Use of Quipper School as an E-learning Platform in teaching English to the Tenth Grade Students of MAN 2 Ponorogo in Academic Year 2015/2016. **Thesis.** English Education Department, Education Faculty, State Islamic College of Ponorogo. Advisor: AndiSusilo, MPd

Key Words: Quipper School, e-learning, teaching English

One of technological development that have been implemented in this modern era especially in educational world is ICT-based learning. The example in the use of ICT-based learning is e-learning. E-learning is the intentional use of networked information and communication technology in teaching and learning. Related with e-learning, there are various kinds of e-learning platform that can be used by teachers and students. One of them is Quipper School. Quipper School is an online free platform that is created to make learning becomes easier and it helps teachers in preparing tasks and monitoring students' progress.

This research was aimed to describe how Quipper School was used in teaching English to the tenth grade students of MAN 2 Ponorogo in academic year 2015/2016 and to know what the advantage and disadvantage of using Quipper School. This research used descriptive qualitative. The researcher used interview and observation for technique of collecting data. Meanwhile, for data analysis used technique of data analysis from Miles and Huberman which consisted of data reduction, data display and conclusion.

The result of this research revealed that Quipper School was used to introduce ICT-based learning to the students. It was hoped that the students were not feel surprised when they knew and used other kinds of e-learning platform. Besides that, the use of Quipper School was quite easy. It could be accessed through laptop, smartphone or computer. In Quipper School there were two main services: Q-LINK and Q-LEARN. Q-LINK was used for the teachers. In Q-LINK, the teachers could create an online class, set up materials and tasks and also monitoring students' progress. Meanwhile, Q-LEARN was used for the students. The students would know their tasks and do the tasks directly anytime and anywhere.

Quipper School could make learning activity became more fun and enjoy. The teacher could create an online class and invited the students to join in it accordance with the code of each class. The students could access it anytime and anywhere. Furthermore, Quipper School was effective and efficient. It was helpful in teaching and learning activity, it does not need a big cost. The limitation of internet connection was a common problem faced by the users so that it became the disadvantage of Quipper School.

CHAPTER I

INTRODUCTION

A. Background of the Study

E-learning is learning in which the process take place use technology such as internet, computer, audio or video tape. E-learning also can be said as a digital learning process. All of people suppose that e-learning is a Web-based learning in which using browsers to support learning process. Web-based learning is one of implementation from e-learning. Naidu asserted e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning.¹

In addition, according to Neda, e-learning is can be defined as the application of electronic systems such as internet, computers, multimedia which their aims is to reduce the amount of expenses.² Furthermore, Jaya defines e-learning as a teaching and learning which using electronic (LAN, WAN or internet) to deliver content, interaction or guidance.³

Associated with technological development, e-learning start to be used in schools which have better ICT. In it use, e-learning does not replace the role of traditional learning but it for complementing in learning. E-learning is more effective than traditional learning. The flexibility becomes hallmark of e-learning. Teachers and students can communicate easily by using electronic support.

¹ Som Naidu, *E-learning: A Guidebook of Principles, Procedure, and Practices*, (New Delhi: CEMCA, 2006), 1.

² Neda Muhammadi, et.al., "Effect of E-learning on Language Learning," *Procedia Computer Science*, 3, (Decemver, 2011), 465.

³ Harjali, *Teknologi Pendidikan*, (Ponorogo: STAIN Po Press, 2011), 98.

Communication is done without being limited by distance, place and time. As well as e-moderating which usually available at e-learning. Besides flexibility, e-learning also relatively more efficient. E-learning facilitates students to get material and they can review it anytime and anywhere while they still connected with the internet network. E-learning gives a different tools and variety of materials. For example, e-learning commonly offers audiovisual content so as learning can be more attractive.

E-learning can be applied in various lessons, one of them is English. As it is known that in teaching English, teachers use some method in delivering materials which is aimed learning does not seem monotonous. Besides that students do not feel bored in the class. By using e-learning, teachers can provide materials and tasks as good as possible which aimed students will more interest. The use of e-learning gives new nuance in teaching reading. As it is known, in teaching English students with e-learning, learners can be given choices enabling activities and format to be customized for them.⁴

Related to the use of e-learning, some of schools have been applying e-learning application in learning process. One of them is MAN 2 Ponorogo. MAN 2 Ponorogo is a school which has been applying Quipper School as e-learning in English subject. Quipper School is a free online platform for teacher and students. Quipper School is a place where teachers can manage a class by online and teachers also can see students' progress. The underlying reason for the teacher uses Quipper School because it is considered effective and efficient. The teacher

⁴ Christ Hill, Teaching with E-learning in the Life Long Learning, (Great Britain: Learning Matters Ltd, 2008), 15.

can make and give the material easily and students can access and answer the questions directly based on the material given by teachers. Quipper School also can analyzing from the whole of questions which it is given to the student. Then it can be known which one of the most difficult question so as the students cannot do it. Based on the analysis result, the teacher can explain related the questions which it is given to the student more deeply and clearly. Using e-learning also help the teacher if he cannot come to the class, learning process can still take place.⁵

From the explanation above, it is important to know more about the use of Quipper School. How Quipper School is used in learning. This study is focused on tenth grade students of MAN 2 Ponorogo in academic year 2015/2016. The study entitled The use of Quipper School as e-learning platform in teaching English to the tenth grade students of MAN 2 Ponorogo in academic year 2015 /2016.

B. Research Focus

To avoid the discussion out from the topic, this study focuses on the use of Quipper School as e-learning platform in teaching English to the tenth grade students of MAN 2 Ponorogo in academic year 2015/2016.

C. Statement of the Problems

Concerning with the background of study, the problem in the study is formulated as follows:

⁵ Interview result with Mr Zain Attamim

1. How is Quipper School used to support the process of teaching English?
2. What are the advantages and disadvantages of using Quipper School in teaching English?

D. Objective of the Study

Based on the statement of the problems above, it can be figured out the purpose of the study as follows:

1. To describe the use of Quipper School as e-learning platform in teaching English for the tenth grade students of MAN 2 Ponorogo.
2. To know the advantages and disadvantages of using Quipper School in teaching English for the tenth grade students of MAN 2 Ponorogo.

E. Significance of the Study

The result of this study is expected to be useful information and give contributions for educational institutions.

1. For the teachers

This study is expected to help English teachers use new teaching style such as using e-learning. Moreover, this study can enrich the teachers' knowledge to develop learning process by using e-learning better.

2. For the students

Hopefully the result of this study will make the students become interest during the learning process and it can increase student's motivation in reading session.

3. For future researchers

The future researchers get new information related the use of e-learning in teaching. It can be used as a comparison in the future studies.

F. Research Method

Research in common parlance refers to a search for knowledge. The Advanced Learner's Dictionary of Current English lays down the meaning of research as a careful investigation or inquiry specifically through search for new facts in any branch of knowledge. Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.⁶ It means that research methodology is study a particular things which it explains some theories and concepts about research approach, use the theory to prove whether the study related with theory or not and use a scientific approach.

1. Research design

This research applied qualitative research. Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person's or group's experience. According to

⁶ C.R. Khotari, Research Methodology: Method & Techniques, (New Delhi: New Age International (P) Ltd, 2004), 8.

Holloway, qualitative research is a form of social inquiry that focus on the way people interpret and make sense of their experience and the world in which they live.⁷In other word, qualitative research is a qualitative data in the form of words or picture that it related with social and cultural phenomena.

2. Researcher roles

In qualitative research, the researcher can learn the most about a situation by participating and become immersed in the situation they are studying.⁸ The researcher as a key instrument, a full participant at the same time collecting data.

3. Research location

The research took place at MAN 2 Ponorogo. It is one of school that has a good technology. Moreover, quipper school as an e-learning platform was applied in the school particularly in teaching English. Besides that, the school was reachable. That was make the researcher easy to conduct the research effectively.

4. Data source

Data is information about a case in which it can be something that is known or a facts that is illustrated by a number, symbol or code. Data is information that is used as a source or material to find conclusions.⁹Data in qualitative research can be obtained from words, action, and the additional data such as documentation and other.¹⁰

⁷ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), 2.

⁸ Ibid., 5.

⁹ Mahmud, *Metode Penelitian Pendidikan*, (Bandung: CV Pustaka Setia, 2011), 146

¹⁰ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), 157.

While, data source is the subject from which data can be acquired, it can be from materials or person (informant or respondent). Arikunto in Mahmud identify the data source by classifying the three letter P that are person, place and paper.¹¹ In this research, the data source are the English teacher and the tenth grade student at MIA department. The data is related with the use of quipper school which it can be obtained from interview, observation and document result.

5. Technique of data collection

Collecting data in qualitative research can be done by using observation, interview, and documentation technique.

a. Interview

Interviewing involves asking questions and getting answers from participants in a study. In interviews, it is assumed that there is a questioner and one or more interviewees. The purpose of the interview is to probe the ideas of the interviewees about the phenomenon of interest.¹²

In this research, interview technique used a structured interview. Structured interviews refers to a situation in which interviewers ask each respondent a series of pre-established questions with limited set of response categorized.¹³ Structured interview is kind of interview that researcher give questions to the respondents in which questions already written and decided by researchers.¹⁴ Structured interview is very useful for reducing bias when several interviewers are involved, when interviewers are less experienced or when it is

¹¹ Mahmud, *Metode Penelitian Pendidikan*, 153.

¹² Wahyuni, *Qualitative Research Method: Theory and Practice*, 25.

¹³ *Ibid*, 53.

¹⁴ Restu Kartiko Widi, *Asas Metodologi Penelitian*, (Yogyakarta: Graha Ilmu, 2010), 242.

important to be able to compare the responses of different respondents.¹⁵ The researcher uses the same questions that posed to the student as respondent and uses different question to the English teacher. This research, interview conducted face to face.

b. Observation

Observation method is a collecting data that the researcher must took the field to observe matters related with the research.¹⁶ Observation is the selection and recording behaviors of people in their environment. This method is useful for generating in-depth descriptions of organizations or events.¹⁷

In this research, observation technique used non-participant observation. It means that researcher does not involved in the activity. The researcher only observe, listen, and draw conclusions.¹⁸ In practice, the researcher comes into the classroom and then observing the learning process. The researcher makes a brief notes during the study. After observation finished, the researcher writes notes more detail.

c. Documentation

Documentation is technique of collect the data un-directly to research objects through a document. Document is a written notes which the contents is written statement that is arranged by someone or institution as a data source.¹⁹ In this research, documentation is used to get the description data of MAN 2

¹⁵Wahyuni, *Qualitative Research Method: Theory and Practice*, 54.

¹⁶ M. Djunaidi Ghony, *Metode Penelitian Kualitatif*, (Jogjakarta: Ar Ruzz Media, 2014), 165.

¹⁷ Wahyuni, *Qualitative Research Method: Theory and Practice*, 21.

¹⁸ Restu Kartiko Widi, *Asas Metodologi Penelitian*, 237.

¹⁹Mahmud, *Metode Penelitian Pendidikan*, (Bandung: CV Pustaka Setia, 2011), 183.

Ponorogo. It include of the historical background, geographical location, vision and mission, organization teacher and staff, infrastructure of the school.

6. Data analysis

Data analysis is the process systematically searching and arranging the interview transcript. According to Miles and Huberman, qualitative data analysis uses words in which it is arranged in a text which be enlarged or described. Meanwhile, for the process of data analysis in Miles and Huberman model can go through three processes, namely:

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. Qualitative data can be reduced and transformed through selection, summary or paraphrase.

b. Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing. By looking at display helps us to understand what is happening and to do something.²⁰

c. Conclusion

The conclusion will be changed if there is strong evidence. However, if the conclusion at an early stage has been supported by valid and consistent evidences, it can be said that the conclusion are credible and reliable.²¹ Therefore, the

²⁰ Matthew B. Miles and Huberman, *Qualitative Data Analysis*, (California: Sage Publication Inc, 1994), 10-11.

²¹M. Djunaidi Ghony, *Metode Penelitian Kualitatif*, 311.

conclusion in the study may be able to answer the research problem that has been formulated since the beginning but also not.

7. Verification of data validity

Triangulation is verification of data validity technique that utilize something else. Triangulation technique that most widely used are triangulation technique using the sources, triangulation technique using methods and triangulation technique using theory.²² In this study, triangulation technique that used is triangulation technique using sources. The researcher try to compare the data based on interview result and observation.

8. Research procedure

The research activities are presented in the following:

a) Preparation

The researcher prepares the title of research, review of related literaturerelated to research problems, observes the place, and arranges the research instrument.

b) Application

The researcher collects the data, analysis data and then makes conclusions of the data analysis.

c) Reporting

The researcher reports the result of the research in a form of thesis.

²²Lexy J Moleong, Metodologi Penelitian Kualitatif, 330

G. Organization of the thesis

The discussion in this study consists of five chapters and each chapter is related to one another which becomes a unified whole and compiled systematically.

Chapter I is introduction which discuss about background of the study, statements of the problems, objective of the study, significance of the study and research method.

Chapter II explains about e-learning in which discuss about definition of e-learning, e-learning approaches, characteristics of e-learning, elements of e-learning, component of e-learning, types of e-learning, quality of e-learning functions of e-learning, advantages and disadvantages of e-learning. This chapter also explains Quipper School, teaching English in High School, teaching receptive and productive skills. It also discusses about previous research finding.

Chapter III explains about description of data which contain of general data related with profile of the school and specific data related with the use of Quipper School and the advantages and disadvantages of using Quipper School

Chapter IV in this study is about analysis of data. The data that the researcher already got will be analyzed. In this chapter explains about analysis of data. The data that already got from many resources will be analyzed and explained in this chapter.

Chapter V is the conclusions and suggestions. The result of the study will be concluded in this chapter. Furthermore, in this chapter also giving suggestions that aimed for teachers, students or institutions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical background

1. Quipper School

The process of teaching and learning activities at secondary level both junior and senior high school in Indonesia more easily established with the presence of several startup education one of them is Quipper School. Founded by Mayasuki Watanabe in London, in December 2010. Quipper School is a free online platform for teachers and students. Quipper School is an educational startup that provides two main service: (1) Quipper School Learn, a special portal for students where they can access and read course materials, answer questions, send a message to teachers. Quipper School LEARN is a place where students can learn. This platform is completed with features in which it can make students feel fun during learning. There are several things in Quipper School LEARN as follows: (a) task and general learning. Students can do a specific topic which is suggested by teachers or they learn materials from curriculum independently; (b) message features. Students and teachers can communicate using message service that facilitate students to explain about questions or specific topic that they feel difficult to do; (c) the features like a game. Quipper School LEARN gives reward to students in the form of coin that can be redeemed with the theme. So, students can customize the learning environment that they want.²³(d) students can achieve

²³<https://help.quipper.com/id/articles/what-is-quipper-school> (accessed on May 22, 2016)

the assignment directly by using smartphone, computer or other electronic devices. So that students can learn anytime and anywhere while they are connected with internet access.²⁴(2) Quipper School Link, a special portal for teachers where they can set up tasks, view students' progress, send a message to students, making an online class and manage an online class. Q-LINK is designed in order teachers can use it easily when they manage their own class, they can collaborate with others teachers at the same class or school. Q-LINK shows of making assignment by online that easy and fast. Only in minutes, teachers can choose a topic, set a deadline and then teachers can send it to students. Students duty are entry to LINK directly so teachers will sort based on main matric such as students' achievement and student time learning to identify the habit of all classes, students groups or individual.²⁵

Technically, through Quipper School teachers can give tasks to students by online and students can do and learn the topics of subjects related to the tasks both inside or outside the classroom through electronic devices which is connected to the internet. After students already finished do the task, a scoring system available on the Quipper School will be analyzed in a simple way that it will assist teachers in getting clear overview of student achievement. Teachers will get a report on how well students in mastering certain subjects, how the learning progress of each student, students who get the highest score. Through an

²⁴https://school.quipper.com/id/index_how_it_works.html (accessed on May 22, 2016)

²⁵https://school.quipper.com/id/index_how_it_works.html (accessed on May 22, 2016)

overview of this achievement, students will also get feedback on things that need to be fixed on a topic related to mastery of particular subject matter.²⁶

These are the steps to register and create a new class in Quipper School.

The first step is teachers can access Quipper School through the URL www.quipperschool.com/id/signup.html. Then, the display will appear two portals that are portal for teachers (Q-Link) and portal for students (Q-Learn). Teachers can choose the button of teachers' portal to start registration.



Figure 1.1 Portal for teachers and students

Then by clicking the button “start” which is located on the bottom side, teachers will start the registration and follow the next steps. The display will appear as the picture below.

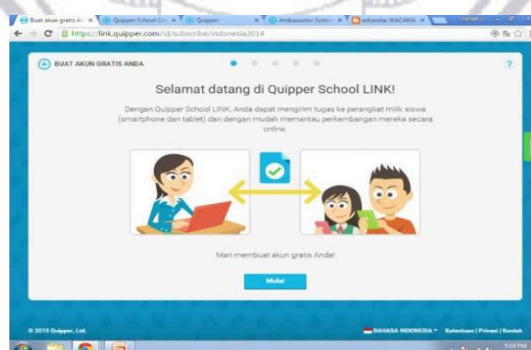


Figure 1.2 create new account

²⁶<https://id.techinasia.com/quipper-school-platform-belajar-online-smp-sma-indonesia> (accessed on May 22, 2016)

The next step, teachers will be asked to fill out the form. The form must be filled out accordance with the data. Teachers must enter the email address. The email address which is used by teachers should the email that still active. In terms of fill out the registration form, teachers not only fill out the email address but also password and phone number. The registration form must be filled completely by teacher.

The screenshot shows a web browser window with the URL <https://link.quipper.com/id/subscribe/Indonesia,2014>. The page title is "BUAT AKUN GRATIS ANDA". The main heading is "Untuk memulai, lengkapi data untuk akun Anda." The form fields include:

- NAME: "Nama depan" and "Nama belakang" (with a "Berkas" button next to "Nama depan")
- EMAIL: "EMAIL" (with a "KONFIRMASI EMAIL" label)
- KATA SANDI: "KATA SANDI"
- NOOR TELEPON: "NOOR TELEPON"
- KODE UNDANGAN: "KODE UNDANGAN" (with a note "itu adalah opsional" and "diikuti oleh")

 At the bottom, there is a checkbox "Mau kontak ini jangan dipin, jika Anda tidak berkenan untuk kami hubungi mengenai dukungan pelanggan" and a "Lanjut" button. The footer includes "© 2015 Quipper, Ltd." and "BAHASA INDONESIA" with a language selector.

Figure 1.3Registration form

The next step is filling out the data of school. When teachers enter the school name, the system will offer automatic selection whether the school name already listed in Quipper School or not. If teachers find the schools' name, teacher can fill out the schools' address, district, and province related with where is the school located. After that teachers can continue the next steps by clicking the button which it is located on the bottom side.

Figure 1.4 School information form

Teachers must make sure that the data of school is filled out correctly. If all of provision in the registration form have filled out, teachers can continue the next step by clicking a button “sign up me” in the bottom side. As the display below.

Figure 1.5 Confirmation of registration

After the registration have finished, furthermore, teachers can create a first class by clicking a button “start” in the bottom side.



Figure 1.6 Starting page of new class

In the next session, teachers can give the name of lesson and class. For example, English 7A. In Quipper School, each class has own name and code. So, other students from other class cannot join with other class.

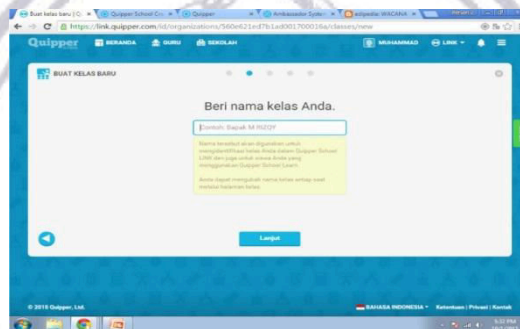


Figure 1.7 Class name

Then teachers can choose the lesson and curriculum. The choice of the lesson based on what teachers teach in the class and what curriculum that used at the school. After decide what the lesson and curriculum, teachers can continue to the next session by clicking a button “continue”

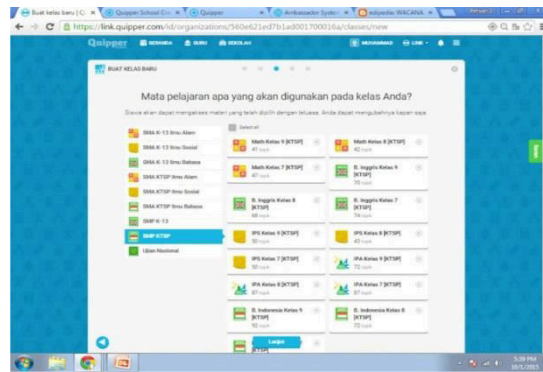


Figure 1.8 Subjects and curriculums

If teachers has determined the lesson and curriculum, Quipper School will shows a confirmation page whether teachers keep continue to create a new class or not. If so, teachers can continue to the next session by clicking a button “continue”, but if there is something must to be fixed teachers can click a button with a sign like arrow in the bottom left corner of page to go back at the previous page. The confirmation page as the picture below.

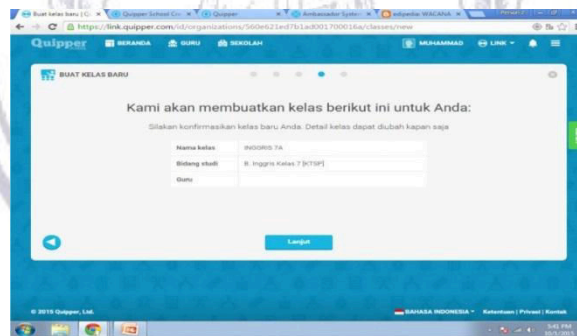


Figure 1.9 Confirmation page 1

Teachers already finished to create a new class. The class code will be given to students like the picture below. Teachers must give this class code to students so they can join in the class. For example, the picture below shows that teachers must give code to the students at class 7A. Thus, if teachers want to

invite students from another classes must be created a new class again in order students get the different class code.



Figure 1.10 Class code

The next is tutorial about how create a tasks to students. As in the picture below, it can be seen that there is no students and and tasks that is given by teachers.

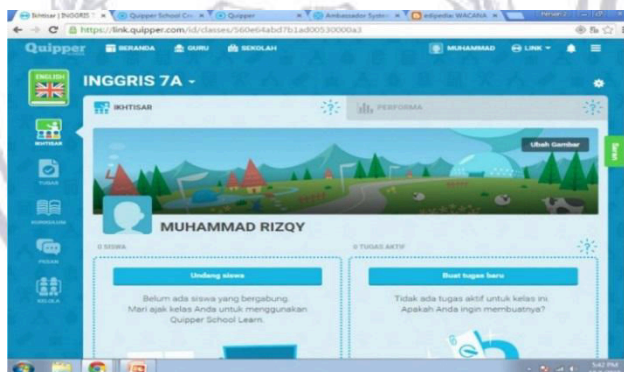


Figure 1.11 Display of a new class

The first step that teachers must do is to click a “task” button that is located on the left side of menu. Teachers can continue by clicking “create a new tasks” button to start creating a task.



Figure 1.12 Create a task

Teacher can follow the guidelines. For example, English lesson for seventh grade students with KTSP curriculum. The materials already available in it. Teachers simply press and drag the topic to be commissioned and put into the box labeled “select or drag a topic from the list of fields of study below”. After teachers selected the topic in the list of topics that will be assigned, then teachers can click on “send a task with.....topics” button as in the picture below.

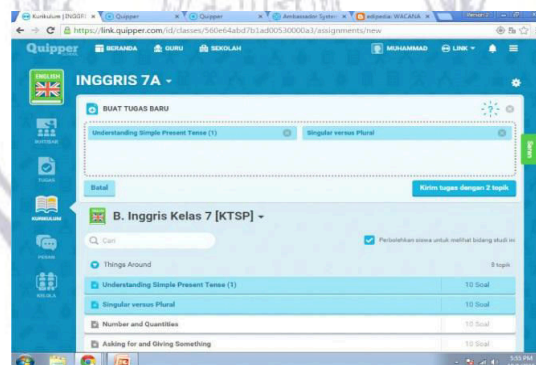


Figure 1.13 confirmation page 2

In this session, teachers can give the name of the task and also adjust the deadlines of the task. Furthermore, if the task ready to share, teachers can click “send this task” button. As the picture below.

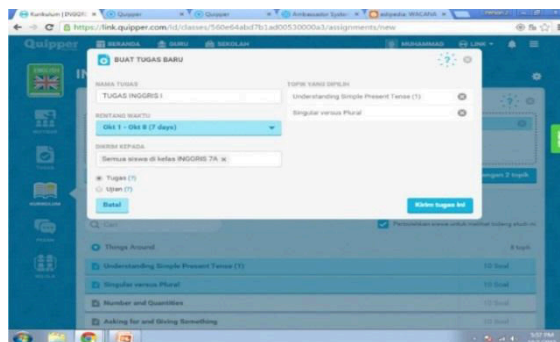


Figure 1.14 Confirmation page 3

The next page shows the task distributed to students. Then teachers can finish it by clicking “finish” button.²⁷

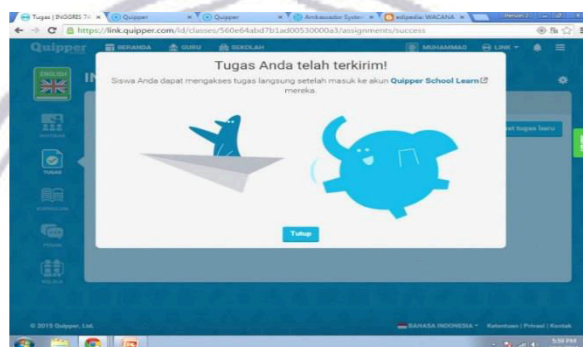


Figure 1.15 Notification task

These are the steps for students to register and join in a new class. The first step is students can access on Quipper School through the URL (www.quipperschool.com/id/signup.html). The display will show two kind of portals access which consist Q-LINK and Q-LEARN. Students choose Q-LEARN to start registration.

²⁷ edipedia.blogspot.co.id/2014/11/quipper-school-tutorial.html (accessed on June 20, 2016)



Figure 2.1 Q-LEARN

The next step is registration. At this step, there are two alternative that can be used for students to register in Quipper School that are registration through facebook and registration through Quipper School. If students choose register through Quipper School, they can filling out the registration form by clicking on “register with the Quipper School Learn account” button as the picture below.



Figure 2.2 Registration options

Then, in the next page students must fill out the registration form. Students must fill out the general data such as the first name, the last name, the username and the password. The username and password is needed by students to access Quipper School. If all of provision in the registration form have filled out, students can continue to the next step by clicking “register” button.

The registration form includes the following fields and instructions:

- DAFTAR** (Register) / **MASUK** (Login)
- Buat akun Quipper School (LEARN) Anda
- NAMA DEPAN**: Masukkan nama depan
- NAMA BELAKANG**: Masukkan nama belakang kamu
- Nama pengguna dan kata sandi diperlukan untuk masuk. Jadi pilihlah kata yang akan selalu kamu ingat!
- NAMA PENGGUNA**: Masukkan nama pengguna
- KATA SANDI**: Masukkan kata sandi
- KATA SANDI**: Ulangi masukkan kata sandi lagi
- Daftar** button

Figure 2.3 Registration form

Furthermore, students type the class code that has been given by teachers in the provided columns. Quipper School class code is a combination 7 characters of numbers and letters. After filling the class code, students automatically have joined in Quipper School class.²⁸

The class code entry screen includes the following text and elements:

- Kamu belum memiliki kelas. Bergabunglah di kelas pertamamu!
- Jika kamu memiliki kode kelas, silakan ketikkan di kolom berikut dan klik "Gabung kelas baru".
- Input field for the class code (example: XXX-XXXX)
- Bergabunglah ke kelas** button

Figure 2.4 Class code

2. E-learning

Nowadays, technological development gives influence toward learning process. ICT has an influential role to teachers especially in the use of facilities to enrich teaching ability. For example, teachers can use devices such as computers, LCD to support teaching process. The use of ICT in teaching and learning makes

²⁸www.wirahadie.com/2015/03/cara-mengerjakan-tugas-quipper-school.html.?m=1 (accessed on June 20, 2016)

learning become more effective and also can overcome the limitation of learning resources.

The needs for ICT-based learning becomes a thing that it does not strange anymore. One of them that it is known is e-learning. E-learning brings an effect in transformation process conventional education into digital form. Moreover, the concept of e-learning has been accepted by the community, as evidenced the implementation of e-learning in educational institutions. E-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning.²⁹ E-learning is a new learning method in the form of a combination of network technology and multimedia.³⁰ E-learning has a wide definition, so as a lot of expert state about definition of e-learning from varies of point of view. As what was Rusman said that e-learning system is application form of technological information which it is aimed to make learning process easily and also it is packaged in the form of digital content. In its implementation requires a computer that is connected to the internet. Other definition is explained by Dong, he defines electronic learning is asynchronous learning activity through electronic devices which is connected to the internet where students try to get materials based on their needs.³¹ In addition, Alonso states that e-learning platforms are dedicated software tools intended to offer a

²⁹ Som Naidu, *E-learning: A Guidebook of Principles, Procedure, and Practice*, 1.

³⁰ Ariesto Hadi Sutopo, *Teknologi Informasi dan Komunikasi Dalam Pendidikan*, (Yogyakarta: Graha Ilmu, 2012), 143.

³¹ Rusman, et al., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*, (Jakarta: Rajawali Pers, 2013), 56.

virtual educational and/or online training environment.³² Furthermore, according to Hartley, e-learning is the kinds of teaching and learning that enable to deliver materials to students by using internet, intranet, or computer line media. Jaya states that e-learning as a teaching and learning that use the sequence electronic (LAN, WAN or internet to deliver the material, interaction or guidance.³³ Learning WEB-based is assemblage of e-learning and learning process refers to use a browsers such as internet explorer, Mozilla firefox, opera, netscape.³⁴ The American Society for Training and Development (ASTD) state the definition of e-learning as follows:

“E-learning is a broad set of applications and processes which include web-based learning, computer-based learning, virtual and digital classrooms. Much of this is delivered via the internet, audio and video tape, satellite broadcast, interactive TV, and CD-ROM. The definition of e-learning varies depending on the organization and how it is used but basically it is involves electronic means communication, education, and training.”³⁵

From the definition above, it can be stated that e-learning is process and activity in which the learning is based on web, computer, or virtual and digital and materials provided through internet media, video or audio tape, interactive TV. E-learning is the application of communication activities, education, and training electronically.

E-learning is technology that is bridge by the internet technology which requires media in order to show materials and also requires communication facilities in order to exchange information between students and teachers.

³² Lantip Diat Prasajo, *Teknologi Informasi Pendidikan*, (Yogyakarta: Gava Media, 2011), 209.

³³ Harjali, *Teknologi Pendidikan*, (Ponorogo: STAIN press, 2011), 97.

³⁴ Ariesto Hadi Sutopo, *Teknologi Informasi dan Komunikasi Dalam Pendidikan*, 3.

³⁵ Rusman, et al., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*, 263.

Thomson, Ganxglass and Simon define that e-learning as a learning experience which is explained through electronic. Other definition is explained by Dood that is a learning activity through electronic devices which connected to internet. Clark and Mayer define that e-learning as training delivered on a computer that is designed to support individual learning or organizational performance goals.³⁶

Based on the explanation above, the definition of e-learning is learning process that uses an electronic devices to deliver material so as learning process can be run well and help facilitate the learning process performed interactively anytime and anywhere.

a. E-learning Approaches

According to Ghirardini, there are two general approaches in e-learning: self-paced and facilitated/instructor-led. Self-paced e-learning is the learners are alone and completely independent. Learners are free to learn and determine the learning hours according to their needs and interests. Self-paced e-learning do not has a schedule or manage through a process while instructor-led and facilitated e-learning is learners learn based on a curriculum that integrates content elements and activity into syllabus. This course has a schedule and led by instructors. The content can be integrated by the instructor. Learners and instructors can use communication tools such as e-mail, chat, or work together.³⁷

³⁶ Lantip Diat Prasajo, *Teknologi Informasi Pendidikan*, 209-210.

³⁷ Beatrice Ghirardini, *E-learning Methodologies: A Guide for Designing and Developing e-learning course*, (Italy: FAO, 2011), 8.

It can be concluded, in self-paced e-learning students learn materials based on their interest while in instructor-led and facilitated e-learning students learn materials based on material that already provided.

b. Characteristics of E-learning

E-learning is not same with conventional learning. E-learning has the characteristic as follows: (1) Interactivity. It means available more communication channels either directly (synchronous) such as chat or messenger or indirectly (asynchronous) such as mailing list, forum. (2) Independency. The intent of independency is flexibility in the aspect of provision of time, place, teachers and materials. This causes learning to be student-centered. (3) Accessibility. Learning resources become easier to be accessed through the internet network distribution with a wide access than the distribution of learning resources in conventional learning. (4) Enrichment. Learning activity, presentation of materials, and training material is use for enrichment. It allows the use of technological devices such as streaming video, simulation and animation.³⁸

The fourth of the characteristics above is a matter which distinguish e-learning from conventional learning. In e-learning, resources can be accessed easily because of the internet is global and it can be accessed by anyone.

³⁸ Rusman, et al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru, 264.

c. Elements of E-learning

Teaching using e-learning is expected to be better than conventional teaching. Furthermore, in using e-learning teachers should to know what elements of e-learning. The elements in e-learning system as follows:

1. Material

The material is prepared by teachers based on the topic that will be learned. The material is also equipped with questions that will be done by students. And then the result of students' answer can be displayed so as it can be known how much students understand the material.

2. Community

Students can develop online community to show information in the community. Students can exchange their opinion related with the material or other information in which it can increase their knowledge.

3. Online teacher

Online teachers should always online to provide explanation to students. Teacher as a facilitator to guide and help students because students will try to understand about the information. Teacher's role really needed to guide students so as the discussion does not out from topic.

4. Cooperative chance

The availability of software, learning can be done simultaneously without distance constraints. Using online system, it can helps students to conduct online meeting with others so as the study can be done together.

5. Multimedia

In the use of e-learning also apply multimedia in presenting materials. Audio and video tape are used in presenting materials in order to make students interest in learning.³⁹

d. Components of E-learning

E-learning components include e-learning contents, e tutoring, collaborative learning and virtual classroom.

1. E-learning contents

E-learning contents can include simple learning resources, interactive e-lesson, electronic simulation. Simple learning resources are non-interactive resources such as documents, power point presentation, video or audio files. The learners can only read or watch the content. Next is interactive e-lesson. Interactive e-lesson is a linear sequence of screens which include text, animations, graphics interactivity in the form of questions and feedback and also include recommend reading a specific topic and also electronic simulation. Electronic simulation is a specific form of Web-based training that immerse the learners in a real world.

2. E-tutoring

E-tutoring is an individual who support and gives feedback to learners through online tools.

³⁹ Lantip Diat Prasajo, Teknologi Informasi Pendidikan, 220.

3. Collaborative learning

Collaborative activities range from discussions and knowledge-sharing to working together on a common project. Social software, such as chats, discussion forums and blogs, are used for online collaboration among learners. Synchronous and asynchronous online discussions are designed to facilitate communication and knowledge-sharing among learners. Learners can comment and exchange ideas about course activities or contribute to group learning by sharing their knowledge.

4. Virtual classroom

A virtual classroom is an e-learning event where an instructor teaches remotely and in real time to a group of learners using a combination of materials (e.g. PowerPoint slides, audio or video materials).⁴⁰

e. Types of E-learning

Most of the e-learning methods are synchronous and asynchronous in nature, it depends upon the learner's need and the learning objectives which is chosen.

1. Synchronous learning

Synchronous involves online studies through chat and video conferencing. This kind of learning tool is real time. It is like virtual classroom which allows students to ask and teachers answer questions instantly through instant messaging. Rather than taking lessons alone, students associating themselves with synchronous e-learning software. Students can interact easily during the course.

⁴⁰ Beatrice Ghirardini, E-learning Methodologies, 11.

2. Asynchronous learning

Asynchronous involves coursework delivered via web, email, and message board that are posted on online forums. In such cases, students ideally complete the course at their own pace by using the internet merely as a support tool.⁴¹

According to Ghirardini:

“Synchronous: Synchronous events take place in real time. Synchronous communication between two people requires them to both be present at a given time. Examples of synchronous activities are chat conversations and audio/video conferencing.

Asynchronous: Asynchronous events are time-independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools.”⁴²

From the explanations above, it can be known that synchronous is a type of e-learning in which the time of learning is in the real time. The students can discuss the material with the teachers directly while asynchronous is a type of e-learning in which the students study the material independently.

f. Quality of E-learning

In learning, each learning method certainly has the quality include learning process using e-learning. In her book, Ghirardhini explains the quality of e-learning. The quality of e-learning those are: learner-centered content, engaging content, interactivity, and personalization.

Learner-centered content, it means that e -learning curricula should be relevant and specific to learners’ needs. Skills, knowledge and information should be provided to this end.

⁴¹<https://www.mindflash.com/asynchronous-synchronous> (accessed on March 3, 2016)

⁴² Beatrice Ghirardini, E-learning Methodologies, 13.

Engaging content means that instructional methods and techniques should be used creatively. To develop an engaging and motivating learning experience. Furthermore, interactivity means that frequent learner interaction is needed to sustain attention and promote learning.

The last is personalization, a self-paced courses should be customizable to reflect learners' interests and needs; in instructor-led courses, tutors and facilitators should be able to follow the learners' progress and performance individually.⁴³

g. Functions of E-learning

E-learning is a learning process by using electronic application such as internet media or computer line to support teaching learning process. As for the function of e-learning those are e-learning as supplement, e-learning as complement, and e-learning as substitution.

1. Supplement

Becoming supplement if the students are free to choose whether they will use for search a new material or not.

2. Complement

Becoming complement if the electronic learning material is programmed to complete the material that accepted by the students in the class. The material is programmed for enrichment material.

3. Substitution

Becoming substitution in order that students can manage the learning activities based on the time and another daily activities flexibly.⁴⁴

⁴³ *ibid*, 14.

h. Advantages of E-learning

Computer technological development in this era has been created a network which it can give a possibilities for students to interact with learning sources widely. Computer line that is internet has opened access for students to acquire information and knowledge. Discussion and interaction can be delivered through the internet facility availability e-learning system that allows students to access information flexible without limitation of time and place. E-learning has advantages compared with conventional learning. It is in line with what was expressed by the P3AILP3 UNEJ that there are several advantages than conventional learning models as follows:

Flexibility in terms of time and place. By using e-learning students can learn more flexible based on the time and students can access materials easily. Learning atmosphere is not tense. By using e-learning, learning atmosphere is not tense like face-to-face with a teachers. Easy to update the material, different from the material in text book, online content can be updated at anytime. Other advantages of using e-learning is defined by Wahono that are:

1. Flexible to use because students can learn anytime, anywhere.
2. Save time in teaching and learning process.
3. Save the cost of education such as infrastructure, tools, and books.
4. Train students to more independent in gaining knowledge.

Meanwhile, according to Rusman e-learning has advantages as follows:

(1) access is available anytime, anywhere, around the globe. Students has a big

⁴⁴ Lantip Diat Prasojo, Teknologi Informasi Pendidikan, 223.

access toward everything information includes learning materials. Through internet connection on laptop, computer, smartphone or internet connection at public, students can access, doing a tasks and also they can communicate and discussion which it is done online. (2) per-students equipment costs are affordable. If it is compared with conventional learning, the costs of web-based learning are affordable. Today, in all smartphone devices already completed with a browser which it can be used for accessing internet. (3) monitoring toward student progress becomes easier. Through e-learning, learning activity will be noted in database that it is saved in server. Teachers and students can see the academic data such as the learning program that already joined by students, the tasks, the students score. (4) the material can be updated easier. The materials can be updated easily by teachers only use database in server. This thing gives profit to teachers because they can update materials, give addition in materials or revise materials anytime.⁴⁵

E-learning is very flexible, convenient and more interactive. E-learning is accessible from anywhere, during anytime and to anyone. This sort of availability is an added advantage to the learners who are working. Furthermore, the E-learning materials make the visualization easy and aid in delivering a better understanding. In the teacher's perspective updating the contents is made easier. If there is a change in the content he/she can modify it immediately and changes will appear in all course contents all around the world. Both the learner and the teacher need not have to spend time and money on travelling. Instead they can access

⁴⁵ Rusman, et al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi, 57

Internet from home and learn in a hassle-free environment.⁴⁶ In addition, Hill stated that e-learning can be accessed at any time and in any location where the kit is available. E-learning gives for learners to learn at their own pace is a real strength. In a face-to-face class the teacher may feel forced to work at an ‘average’ speed that is too fast for some and too slow for others. With e-learning, each learner controls their own rate of working and can revisit sections they find difficult. E-learning can meet different learning styles. Different learners like to learn differently. With e-learning, learners can be given choices enabling activities and format to be customised for them. The advantages above accrue mainly to the student, but e-learning gives advantages to the tutor and the institution providing the course, too.⁴⁷

Based on the explanation above, the advantages of e-learning is it can helps in learning process effectively and efficient.

i. Disadvantages of E-learning

However, on the other hand e-learning also still has disadvantages. Sometimes students more interesting with the internet than the materials in e-learning. Learning process becomes individualized. Sometimes, there is no accuracy in the information so that is dangerous for students who do not have a critical attitude towards information.⁴⁸ Lack of interaction between teachers and students or between students and students. Not all of facilities available with internet connection. Besides that Rusman defines the disadvantages of e-learning

⁴⁶ C.Y. Munasinghe, ICT Skills, (Sri Lanka: The Open University of Sri Lanka, 2013), 389.

⁴⁷ Christ Hill, Teaching with E-learning in the Life Long Learning, 14.

⁴⁸ Rusman, et al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi, 59

are students learning process depend on their independence of learning and motivation, access to join learning using web sometimes becomes a problem for students, students will feel bored if they cannot access information because there is not enough bandwidth, students need guide to find information because the information contained on web is very diverse, and sometimes students feel isolate if there is a limitation on communication facility when they learning through web-based learning.⁴⁹ Learning models is limited only in the form of asked questions. So, maybe there are certain materials that cannot be delivered in e-learning as learning that require a practice.⁵⁰

3. Teaching English Language Skills in High School

Teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity. Teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity. Teach English is a teacher training course which develops practical skills in teaching English as a foreign language.⁵¹ Teaching is an intentional activity concerned with student learning, it follows that it is sensible to spend some time on thinking and articulating intentions in teaching a particular topic to a group of students.⁵²

In this day, teaching English language skills in high school is integrating technology. Teachers try to integrate computers and internet in instruction. The

⁴⁹ Ibid, 274

⁵⁰ www.duniapelajar.com/2014/06/22/kelebihan-dan-kekurangan-e-learning/

⁵¹ Adrian Doff, *Teach English: A training course for teachers*, (New York: Cambridge University Press, 1988), 1.

⁵² George Brown and Madeleine Atkins, *Effective Teaching in Higher Education*, (New York: Routledge, 1988), 2.

activities are suggested that are representative of the types of tasks students can complete in ESL program. Teachers can provide a system computer-work time to complete tasks independently or in small group. They can include web-based learning and the use of software.⁵³

So, teaching English for teenage especially students in High School level, teachers can utilize a technology which has existed to support learning process. Moreover, as we know that the technology from year to year is experiencing changes. So, it is well-earned for teacher to use in teaching and learning process.

a. Teaching receptive skills

The receptive skills are listening and reading where learners do not need to produce language. They receive and understand it. This skills sometimes known as passive skills.⁵⁴ Listening and reading are receptive skills because the focus is on receiving information from outside source.⁵⁵ According to Harmer, receptive skills are the ways in which people extract meaning from the discourse they see or hear.

1. Reading

Reading is the one of skills in human beings. Reading is the activity in which to know an information or knowledge by understanding a text. Reading is typically an individual activity. In addition Nunan states that reading is a process of readers combining information from a text and their own background

⁵³ Betsy Parrish, *Teaching Adult ESL: A Practical Introduction*, (New York: McGraw-Hill, 2004), 243.

⁵⁴ <https://www.teachingenglish.org.uk/articles/receptive-skills> (accessed on May 23, 2016)

⁵⁵ Caroline T. Linse and David Nunan, *Practical English Language teaching: Young Learners*, (New York: McGraw Hill, 2005), 24.

knowledge to build meaning.⁵⁶ Reading is a constantly developing skill. It means that by practicing reading we will get better in reading skill but if we do not practice, we will not get better in reading.

Bacon states that, reading means understanding the meaning of printed words. Reading is an active process skill consists of recognition and comprehension. Reading helps us to get information. Because of this, reading is important tool for academic success. Reading also important activity to expand knowledge of a language.

W.S. Gray notes:

“Reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.”⁵⁷

So, reading is an important skill in which consists of recognition and comprehension to understand a printed words such as newspaper, article or anything else to give an information, bring us toward an academic success and also reading is a constantly activity.

a. Types of reading

There are several types of reading that can be used in teaching reading. The types of reading as follow: intensive reading, extensive reading, reading aloud, and silent reading.

⁵⁶ David Nunan, *Practical English Language Teaching: First Edition*, (New York: The McGraw Hill Companies. Inc, 2003), 68.

⁵⁷ M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques*, (Jaipur: Sunrise Publisher and Distributors, 2008), 113.

1. Intensive reading

Intensive reading is used to find a specific information. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and /or particular reading skill.⁵⁸ In addition, intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.⁵⁹

2. Extensive reading

Extensive reading is used get a general information from the text. As it is written in the Sarwono's book, extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure.⁶⁰ Extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.⁶¹ The attention of the reader is directed toward the information of the text.

3. Reading aloud

Reading aloud consists of two words: reading and aloud. Reading is act of reading something or way in which something is understood ⁶² and aloud is a voice loud enough to be heard.⁶³ Reading aloud is type of reading in which reads the text loudly in order to attract the students' attention when studying a text and stimulate them to discuss.

⁵⁸David Nunan, Practical English Language Teaching, 71.

⁵⁹ I.S.P Nation, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009), 25.

⁶⁰ Jonathan Sarwono, English for Academic Purposes: A successful Way to Learn Scientific English, (Yogyakarta: CV ANDI OFFSET, 2013), 12.

⁶¹David Nunan, Practical English Language Teaching: First Edition, 72.

⁶²Oxford dictionary, (New York: Oxford University Press, 2008), 366.

⁶³ Oxford dictionary, (New York: Oxford University Press, 2008), 12.

4. Silent reading

Silent reading improves students understanding because it helps them concentrate on what they are reading.⁶⁴ Silent reading is done to acquire a lot of information.⁶⁵

b. Purposes of reading

Reading is one of the ways to open knowledge and science. Most people must do it because it is an important thing becomes guidance in future. Readers will more understand with the text that they read if they have a purpose in reading. They know what the text explains about. According Yunus Abidin, the purposes of reading are: (1) reading for knowledge. Reading purpose to find information which it's useful for knowledge development; (2) reading for pleasure. Reading purpose to get pleasure from the text. In addition, Anderson argues the purpose of reading as follows: (1) reading for detail facts; (2) reading for main ideas; (3) reading for sequences information; (4) reading for inference; (5) reading for classify; (6) reading for evaluate and (7) reading to compare or contest.⁶⁶

c. Principles for teaching reading

1. Exploit the reader's background knowledge.

Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how one's first

⁶⁴ www.colorelt.org/module/unit/2-reading-silently-understanding-and-speed (accessed on March 6, 2016)

⁶⁵ M.F. Patel, *English Language Teaching*, 123.

⁶⁶ www.abdan-syakuro.com/2014/02/tujuan-membaca-pendapat-para-ahli.html (accessed on March 6, 2016)

language works, knowledge of how the second language works and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure and so on.

2. Build strong vocabulary.

Recent research emphasized the importance of vocabulary to successful reading. Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

3. Teach for comprehension.

Monitoring comprehension is essential to successful reading. The approach requires that the teacher model the reading behavior of asking questions in order to make sense of what is being read. Students learn to engage with meaning and develop ideas rather than retrieve information from the text.

4. Teach reading strategies.

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. To achieve the desired result, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom. Strategy reading means not only knowing what strategy to use but knowing how to use and integrate a range of strategies.

5. Encourage readers to transform strategies into skills.

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategy reading. As learners, consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious, from strategy to skill.

6. Build assessment and evaluation into your teaching.

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom.

7. Strive for continuous improvement as reading teacher

The quality of the individual teacher is integral to success of second / foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. The good reading teacher actively teaches students what to do.⁶⁷

2. Listening

Listening is an active, purposeful process of making sense of what we hear. Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information.⁶⁸ So, listening is the human ability to understand what people are saying.

a. Types of listening

⁶⁷ David Nunan, *Practical English Language Teaching*, 74-77

⁶⁸ *Ibid*, 24.

We can distinguish four types of listening that are: (a) intensive is listening for perception of the components (phonemes, words, intonation) of a large stretch of language; (b) responsive is listening to a relatively short stretch of language (a greeting, question, command) in order to make an equally short responsive; (c) selective is listening to scan for certain information, to be able to comprehend designated information a context of longer stretches of spoken language; (d) extensive is listening to develop a top-down, global understanding of spoken language.⁶⁹

b. Listening process

Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing. In bottom-up, refers to using the incoming input as the basis for understanding the message.⁷⁰ According Nation, These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole.⁷¹ According to Richards, bottom-up processing goes from language to meaning, top-down processing goes from meaning to language.⁷² In bottom up part of the listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech present to us. In other words, we use information in the speech itself to try to comprehend the

⁶⁹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2003), 120.

⁷⁰ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), 4.

⁷¹I.S.P. Nation, et al., *Teaching ESL/EFL Listening and Speaking*, 40.

⁷²Jack C. Richards, *Teaching Listening and Speaking*, 5.

meaning.⁷³ While top-down process refers to the use of background knowledge in understanding the meaning of a message.⁷⁴ According to Tricia, top-down process is comprehension strategies involve knowledge that a listener brings to a text.⁷⁵

c. Purposes of listening

To boost listening comprehension, of course, the goal is to help students understand native speakers not only for the mere purpose of comprehension but also they may respond accordingly and interact with others. Listener will more understand if they have a purpose in listening. The purposes of listening are: (1) listening for the main idea, the purpose of this type is to train students to grasp the main point or general information presented in the audio; (2) listening for detail, the purpose is to train students to grasp specific information; (3) listening for sequence, the purpose is so as students understand the sequence correctly and what each steps entails; (4) listening for specific vocabulary, the purpose is to identify and remember a series of words, which are usually easily categorized like kinds of foods, sport, animals, etc; (5) listening for cultural interest, the purpose is to expose the class to this cultural aspect through a listening activity; (6) listening for attitude and opinions, the purpose is student should be able to discern different attitudes and positions as well as identify how the speaker feels; (7) listening for functional language, the purpose is to show students how these expressions are

⁷³ Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2000), 230.

⁷⁴ Jack C. Richards, *Teaching Listening and Speaking*, 7.

⁷⁵ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 232.

used in a conversation.⁷⁶ According to Hedge, the purpose of listening divided into two categories that are reciprocal or participatory and non-participatory. Another kind of participatory listening is small-talk at an informal gathering where the purpose is to enjoy the gossip and to contribute the occasional amusing comment or anecdote. Sometimes, the main purpose of participatory listening is to get the information needed to do something specific. Non-participatory listening such as listening to a radio talk or a conference presentation.⁷⁷

d. Principles for teaching listening

1. Expose students to different ways of processing information: bottom-up vs top-down.

To understand how people make sense of the stream of sound we all hear, it is helpful to think about how we process the input. A useful metaphor often used to explain reading but equally applicable to listening is bottom-up vs. top-down processing, proposed by Rumelhart and Ortony. With bottom-up processing, students start with the component parts: words, grammar, and sound. Top-down processing is the opposite. Students start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (knowledge of situational routines).

⁷⁶ m.busyteacher.org/17878-esl-listening-activities-7-types.html (accessed on May 23, 2016)

⁷⁷ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 235-236.

2. Expose students to different types of listening.

Listeners need to consider their purpose. They also need to experience listening for different reason. Any discussion of listening tasks has to include a consideration of types of listening. The most common type of listening exercise in many textbook is listening for specific information. This usually involves catching concrete information including names, time, specific language forms, etc. At other times, students try to understand in a more general way. This is global or gist listening. It often involves tasks such as identifying main ideas, noting a sequence of events.

3. Teach a variety of tasks.

If learners need experience with different types of listening texts, they also need to work with a variety of tasks. Since learners do the tasks as they listen, it is important that the task itself does not demand too much production of the learner.

4. Consider text, difficulty and authenticity.

In addition, the text itself determines how easy or difficult something is to understand. Spoken language is very different from written language. Learner need exposure and practice with natural sounding language. When learners talk about text difficulty, the first thing many mention is speed. The solution is usually not to give them unnaturally slow, clear recordings. Brown and Menasche in Nunan suggest looking at two aspects of authenticity: the task and the input teach listening strategies.

5. Teach listening strategies.

Rost in Nunan identifies as strategies that are used by successful listeners. Predicting: effective listeners think about what they will hear, inferring: it is useful for learners to listen between the lines, monitoring: good listeners notice what they do and do not understand, clarifying: efficient learners ask questions and give feedback, responding: learners react to what they hear, and evaluating: learners check on how well they have understood.

b. Teaching productive skills

Productive skills are those skills in which we have to produce language. Productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills.⁷⁸ In productive skills use the language that have acquired and produce a message through speech or written text.⁷⁹

1. Speaking

Speaking is interactive process of constructing meaning that involves producing and receiving and processing information. Speaking consist of producing systematic verbal utterances to convey meaning.⁸⁰

a. Types of speaking

We can distinguish four types of listening that are: (a) imitative is speaking in which to simply parrot back (imitate) a word or phrase or possibly a sentence;

⁷⁸<https://www.teachingenglish.org.uk/article/productive-skills>(accessed on May 23, 2016)

⁷⁹blogs.mtroyal.ca/srhodes/2012/08/receptive-vs-productive-language-skills/ (accessed on May, 2016)

⁸⁰ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw Hill, 2005), 2.

(b) intensive is speaking in which production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phonological relationships; (c) responsive is speaking in which include interaction, short conversations, standard greetings, small talk, simple request and comments; (d) interactive is speaking which include multiple exchanges and / or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information and interpersonal exchanges which has the purpose of maintaining social relationships; (e) extensive is speaking which include speeches, oral presentations and story-telling.⁸¹

b. Purpose of speaking

Kathleen in Nunan divide two purpose of speaking that are interactional and transactional. Interactional is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional is communicating to get something done, including the exchange of goods and services.⁸²

c. Principles for teaching speaking

1. Be aware of the differences between second language and foreign language learning context.

The challenges teachers face are determined partly by the target language context. A foreign language context is one where the target language is not the language of communication in the society such as learning English in Japan or

⁸¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 141-142.

⁸² David Nunan, *Practical English Language Teaching*, 56.

studying French in Australia), while a second language context is one where the target language is the language of communication in the society such as English in UK or Spanish in Mexico.

2. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning new language.

3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. When teachers is removed from the conversation, learners take on diverse speaking roles that are normally filled by teachers.

4. Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand. This process is called negotiating for meaning. It involves checking to see if learners have understood what someone has said, clarifying learners understanding, and confirming that someone has understood the meaning.

5. Design classroom activities that involves guidance and practice in both transactional and interactional speaking.

Speaking activities inside the classroom need to embody both interactional and transactional purposes. Since language learners will have to speak the target language in both transactional and interactional settings.

2. Writing

Writing is a productive skills that requires concentration and effort, even for those who write professionally throughout their lives.⁸³ According to Maggie in Nunan, writing is both process and product. The writer imagines, organizes, drafts, edits, reads, and rereads.⁸⁴ In addition, Hedge states that writing is the result of employing strategies to manage the composing process which is one of gradually developing a text.⁸⁵

a. Types of writing

The types of writing are divided into three that are: academic writing, job-related writing, and personal writing. Academic writing is writing which include papers, general subject reports, essays, theses, dissertations, academically focused journals. In job-related writing is writing which include messages, letter / email, memos, reports, schedules, labels, signs, advertisements, announcements. And personal writing is writing which include letters, greeting cards, invitations messages, notes, calendar entries, questionnaires, diaries.⁸⁶

⁸³ <https://oupeltglobalblog.com/tag/productive-skills/> (accessed on May 23, 2016)

⁸⁴ David Nunan, *Practical English Language Teaching*, 88.

⁸⁵ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 302.

⁸⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 219.

b. Writing process

Writing is a process of creating, organizing, writing and polishing. The first step in writing process is to choose a topic and collect information about it. This step is called prewriting.⁸⁷ The writer do the step before start writing. Listing and free writing are the ways in pre writing. Listing is a technique in which writers think about a topic and quickly make a list of whatever words or phrases come into the mind.⁸⁸ According to Oshima, listing is a brainstorming technique in which writers about the topic and quickly make a list.⁸⁹ Free writing is a brainstorming activity in which writers write freely about a topic because writers looking for a specific focus.⁹⁰ The next step in the writing process is to organize the ideas. Many writers do this by making an outline. Making an outline forces writers to put ideas into logical order. After organizing ideas, the next step is to begin writing. The first copy is called the first of rough draft. Rough means not smooth, not polished. The fourth and final step in the writing process is to polish what writers have written. This step is also called revising and editing. There are two stages in polishing that are: revising and editing.⁹¹

c. Purpose of writing

Below is the purpose of writing that are: (a) narration (narrative writing) is story telling. In many ways it is the easiest kind of writing because it comes so naturally. Practically, everyone enjoys telling and hearing stories. Narrative

⁸⁷ Ann Hogue, *The Essentials of English*, (New York: Longman, 2003), 255.

⁸⁸ *Ibid*, 258.

⁸⁹ Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Longman, 1999), 4.

⁹⁰ *Ibid*, 6

⁹¹ Ann Hogue, *The Essentials of English*, 265.

usually progress chronologically. Short stories, novels, personal narratives, anecdote and biographies are examples of narrative writing, (b) description (descriptive writing), the idea of description is to make the thing described seem real to reader's imagination, (c) exposition (expository writing), is writing that explains or informs such as encyclopedia, news report, research papers, informative essay, (d) persuasion (persuasive writing) is seeks to convince readers of a particular opinion.⁹²

d. Principles for teaching writing

There are few principles that every teacher should consider while planning a course.

1. Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teacher's goals does not match with students or teacher's goals do not match those of the school or institution in which student works. It is important to understand both and convey goals to students in ways that make sense to them.

2. Provide many opportunities for students to write.

Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, or any type of writing you find useful in class should be practiced in class.

3. Make feedback helpful and meaningful.

Students crave feedback on their writing. When teachers write comments on students' papers, make sure they understand with the vocabulary or the

⁹²blog.writeathome.com/index.php/2012/02/writing-modes-the-four-purposes-of-writing/(accessed on May 23, 2016)

symbols. Take time to discuss them in class. Feedback should not entail correcting a student's writing. In order to foster independent writers, teachers can provide summary comments that instruct students to look for problems.

4. Clarify for yourself, and for your students, how their writing will be evaluated.

To evaluate student's writing, teacher can use a rubric, a kind of scoring grid that elaborates the elements of writing that are to be evaluated. There are three general types of rubrics that teachers can develop: non-weighted rubric, weighted rubric, and holistic rubric. Non-weighted rubric, this type of rubric provides descriptions of writing quality be level across other writing criteria. Weighted rubric is similar to the unweighted but it breaks the writing skills into categories and sub-categories. Holistic rubric is rubric that describes in general terms the qualities of excellent, good, fair and unsatisfactory assignments.⁹³

c. Teaching English using Quipper School

Quipper School is a free e-learning facility that was created to make a task easily for teachers. Quipper School has a thousand topics including Indonesian language lesson, English lesson, math, science, and social. The curriculum already appropriate with the curriculum in Indonesia. Through Quipper School, teachers also can access and monitoring student learning activity because this application gives data analysis related with student achievement.

Quipper School is completed with curriculum 2013. It makes teacher does not feel difficult when the search the example of questions. Usually Quipper

⁹³ David Nunan, *Practical English Language Teaching*, 92-95.

School is used as students' assignment. Students will read the materials then they do their assignment anytime and anywhere. It can be opened via smartphone, computer or laptop. The students result can be monitored by online. When students have done their assignment, teachers can check it directly. Quipper School has performance feature which it can checks students' result personally. So, teacher give score to students based on their performance. Quipper School also has message feature. Students who have difficulty in answer the questions they can ask to teachers through message feature. Quipper School will gives information if there is students.⁹⁴

B. Previous research finding

Many studies have been conducted to observe the use of e-learning in learning process. Some of these studies are as follows:

Liu conducted a study entitle E-learning in English Classroom: Investigating Factors Impacting on ESL college students' acceptance and use of the Modular object-oriented dynamic learning environment (Moodle). This study conducted a qualitative study to investigate factors that impact English as second language (ESL) student's interaction with Moodle using Unified theory of acceptance and use of technology (UTAUT) model. The result of this study showed that the UTAUT model could be applied to explain ESL learner's acceptance and use Moodle in a flipped classroom environment.⁹⁵

⁹⁴<https://darmawansahlavoe.wordpress.com/2014/10/26/pengajaran-bahasa-inggris-berbasis-teknologi-informasi-dan-komunikasi/>(Accessed on May 23, 2016)

⁹⁵ Jing Liu, "E-learning in English Classroom: Investigating Factors Impacting on ESL college students' acceptance and use of the Modular Object-Oriented Dynamic Learning Environment (Moodle)," (Thesis, IOWA State University, 2013), 69

Jethro, et al, conducted a study. In his journal is explained that more recently the pedagogical dimension of e-learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching. In order to maximize the potential, e-learning implementations should endeavor to satisfy the needs and concerns of all stakeholders groups as much as possible.⁹⁶

Ali Thabet, et al, conducted their study to students of level 5 in primary school especial in fraction math course. The study is aimed to know the effectiveness and usefulness of using e-learning approach in teaching fraction math. The study conducted a quantitative study. The result of this study showed that e-learning approach has good efficiency in learning and improves the students' Delayed Achievement and attitudes toward this new systematic way of learning using the new technology based on computer and multimedia tools.⁹⁷

Ahmad, et al, in their study conducted to explore the factors that influenced the development of learning through technology at two Jordanian universities, focusing on full-time staff and students. The result of the study showed that outcomes demonstrated that students in Jordan need to increase the level of their technological skills to significantly benefit from the opportunities offered by e-learning. Considerable preparatory support is required to ensure that

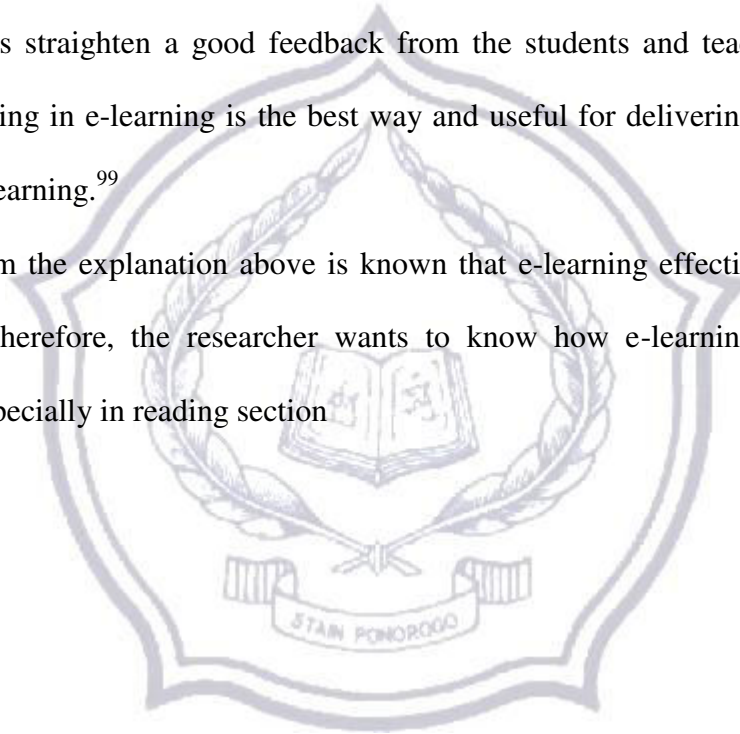
⁹⁶Olojo Oludare Jethro, et al., "E-learning and Its Effects on Teaching and Learning in a Global Age," *International Journal of Academic Research in Business and Social Sciences*, 2, (January, 2012), 209.

⁹⁷Tareq Saeed Ali Thabet, et al., "The Effect of E-learning Approach on Students' Delayed Achievement on fraction math Course Level 5 at Yemen's Public Primary Schools," *IJESAT: International Journal of Engineering Science & Advanced Technology*, 4, (March-April, 2014), 211

faculty and students feel adequately and appropriately supported in their individual learning processes.⁹⁸

Sivakumar, et al, conducted the study in which focused on a study to determine the impact of student learning based on group-based learning. The author describes to engage the student's within groups through e-learning techniques to observe how the technique helps learners in learning a subject. The result from the study showed that the approach of group-based learning through e-learning has straighten a good feedback from the students and teachers. Group based learning in e-learning is the best way and useful for delivering the content through e-learning.⁹⁹

From the explanation above is known that e-learning effective to use for learning. Therefore, the researcher wants to know how e-learning is used in learning especially in reading section



⁹⁸ Ahmad Al-Adwan, et al., "Implementing E-learning in The Jordanian Higher Education System: Factors Affecting Impact," *IJEDICT: International Journal of Education and Development using Information and Communication*, 1, (2012), 132.

⁹⁹ Sivakumar Venkataraman, et al., "Engaging Students in Group-Based Learning through E- learning Techniques in Higher Education System," *IJETST: International Journal of Emerging Trends in Science and Technology*, 1, (January, 2015), 1745.

CHAPTER III

RESEARCH FINDING

A. General Data

1. History of MAN 2 Ponorogo

MAN 2 Ponorogo has number of statistic institution (NSM) 311350217031. This school has the status as public madrasah and was the over function of PGAN Ponorogo, as it set out in the decree of religion ministerial number 42 on the year of 1992.

MAN 2 Ponorogo occupies an area of 9788 m² in the lowland urban areas. It was built to maximize and prospective madrasah. MAN 2 Ponorogo currently has 36 classes with 1,154 students from class X to class XII. The presence of students served by 83 teachers (59 civil servants and 24 non civil) and 31 employees.

Since its establishment in 1982, MAN 2 Ponorogo has undergone several change in leadership as follows:

A. Z. Qoribun, BA.	1992 - 1994
Drs. H. Muslim	1994 - 2000
H. Kasanun, SH.	2000 – 2006
Imam Faqih Edris, SH.	2006 – 2007
Abdullah, S. Pd.	2007 – 2011
Drs. H. Suhanto, MA.	2011 – 2013
Nasta'in, S.Pd, M.Pd.I,	2013 – until now ¹⁰⁰

¹⁰⁰ Documentation transcript number: 01/D/30-IV/2016

2. Vision and mission of MAN 2 Ponorogo

a. Vision

Religious, Excellent, Cultured, Integrity

Religious : having good morals, discipline in pray Dzuhur and Dhuha together, reading the Al Quran and Asmaul Husna orderly.

Excellent : excellent in discipline, curriculum development, acquisition of NUN, excellent in competition continue to higher education, excellent in Olympic and OSN, excellent in teenager's scientific paper (KIR), creativity competition, art, sport, and school management.

Cultured : loving a local cultures and cultured environment.

Integrity : integrated between religion knowledge and public knowledge, integrated between academic and non-academic.

b. Missions

Religious :

- Realizing good behavior for school members.
- Increasing the quality of worship.
- Keep the implementation of pray Dzuhur and Dhuha together.
- Realizing of prayer, read Al Quran and Asmaul Husna.

Excellent :

- Increasing a qualified character in discipline.
- Strengthen the discipline.
- Increasing the quality of curriculum developmental.

- Increasing the quality of learning process.
- Realizing the high result in NUN.
- Increasing the student's competitiveness in continuing to the higher education.
- Obtaining a KSM and OSN championship in regional and national level.
- Obtaining an Olympic championship in international level.
- Increasing teenage research.
- Increasing KIR championship.
- Increasing students' creativity.
- Increasing students' creativity championship.
- Increasing the activity in art.
- Increasing the result of champions in the field of art.
- Increasing sport activity.
- Increasing the result of champions in the field of sport.
- Increasing the quality of school management.
- Empowerment of adequate infrastructure.

Cultured :

- Increasing a sense of love to local culture.
- Increasing the participation of member school toward the preservation of environment culture.
- Increasing member school awareness toward the prevention in environment damage.

- Increasing member school participation toward the prevention in environmental pollution.

Integrity :

- Increasing the integration between religion knowledge and public knowledge.
- Increasing the integration between academic and non-academic.¹⁰¹

3. Geographical Location of MAN 2 Ponorogo

MAN 2 Ponorogo is one of the school or madrasah in the Ponorogo region. MAN 2 Ponorogo is located at Soekarno Hatta street number 381 Keniten, Ponorogo. On the north of school there is an ice factory, on the east of school there is a highway which adjacent with Vocational High School (SMK PGRI 2), in front of the school, there are stalls of flowers and in the southern of school there is a Sukowati city park.¹⁰²

4. The condition of students MAN 2 Ponorogo

The number of students in MAN 2 Ponorogo in academic year 2015/2016 amounted to 1154 people which consist of class PDCI with totally students as many as 29 students, in class X with totally students as many as 395 students, in class XI with totally students as many as 374 students, and in XII with totally 356 students. There are three department in MAN 2 Ponorogo namely MIA (science),

¹⁰¹ Documentation transcript number: 02/D/30-IV/2016

¹⁰² Documentation transcript number: 03/D/ 30-IV/2016

IIS (social) and religion. In this study, the researcher choose tenth grade students especially students in MIA department that is consisted 6 classes.

5. The condition of teacher and staff MAN 2 Ponorogo

The number of tenured teachers in MAN 2 Ponorogo remained 59 people while non-tenured teachers there are 24 people. The number of tenured staff there are 6 people and 4 people for non-tenured staff. Furthermore, there are 3 librarians and 5 people as laboratory assistant. For assistant personnel totally 13 people.¹⁰³

Especially, for English teachers, there are 6 English teachers for tenth grade students, 3 English teachers for eleventh grade students and for twelfth grade students there are 4 English teachers.

6. Infrastructure of MAN 2 Ponorogo

To support the teaching and learning process, MAN 2 Ponorogo has adequate educational facilities, including: the classrooms with ICT-based for PDCI and Bina Prestasi program, representative classroom for regular class, library, computer laboratory, Science laboratory, and multimedia room, sport yard, sport building (GOR), music studio, coop student, canteens, gazebo, hall room, counseling room, and medical room.

As it has been discussed previously that this study attempts to investigate the use of e-learning in teaching reading at MAN 2 Ponorogo. This subheading presents the result of the data gotten from the data collection methods; they are interview and observation. The documentation is conducted to get the data

¹⁰³ Documentation transcript number: 04/D/30-IV/2016

profiles about research location MAN 2 Ponorogo in academic year 2015/2016. The observation is conducted at the students of X MIA class at MAN 2 Ponorogo. The interview is conducted to the English teacher and the students of X MIA.

B. Specific Data

The data description collected through interview and observation. The interview was conducted between the researcher and the English teacher also several students of X MIA. The interview was expected to give information to the researcher, particularly concerning with using e-learning. Interview was conducted from 2 May to 12 May. In this research, the researcher applied a structured interview in which some questions were prepared before. The observation was conducted when the researcher came in to the class. Then observe how the learning activities took place. After conducting the observation and the interview, the data concerning about the use of Quipper School revealed:

1. The use of Quipper School as an e-learning platform in teaching English

E-learning which usually known as distance learning, web-based learning, or online learning was an electronic learning method by combining audio / visual (multimedia) through the internet. Nowadays, there were many kinds of e-learning platforms that could be used teachers to support teaching and learning activity. As in MAN 2 Ponorogo, the teacher had already used Quipper School, as one of e-learning platforms in teaching and learning process. The reason why the teacher used Quipper School as expressed by Mr. ZA was as an English teacher:

“The reason why I using Quipper School because in this era we could not be separated from technological development. After I checked it related with using e-learning,

evidently, it was effective for the teacher and also it could help the teacher in teaching. Besides that, the students could doing their tasks anytime and anywhere. The workmanship was very flexible and I could use the result to evaluate the students' outcomes."¹⁰⁴

Based on the statement above, it could be known that the use of e-learning was really helping and it also effective for the teacher. In addition, Mr. ZA said that the use of Quipper School really was satisfying, it could make him feel easier to create a new class, to make and share the material and tasks. The students' result can be monitored through Quipper School. Moreover, the parent could also monitor their children.¹⁰⁵

The use of Quipper School involved several stages. As described by Mr. ZA that are:

"In its use, the first step was created an account. Then, I invited all of students to join based on their class. After that, I shared the material based on the topic that taught in the class. I asked to the students to access a Quipper School and to do the tasks. The student could do the tasks in the class, in the computer laboratory, in the break-time or in their home. They could access it outside of school hours. Students' answer would be evaluated by computer directly. Next, the teacher could analyze the student's result and discussed it together with the student."¹⁰⁶

Based on the statement above, it could be known that the use of Quipper School was not difficult. The teacher only made account then he invited all of students. Next, the students would be given the tasks in which the student could learn independently. Furthermore, the scoring process had already been done by the computer. As explained by Mr. ZA below:

"The scoring has been done by the computer, such as score for assessment. Either to completion or enrichment. There was a scoring system and analysis for the item difficulty so it could be known what the most difficult of material that students could not answer and they still did not understand yet."¹⁰⁷

¹⁰⁴ Interview transcript number: 01/I/3-V/2016

¹⁰⁵ Interview transcript number: 02/I/3-V/2016

¹⁰⁶ Interview transcript number: 03/I/3-V/2016

¹⁰⁷ Interview transcript number: 03/I/3-V/2016

Based on the observation result, the use of Quipper School was not use during learning process in the class, but it was used after the teacher explained the material. Then, the teacher asked the students to access a Quipper School. The teacher gave tasks to read and to do by the students which it was prepared in it. The teacher gave deadline about 2 weeks. The students was doing the task normally outside the school hours. After time period to do the assignment run out, the score would be printed and announced by the teacher as evaluation. The teacher would explained again about the material which the students still got difficulty. It was hoped that the students were more motivated to study hard.¹⁰⁸

In using of Quipper School, the teacher had a target. As what Mr. ZA explained that the first target was to introduce ICT-based learning to the students. He hoped that the students would not be surprised with many kinds of e-learning models which more advance and perfect in the future.¹⁰⁹ The students could use their smartphone or laptop or they could utilize computer in the laboratory to open Quipper School.¹¹⁰

Based on the statement above, it could be known that the target from the teacher is to introduce about ICT-based learning to the student. The media which usually used were smartphones and laptop. Overall, the use of e-learning was quite easy. For assessment and analysis already available in it, the teacher only made the analysis result as an evaluation of student learning.

¹⁰⁸ Observation transcript number: 01/O/11-V/2016

¹⁰⁹ Interview transcript number: 04/I/3-V/2016

¹¹⁰ Interview transcript number: 04/I/3-V/2016

2. The advantages and disadvantages of using Quipper School in teaching English

The use of e-learning has both advantage and disadvantage. As well as in the use of Quipper School, it also had the advantage and disadvantage.

As what Mr. ZA said:

“The advantages of using Quipper School that were more effective, very helpful for the teacher, cheap, and it also could be accessed anytime and anywhere.”¹¹¹

As well as expressed by WH as follows:

“According to me, the use of e-learning effective enough in learning. It did not make the students feel bored in answering the tasks because if there was a wrong answer, it could be repeated until the students could answer the correct answer. It's more fun than conventional learning. I felt enjoy when I accessed it.”¹¹²

The same things was also explained by AG, she said that the use of Quipper School was good, relatively effective. She also gave addition that learning used Quipper School made the students could learn not only one skill. For example, when the students read the material, the students unconsciously try to speak. Furthermore, it relatively efficient to be used if the teacher could not come to the class, the students would access Quipper School and they would learn independently.¹¹³ ZF gave addition that Quipper School was good for learning. She thought that Quipper School was easy to use. Learning using Quipper School was fun and gave different nuance.¹¹⁴ Not only WH, AG, and ZF who expressed their opinion, but the other opinion was also explained by WD, as follows:

¹¹¹ Interview transcript number: 05/I/3-V/2016

¹¹² Interview transcript number: 06/I/2-V/2016

¹¹³ Interview transcript number: 07/I/2-V/2016

¹¹⁴ Interview transcript number: 08/I/2-V/2016

“It’s really effective and efficient in the case of self-learning. Because anytime and anywhere we could to use it. Overall, Quipper School really beneficial for the students and the teachers. It can helps the students in learning English especially in terms of getting new vocabulary”¹¹⁵

PR also said the same things related with the use of Quipper School. She said that the use of Quipper School was effective and very helpful in terms of students’ reading interest. It also effective in terms of doing a task because by using Quipper School the students became diligent to collect the tasks. It was exciting and really help me in learning English.¹¹⁶ In the line of this case, DW confirmed that the use of Quipper School was very good because it could be used through smartphone. So, it could be brought anywhere. It was very beneficial for the user because if there was the tasks, the user could work it directly anytime and anywhere.¹¹⁷

Furthermore, according to CH, Quipper School could help the students’ learning. It helped the students to get a score without having to meet with the teachers directly.¹¹⁸ In addition, SF said Quipper School was used by the students to get a score. She also argued that she felt easier when she worked her tasks by using Quipper School. Overall, in its used was very easy to use anytime and anywhere.¹¹⁹ Other opinion was explained by LA, he argued that Quipper School could make learning became easier. So that easy to search the material and easy to do the assignment. All of materials was summarized into Quipper School.¹²⁰ Meanwhile, TF argued that Quipper School could be used as an additional subject

¹¹⁵ Interview transcript number: 09/I/3-V/2016

¹¹⁶ Interview transcript number: 10/I/4-V/2016

¹¹⁷ Interview transcript number 11/I/4-V/2016

¹¹⁸ Interview transcript number 12/I/9-V/2016

¹¹⁹ Interview transcript number 13/I/10-V/2016

¹²⁰ Interview transcript number 14/I/11-V/2016

matter. He also said by using Quipper School, he was able to understand the material. According to him learning with Quipper Scholl very exciting.¹²¹

Based on the statement above, it could be known that the advantage of using Quipper School were effective and efficient, very helpful for the teacher and the student in learning process. Quipper School gave a different nuance for the student, they can learn independently and also it can be used anytime and anywhere.

In it use, e-learning also has disadvantage. As what Mr. ZA said related with the use of Quipper School, as follows:

“The obstacles in the use of Quipper School related with writing material. Because writing material was not available yet that allow the students to write more complex such as wrote narrative, descriptive or explanation text. So, the teacher must designed by himself. Besides that, there was no speaking material which it could be implemented in Quipper School. In Quipper School there was only written speaking besides reading and listening material. Furthermore, sometimes the students did not have mobile data plan in their smartphone.”¹²²

That was the obstacles faced by the teachers related with the use of Quipper School. Related with the materials, for writing skill, the teachers should to design the material because the writing material still not available yet in Quipper School and for speaking skill also still not available yet in it. Besides that, the teacher also gave addition that sometimes the students did have a mobile data plan.

The obstacle that faced by students related with the use of Quipper School involved, firstly, related with the use of mobile data plan. Sometimes the students run out their mobile data phone when they wanted to access Quipper School through smartphone. Besides that, not only mobile data phone but a problem in

¹²¹ Interview transcript number 15/I/12-V/2016

¹²² Interview transcript number: 05/I/3-V/2016

wifi connection also became the obstacle when the student wanted to access Quipper School, wifi connection which was available in the school sometimes did not work. It made the students failed to access Quipper School. As reported on the result of interview with some students and observation below.

According to WH related with the obstacles of Quipper School as follows:

“The obstacle was mobile data plan, there was students who have mobile data plan and there is not. Sometimes the students run out their mobile data phone when they wanted to access.”¹²³

Not only mobile data plan which became a limitation, the barriers which often faced by the student in the use of e-learning was wifi connection. The problem was identified as ZF stated the lack of wifi connection caused Quipper School could not be used simultaneously. Beside that there were students who did not bring their smartphone or laptop so it could inhibit them when they wanted to open Quipper School. That was the obstacles which often happened in its use.”¹²⁴

In line with this case, WD confirmed that wifi connection became the barrier on the use of Quipper School. In the school, it often could not be used so as it made the students felt lazy to access Quipper School.”¹²⁵ The same opinion also confirmed by LA, he said wifi connection was difficult to connect on his device when he wanted to open Quipper School. It eventually became the obstacle for him.”¹²⁶ In addition, according to DW, CH, SF and TF said that the difficulty of wifi connection became the constrain which often occurred. CH gave a little addition that not only wifi connection which became the obstacle in the use of

¹²³ Interview transcript number: 06/I/2-V/2016

¹²⁴ Interview transcript number: 08/I/2-V/2016

¹²⁵ Interview transcript number: 09/I/3-V/2016

¹²⁶ Interview transcript number: 14/I/11-V/2016

Quipper School. Sometimes there were the students who did not bring laptop so they must borrowed to the other of students.¹²⁷

Same as with the observation that conducted by the researcher, the obstacle in terms of using Quipper School was related to internet connection. Wifi connection in the school sometimes cannot be used. The students complained about the difficulty of connecting wifi with their electronic devices. Finally, the students use their mobile connection in order they can access Quipper School.¹²⁸

Based on the explanation above, it can be known if MAN 2 Ponorogo was one of the school which already using technology in learning activities. The form of technology was e-learning by using Quipper School as e-learning platform. The use of this program was quiet easy and helpful for the teacher and the students. It was flexible and it could be used anytime and anywhere through electronic devices such as smartphone or laptop. The several obstacles that faced by the teachers and the students became the disadvantage of using Quipper School.

¹²⁷ Interview transcript number: 11/I/4-V/2016; 12/I/9-V/2016; 15/I/12-V/2016

¹²⁸ Observation transcript number: 02/O/16-V/2016

CHAPTER IV

DATA ANALYSIS

A. The analysis of the use of Quipper School in teaching English.

Nowadays, in learning activities, teachers have already use technology as supporting media. As in MAN 2 Ponorogo, the teacher were used technology to support teaching aid such as audio, video, multimedia, and internet. Especially in English lesson, the teacher used web-based learning namely Quipper School. Quipper School is free online platform for the teacher and the students in which as supporting media in learning activity. It is in accordance to by Alonso that e-learning platforms are dedicated software tools intended to offer a virtual educational and online training environment.¹²⁹ Furthermore, according to Hartley e-learning is the kinds of teaching and learning that enable to deliver the material to students by using internet, intranet, or computer line media.¹³⁰ Quipper School is one of e-learning platform which it can be used for students' learning independently. That is related to Dong's statement that electronic learning is asynchronous learning activity through electronic devices which is connected to the internet where students try to get materials based on their needs.¹³¹ If it is seen from the e-learning approach side as stated by Ghirardhini, one of e-learning platform is self-paced learning. It means that learner are study independently.¹³²

¹²⁹ Lantip Diat Prasajo, *Teknologi Informasi Pendidikan*, 209.

¹³⁰ Harjali, *Teknologi Pendidikan*, 98.

¹³¹ Rusman, et.al., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, 56.

¹³² Beatrice Ghirardhini, *E-learning Methodologies*, 8.

The teachers use Quipper School because it is effective and it can help teacher in terms of creating and share the materials and tasks. The teacher feel easier when he uses Quipper School. As it is stated by Munasinghe that e-learning is very flexible and in the teacher's perspective updating the contents is made easier using e-learning.¹³³

The media that is used in Quipper School that are electronic devices such as smartphone, laptop or computer. There is no doubt that at this time almost all of the students already have it. It is in line with Rusman stated that students has a big access toward everything information includes learning materials. Through internet connection on laptop, computer, smartphone or internet connection at public.¹³⁴The same things also stated by Thomas, Ganxglass and Simon defined that e-learning as learning which it is through electronic. As it stated by Dood, e-learning is learning activity through electronic devices that is connected to internet.¹³⁵In its implementation, Quipper School does not need an expensive cost. That is like what was said by Rusman that the costs of web-based learning are affordable. He stated that, nowadays, in all smartphone devices already completed with a browser which it can be used for accessing internet. In its use, there are several steps before use it. The teacher must register in Quipper School and choose LINK as teacher portal. Then the teacher makes class and asks the student to join in Quipper School by giving a class code. After that, he makes material and assignment. Then the students can open to learn materials. Viewed by the function of e-learning side, Rusman stated that Quipper School is as complement. It means

¹³³C.Y. Munasinghe, ICT Skills, 389.

¹³⁴Rusman, et.al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi, 37

¹³⁵Lantip Diat, Teknologi Informasi Pendidikan, 209-210

that e-learning is programmed to complete materials that had already accepted in the classroom.¹³⁶ It is expected in order to enrich materials. If it is viewed in terms of the type of e-learning, the type of Quipper School is asynchronous learning. Based on what was Ghirardini stated that asynchronous event is time-independent. Online learning can take place at anytime. It is in line with the use of Quipper School which can be used anytime.

B. The analysis of the advantages and disadvantages of using Quipper School.

Quipper School is a free online platform for teachers and students. This media can be used as one alternative media in the learning process that make the learning process more varied so as not to bore students. Every media in teaching learning process always has advantage and disadvantage. Based on the research that already conducted by the researcher, it is able to know that the advantages in its use that are Quipper School is relatively effective and efficient to be used. It can be used anytime and anywhere during it is connected with internet. It is very helpful for the teacher to make a material and evaluation. It is in accordance to Munasinghe that e-learning is very flexible, convenient and more interactive.¹³⁷ E-learning is accessible from anywhere, during anytime and to anyone. In addition, Hill stated that e-learning can be accessed at any time and in any location where the kit is available.¹³⁸ Besides that, as it was expressed by P3AILP3 UNEJ, students can learn more flexible based on the time and students can access

¹³⁶ Rusman, et.al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi, 223.

¹³⁷ C.Y. Munasinghe, ICT Skills, 389

¹³⁸ Christ Hill, Teaching with E-learning in the Life Long Learning, 14.

materials easily using e-learning. Teachers easy to update the material, different from the material in text book, online content can be updated at anytime. Furthermore, Rusman stated that access in e-learning is available anytime, anywhere, around the globe. Students has a big access toward everything information includes learning materials.¹³⁹

Moreover, based on the research that had done by researcher, it is also has disadvantages that are there is still no writing material which can be done by the student like narrative, descriptive material. The writing material that available in Quipper School is writing material with multiple choice models. So as the teacher must design writing material and also there is still no speaking material. As in the previous explanation that in e-learning, learning model is limited only in the form of asked questions. So, maybe there are certain materials that cannot be delivered in e-learning as learning that require a practice.¹⁴⁰

Not only about the material but also related with Wifi connection. The main problem faced by the student is a Wifi connection. The student complain about the difficulty of Wifi connection which sometimes it can be used sometimes not so they cannot to connect it in their electronic device. This is in line with what was Rusman stated that access to join learning using web sometimes becomes a problem for students, students will feel bored if they cannot access information because of there is not enough bandwidth, he also give addition that not all of the places available with internet network. That is related to the availability of

¹³⁹Rusman, et.al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi,, 57.

¹⁴⁰www.duniapelajar.com/2014/06/22/kelebihan-dan-kelemahan-e-learning

electricity, telephone, and computer. There is no doubt anymore that the internet connection is important in the use of Quipper School.¹⁴¹

Finally, this media can support the teacher and the student in teaching and learning. In learning English, there are a lot of material that available in the Quipper School, so, the students can open and do anytime and anywhere. The teacher also can evaluate and know about student's progress based on the result. By using Quipper School as e-learning platform can be used by the student as media in learning independently.

Based on the explanation above, the researcher can conclude that the use of Quipper School relatively effective and efficient. It supports the student learning independently. It also helps the teacher in making material, share it to the student and conducting evaluation easily. Its application is very easy as long as there is an internet connection.

¹⁴¹ Ibid, 274.

CHAPTER V

CLOSING

A. Conclusion

As it has been stated in the first chapter that this research was aimed at finding out how Quipper School was used in teaching English at MAN 2 Ponorogo and investigating the advantage and disadvantage of its application. Referring to the finding and discussion in the previous chapter, it can be concluded that:

1. Quipper School is primarily used to introduce ICT-based learning to the students. It is hoped that the students would not be surprised with other kinds of e-learning platforms which better application in the future. Quipper School can be accessed through electronic devices, such as laptop, computer, Smartphone. The steps of the use of Quipper School are as following: (a) making an account (b) making a new classes, (c) inviting all of students to join in Quipper School by giving a password based on their each class (d) preparing the material and shares it to the students, (d) the student achieve the material and they can do it directly, (e) the answer will be assessed and analyzed by the computer, (f) evaluating student's progress from the result. If the student's result is known, then the teacher will print it and inform to the student.
2. The advantage of the use of Quipper School as e-learning in teaching English are effective, efficient, very helpful for the teacher and the student, and it

does not need a big cost. The student are expected to study independently through Quipper School facilities. The teacher also feel easy to make material, to share and evaluate the result. Moreover, the disadvantage of the use of Quipper School as e-learning in teaching English are there is still lack of material which is needed by the teacher, the problem of WIFI connection in the school, and the limitation of mobile data plan.

B. Recommendation

1. For the English teacher

In teaching and learning process, teachers should be creative and innovative in selecting an appropriate media that will be used in the class. Quipper School is one of media in which the teachers can use it in English learning.

2. For the student

With the convenience provided by Quipper School, students should be more enthusiasm in learning. Students should be more discipline and serious in learning even though they study independently so that they more understand with the material.

3. For the school

The school should provide a good internet connection facilities. It is expected that the students can access easily not only to Quipper but also to acc other information from the internet.

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