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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016

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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

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Table Of Content

Preface ii
Steering Committee iii
International Advisory Board iv
Organizing Committee iv
Table of Content vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi I-11
4. Challenges For 21st Century Learning In Indonesia – Hendarman I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto II-1
2. Adapting Meg Cabot's Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani II-6
3. Analysis of Students' Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noija II-46
9. EFL Teachers' Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra II-72
13. Improving Students' Pronunciation By Using Audio-Visual-Assisted Text – Yanuarius Yanu Dharmawan & Mutiatus Saniyati II-75
14. Informal Assessment for Language Skills: The Leaners' Perspective – Apsus Grumilah & Irfan Nur Aji II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuarius Yanu Dharmawan II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom's Revised Taxonomy – Candra Jaya II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni II-118
20. Scanning Of Students' Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo II-125
21. Society'S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah II-131
22. Students' Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia II-136
23. Students' Perception In A Blended Learning Speaking Class – Desi Ike Sari II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) "XYZ" Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading Viewed From Students' Intelligence - Aksendro Maximilian II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking II Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - David Ginola & Dameria Magdalena S II-199
32. The Implementation Of Using Online Application In Increasing Students' Motivation - Dhia Hasanah II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking Impromptu Speech - Galuh Dwi Ajeng II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester Students Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Helta Anggia & Randi Setyadi II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade Of SMA Bodhisattva - Ezra Setiawan II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The Extensive Listening Class - Delsa Miranty II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa Indonesian - Diah Supatmiwati II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama II-261

QUIPPER SCHOOL: HOW DO TEACHERS BRING IT IN THE CLASSROOM?

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Abstract

The advanced development of internet has influenced mankind in almost all aspects of life including the field of English Language Teaching (ELT). In response to it, English teachers should make use of it to enhance the quality of their teaching. One of its strategies is by using Quipper School, a popular educational online platform focusing on helping teachers and students dealing with internet use in the teaching learning. Quipper School contains a smart management tool that helps them get involved in teaching learning in more interactive ways. It also provides an assessment program that enables teachers to evaluate and monitor the students' progress. Most students feel excited and amazed as they experience a new mode of English learning. Quipper School was introduced in Indonesia in 2013, and now gains its fast popularity. This paper strives to explain theoretical bases of teaching English with ICT, the nature of Quipper School, basic features of Quipper School, sample of teaching materials, some teaching procedures in designing and using Quipper School for the teaching of English focusing on reading skill, and the reflection.

Keywords: internet, online learning, Quipper School, teaching English with ICT, teaching reading

1. INTRODUCTION

Over several decades, the advanced development of technology has influenced almost all fields of human's life including English Language Teaching (ELT) [1]-[2]. Many experts have exerted continuous efforts to integrate technology in ELT to facilitate learning. In 1950s several language schools used simple media technologies such as phonograph, movies, and the tape recorders. Next, in 1970s and 1980s some schools were facilitated by video projectors and slide show. By the late of 1980s and 1990s language laboratories were famous among public schools and language schools and this triggered the rapid growth of media technology production such as audio and video programs. In 1990s this media can be easily accessible by teachers and learners in the internet as well as the rapid growth of information technology in educational field [1].

In the recent years there has been tremendous growth of information technologies use in almost all regions in the world including Europe, US, Africa and Asia [3]. Most teachers in Europe prepare their lesson using ICT and many schools have invested ICT equipments to facilitate learning [4]. Across East Asia it is reported that 'enthusiasm for use of computers and other information and communication technologies is undeniable and widespread [5].

Several studies reported that the integration of technology can facilitate learning and promote students' motivation and learning interest [2]. It is also reported that the students who use the technology gets higher scores and grades [6]. The use of social media such as Facebook, Wikipedia, blog, etc. significantly enhance students' interest and language learning motivation [7], improve language skill [8], and facilitate greater learner interaction and reflection on skills development [9]. These facts make the use of information technology in ELT is undeniable and becomes an urgent necessity.

One of the growing online platforms that can be used to facilitate technology-assisted learning is Quipper School. It enables an interactive communication between teachers and learners in more flexible way. This e-learning media is relatively new in Indonesia and the research related to the use of this media is still rare. This paper is expected to enrich the knowledge treasure related to the use of this media.

This paper is organized into several parts; teaching English with ICT, the nature of Quipper School, basic features of Quipper School, sample of teaching materials, teaching procedures, and reflection.

2. MATERIALS AND METHOD

2.1. Teaching English with ICT

One of the most favorite practices of teaching English with ICT is online learning (e-learning). It refers to 'learning that takes place using technology, such as the internet, CD-ROMs and portable devices like mobile phones or MP3 Players' [10]. This mode of learning enables teachers and students carry out teaching learning beyond classroom called virtual classroom.

However, the online learning can be either carried out extremely by conducting a 100 percent online course or moderately by doing a blended option. The former doesn't require teachers and learners meet in the traditional classroom and all course content and coursework takes place online, while the latter happens mostly face-to-face, but there is regular and carefully integrated online component to the course [10].

Online learning is often assisted by a learning platform namely Virtual Learning Environment (VLE) or a Learner Management System (LMS). Everything takes place at once and most VLEs provided tracking facilities. They give the teacher information about the students' activities in the virtual classroom. Most importantly, it provides tools for assessment and grading so the teachers can evaluate their students in an easy and effective way.

2.2. The Nature of Quipper school

Quipper school is an online learning (e-learning) platform aimed at 'revolutionizing the education by empowering teachers or educators and students with digital technologies' [11]. It expects to bring learning beyond classroom that takes place anywhere and anytime in a fun and easy way. It is inspired by the founder's dream of making this world connected better and smarter which is reflected by the platform's mission; distributors of wisdoms [11].

Quipper school was established in London in December 2010. Nowadays, it has official representatives in London, Tokyo, Manila, Mexico and Jakarta and has more than 10 million users worldwide. As the business expansion, this start-up has financial funding from several investment companies such as Atomico (UK), Globis (Japan), 500 startups (US), and Benese (Japan) and other angles [11].

Quipper School is a kind of web-based Learning Management System (LMS) or Virtual Learning Environment (VLE) that enables educators to administer, document, track, report, and deliver electronic educational technology (e-learning) courses or training programs [12]. Unlike other web-based learning management system, Quipper School is a ready-to-use web-based learning that doesn't need installation on an existing hosting site (or a web server). It makes them more accessible to educators or educational institutions with limited knowledge of information technology.

2.3. Basic Features of Quipper School

Quipper School can be accessed at http://www.school.quipper.com/. Unlike other web-based learning management systems, Quipper School has a user-friendly interface that will comfort the users with limited knowledge of internet. The homepage is colorful and attractive so it will probably make students experience learning in a fun way.

Figure 1. Quipper's homepage

Quipper School offers two different accounts; teacher and student. Each of the account has different roles and menus. One expecting to use his platform should be registered both individually and institutionally. To experience the features completely, they should get school code that can be obtained from official ambassador or representative.

In the teacher portal, teachers will have an access to five menus namely 'overview', 'assignments', 'curriculum', 'messages' and 'manage'. The 'overview' tells them the students' activity related to assignment submission ('overview sub-menu') and their performance analysis ('performance sub-menu'). It is important to note that the analysis is only compatible with multiple choice questions. The 'assignment' menu lets the teachers to create new assignments and distribute them to the students. There are two options offered by this menu whether they create their own materials or upload from the existing ones provided by the database. The 'message' menu facilitates interactive communication between the teachers and the students related to assignment or many other topics. Finally, the 'manage' menu is related to participant selection, students grouping, and invitation to other teacher to work collaboratively using this platform.

Table 1. Menu and sub-menu in Quipper's Dashboard [12]

Role	Main menu	Sub-menu
Teachers	Overview	Overview, performance
	Assignments	Assignments, examinations
	Curriculum	Curriculum
	Message	Message (personal), announcement
	Manage	Students, groups, teachers
Students	Assignment	To do, try it again, mastered
	Messages	Messages, notices
	Study notes	Study notes

The student portal has fewer menus than the teacher portal. There are only three menus available namely 'assignment', 'messages' and 'study notes'. The 'assignment' menu contains some assignment that should be completed by the students. There are also some notifications about the tasks they have already done and their level of mastery. The 'message' menu allows the students to work collaboratively with other students and consult their teachers related to the assignments given. Of course, they can only access the assignments that have been provided by the teachers.

3. DISCUSSION

3.1. Sample Materials

Teachers can make use of existing teaching materials that have been provided in the database or develop their own. One of the advantages of Quipper School among other web-based LMS is that it has provided teaching materials in the web that can be used by teachers instantly.

Table 2 is a sample of teaching material that has been provided by the database. It is intended for students of the tenth graders of senior high school. It is about understanding descriptive text: holiday destination.

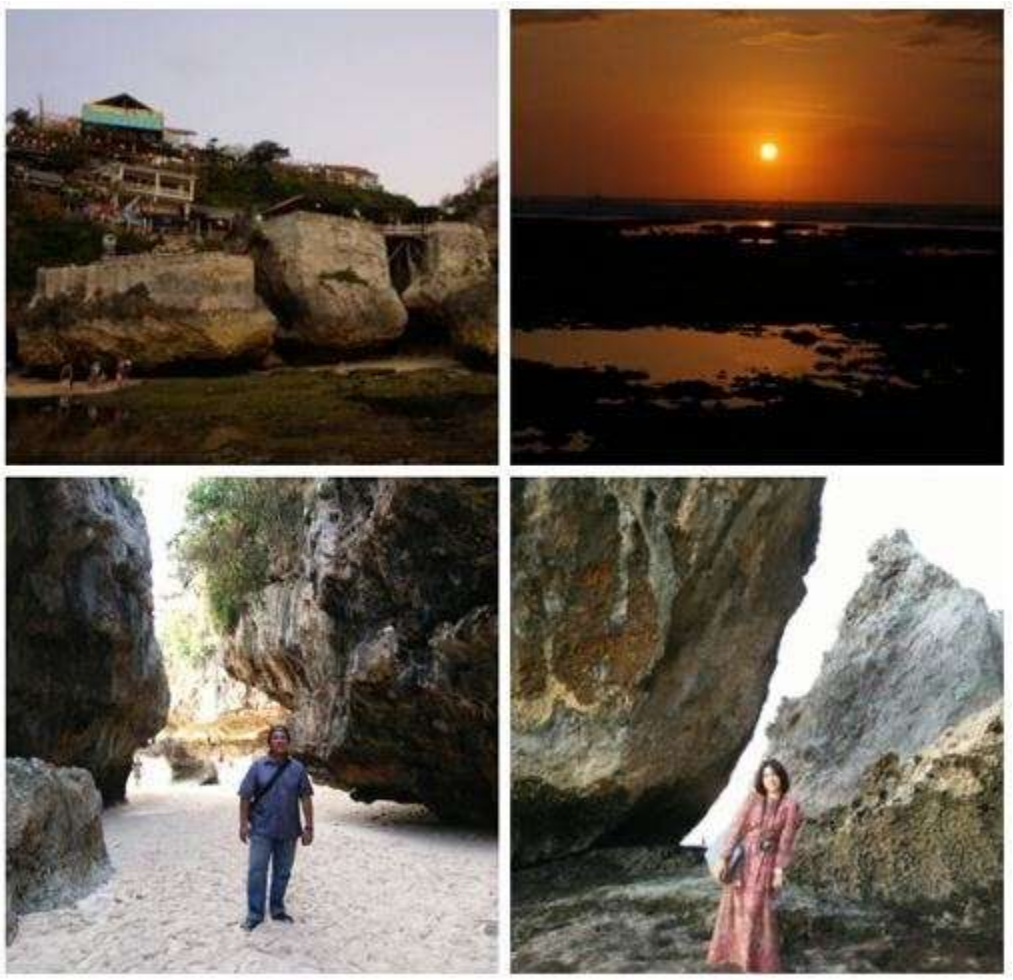
Table 2. Sample of Teaching Materials [13]

Understanding Descriptive Text: Holiday Destination

Objectives
Students are able to understand meaning from a simple descriptive texts

Let's think!

Sightseeing at Single Fin Beach



Bali is one of the most beautiful islands in Indonesia. This island has many popular tourist destinations. There are Kuta Beach, Tanah Lot, Bedugul, and Sanur. A lot of people know those places but there is a beautiful tourist destination called Single Fin Beach. This place is not too popular than those places mentioned above but you can see many amazing views there. Single Fin Beach is located in Uluwatu. Soon you arrive at this beach, the Single Fin Beach can be accessed by an inclination that will takes you to that amazing place.

During your way to the beach, you need to be careful because the path to the beach is very steep and slippery. When you arrive, you will see many huge and beautiful cliffs. Those cliffs can become an amazing backdrop for your photos. The beautiful cliffs are completed by white sand owned by this beach. You can spend the day lazing around in the beach. You can also play stand up paddle board or a kayak.

When you visit Single Fin Beach, you can enjoy its amazing sunset. From the beach, you can see a spectacular sunset. Make sure you have arrived here at least at 5 P.M Bali time. You will not regret to see a very big and round sun which starts to go down below the horizon. Do not forget to bring a sunglasses to watch the sunset. Using sunglasses to watch the sunset will give you a more spectacular experience.

After playing the whole day in this beach and seeing the sunset, you can relax while eating at cafe. You can find many cafeterias there.

The above text, entitled Sightseeing at Single Fin Beach, is a descriptive text. In the text, you can see the writer tried to describe you descriptions of Single Fin Beach. The text is preceded by the introduction of Single Fin Beach, that it is a not too popular beach in Bali but it has amazing scenery. After that the writer gave you many descriptions about Single Fin Bali. The following are the examples of descriptions found in the text:

- Single Fin Beach is located in Uluwatu.
- During your way to the beach, you need to be careful because the path to the beach is very steep and slippery.
- When you arrive, you will see many huge and beautiful cliffs.
- Those cliffs can become an amazing backdrop for your photos.
- The beautiful cliffs are completed by the white sand owned by this beach. Etc.

After reading the descriptive text above, so what does a descriptive text mean? Now we are going to learn about a descriptive text.

A descriptive text is a text that states what a person or a thing is like. The purpose of a descriptive text is to describe and to reveal a particular person, thing, or place. When you want to make a descriptive text, you have to pay attention to below aspects.

1. **Generic structure of a descriptive text**
2. **Language features of a descriptive text**

Below are the explanation of generic structure of a descriptive text:

Identification
This part identifies the person, place, or things that will be described in the text.
Example:

- Bali is one of the most beautiful islands in Indonesia. This island has many popular tourist destinations.

Description
This part describes the characteristics of the person, place, or thing.
Example:
* Single Fin Beach is located in Uluwatu.
* When you arrive, you will see many huge and beautiful cliffs.
* The beautiful cliffs are completed by the white sand owned by this beach.
Below are the explanation of language features of a descriptive text:

Using adjectives
Example:

- Beautiful cliffs.
- Amazing sunset.
- Popular tourist destination.
- Amazing backdrop.
- Spectacular experience.

Using simple present tense
Subject + Present Verb
Example:
The beautiful cliffs **are** completed by white sand owned by this beach.

3.2. Teaching Procedures

These teaching procedures employ a blended learning mode that it is carried out through face-to-face meeting with additional learning via virtual classroom.

Pre-teaching

1. The teacher (T) gives a brief explanation about the topic.
2. T prepares the equipment and makes sure that everything is ready to conduct.
3. T asks students (Ss) to open http://www.school.quipper.com/ and log-in as a student

Whilst-teaching

1. T asks Ss to open a new assignment
2. T asks Ss to read the teaching materials well and gives them chance to ask questions
3. T explains the materials based on Ss' questions

   The material includes teaching objective, reading passage, and explanation about generic structure and language features of descriptive text.

4. Ss answer the questions related to the topic in forty-five minutes' time
   Interestingly, the students will get the coin if they can answer the question correctly as the reward. They will also get some motivational words when they answer incorrectly. The questions are varied and cover all teaching indicators developed from basic competence.
5. T appreciates the students who get 'good' and 'excellent' grades and motivates those who get 'very poor' and 'poor '

Post-teaching

1. T gives a new assignment as the homework
   To make the students disciplined in doing their homework they should be given a deadline. The teacher can control the assignment submission and its analysis in the 'overview' menu. He or she can also give some comments on students' progress on announcement.

3.3. Reflection

We have applied Quipper School to teach English in a group of 32 students in the tenth graders of the senior high school. The material was descriptive text with the focus on describing holiday destination. We had a face-to-face learning with additional online materials to reinforce students' understanding towards the materials. Fortunately, we didn't need to design the material as it had been provided by the system.

When we asked the students about how they felt after conducting this learning, most of them felt excited and amazed as they experienced a new mode of computer-assisted learning. They said that it was much fun and attractive. The web display was colourful and attractive. Moreover, when they answered the questions correctly, they got the coin. On the contrary, when they did it incorrectly, they got motivational words. It is not like learning but it is adventure or game.

Quipper School facilitates interactive communication between teachers and students. We can give some comments and feedbacks in the 'message' menu. We also can know the students' progress as their works have been analyzed by the platform. This eases our jobs in evaluating the learning. Unfortunately, the analysis is only compatible with multiple-choice questions and cannot be applied to essay questions.

However, there are some drawbacks of implementing this platform in the classroom teaching learning. The numbers of computer that the school have becomes a main problem. We cannot use the computer laboratory very often as they are used by ICT lesson or other subject. The outside classroom has also some problems. Some students do not have both electronic devices and good internet connection in their homes so they should go to internet cafe. This costs them much. In addition, some students who have little knowledge of ICT will learn slower than those who have been familiar with it.

4. CONCLUSION

This paper explores the teachers' effort to use *Quipper* School in English classroom. They used a blended online course that gathered both teachers and students in a classroom with additional virtual learning via *Quipper* School. The traditional face-to-face teaching learning was also equipped by the use of the internet to make it more attractive and interesting.

It is reported that most students felt excited and attracted as they experienced a new mode of teaching learning. However, this was restricted by the lack of available computers in school so it couldn't be carried out as often as possible. In addition, there was a problem when the virtual learning took place outside classroom. Some students couldn't have access to the required tools such as laptop, PC, mobile phones and internet connection. They solved this problem by going to internet cafe; even they should pay more for it.

For the teachers, Quipper School made them easy to evaluate the students as the system provided them with the teaching materials that were based current curriculum. It also allowed them to evaluate in more accurate and easier way as the students' works had been analysed and graded by the system. In addition, the grades were stored in the database and could be used further to make students' progress report by the end of the semester.

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