USING QUIPPER SCHOOL WEBSITE AS AN ONLINE ASSESMENT FOR ENGLISH TEACHING AND LEARNING

Lia Elyani Sukawatie
Sebelas Maret University, Surakarta
Indonesia
liaelyani@yahoo.com

Abstract

This paper evaluates the affordability of *Quipper School* as an online assesment for teaching and learning English as a foreign language (EFL). It focuses on the evaluation of features which available in *QuipperSchool may* correspond to fundamental components of Computer-Assisted Language Learning (CALL) based on Chapelle's framework (2003), including L2-input exposure, interaction and linguistic production. The evaluation results indicate that *Quipper* is affordable for use as an online teaching and learning EFL assessment. More importantly, it corresponds to the three conditions of CALL, thus making it a potential media for activities used in teaching and learning foreign language.

Keywords: assessment, computer-assisted language learning (CALL), online, English as a foreign language (EFL), *Quipper*

Introduction

Education is important to develop English language to the society. It is also happened in Indonesia. Education helps English Language as the foreign language to be introduced and understood by Indonesian. They study English because it is an international language. English helps us to communicate with many people in the world. So, English becomes one of compulsory subjects from Junior High School up to University. Furthermore, the government provides a curriculum as the guidance of English teacher in teaching-learning process. In the English curriculum 2014, the learning activities involve listening, speaking, reading and writing. The four skills are taught cohesively.

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored. One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we know strategy or technique in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. Learning to read is not same as learning to write. Good reading texts also provide good models for writing. It means students should get something which makes them interested in studying reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively.

Basically, one of the targets of teaching and learning English at school is to make students able to communicate using English both written and spoken. To achieve this target, there are four language skills students must learn, they are listening, speaking, reading, and writing. Harmer as quoted in Kusnita (2014, p. 2) "Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills". However, the most basic skills the students must master are speaking and writing. Because they will use them in their daily life, or if the students have an opportunity to visit other countries or they

want to send an e-mail to their foreign friend who live abroad.For the purpose of reaching the target in English teaching and learning processes, the ministry of education of Indonesia has set up a curriculum. Curriculum is a set of planning, strategy, and rules about the goals, contents, materials, and strategy in the teaching and learning process in order to gain a specific educational purpose.Sometimes, the teacher uses media to help the students achieve their English competency.

The media will make the students enjoy and focus. The researcher will give the students tasks from www.quipperschool.com. The teacher will give questions and explanation about the recount text. Compare to traditional method which is usually monotone, the students only read and review the entire text but that been improve in Computer Assisted Language Learning (CALL) strategy because CALL strategy can used android, IOS or even computer. It makes the students more clear about the information and elaborate with their own knowledge. Traditional method also make the students have a less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. But CALL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading. Therefore, it is necessary to do research on the application of CALL strategy on English subjects in order to help the students assess their English competency.

In this journal, the researcher will examine the use of *Quipper School* as an online assessment for EFL learning. Specifically, she will evaluate the affordability of *Quipper* from a technical perspective; that is, whether or not some features available in *Quipper* help teachers expose students to L2 input, facilitate interaction among teachers, students and between teachers and students, and whether they promote students' linguistic production. Then, the researcher provides a brief definition of two terms used in online learning and Learning Management System (LMS). The term 'online learning' which is also known as 'e-learning') is used to explain the use of the Internet as a technological tool that enables users to interact with the content, with other users; and to get support during the process of learning so that they can acquire knowledge, construct personal meaning, and to experience learning (Ally, 2008).

In addition, based on Anderson (2008), the term 'learning management system' (LMS) is described as an online learning platform or assessment, software that is devised to organize and manage learning. More specifically, LMS is defined as a "systemic infrastructure that manages the learning process of an entire organization" (Watson & Watson, 2007, p. 28). Furthermore, Paulsen (2003) explained that LMS is characterized by three fundamental features, namely the creation of course tools (the creation of modules, learning materials and group work), student and tutor support tools (access to learning materials, teacher-students and student-student communication) and administrative systems (registration, course enrolment, and grouping students.

In Indonesia itself internet grows very fast and even change people's lifestyle. Nowadays, people spend almost most of their daily hours in a cyberspace, especially in social networking sites. There are several popular application for learning many subjects including English Language. In this time, the researcher wants to introduce to the students a website called **Quipper School** (www.quipperschool.com). Quipper School is an online learning platform that engages students in learning and supports teachers in class management at elementary, junior high, and high schools. Teachers, at any public or private school, in any part of the world, are working hard every day to deliver the best education to students. More than 20% of

their working time is said to be spent on creating, distributing, and grading assignments. With the use of technology, Quipper School reduces teachers' workload by making assignment management easier. It enables teachers to give out and analyze homework efficiently, and to give more attention to individual students. Quipper School empowers teachers to focus on providing quality education to our future generations.

Literature Review

Computer was successfully helping people doing their work, including the use of computer in educational purpose. Both the progressiveness of Information of Communication Technology (ICT) and the use of computer in all parts of society also give impact to the form of learning media in teaching learning process.CALL as research for and study applications of the computer in language teaching and learning foreign language. Levy (1971, p. 1) stated that CALL embraces the wide range of ICT application and approaches to the teaching and learning foreign languages.

The computer has the information to be learnt and controls the learning environment. It is different with the perspective of CALL as a tool which refers to the use of computer as a means for teachers and students to enrich their work. It enhances the teaching process, usually by focusing on one particular learning task and aiming to improve it. In this view, computer does not replace the function of teacher and textbook rather than supplement them. It is used in normal classrooms with the teacher as the instructional leader in the language teaching. Further, the idea of CALL as a tutor versus tool becomes blurring. As suggested by Hubbard and Bradin (2004, p. 784), viewing tutor and tool-oriented CALL as mutually exclusive categories does not accurately reflect the reality of today's uses of CALL.

Nowadays CALL can be used both as tutor and tool because it often uses particular software that embodies the characteristics and quality of both tutor and tool. So, in this study, tutor and tool are considered as parallel rather than opposing concepts of CALL. In short, to understand CALL, someone may see its abbreviation, acronyms, and concepts. From such things, CALL can be defined as a term to describe the use of computer as a tool and tutor for presenting language teaching and learning material as well as evaluating and improving students' work.

Teaching learning activity by using computer cannot be said as a CALL if it does not have the characteristics of CALL. According to Susilana and Riyana (2013, p. 186), there are seven characteristics of what is called as a CALL. First, it is content representation. In CALL, the learning material that will be presented is not in the form of a text only but it can be in the form of a video, animation, sound, and etc. It depends on the teacher's decision about which form that will be suitable to present the material effectively. And also, not all material should be presented in the CALL. The teacher should carefully select which material that will be representative to be shown in the CALL. So, teaching learning activity based on CALL will carefully consider the content of what will be shown to the students.

Second, it is visualization. In CALL, the material that will be learnt should be visualized by using or combining text with video, animation, sound, or etc. It is used to facilitate students to learn material quickly. In addition, it can empower faculties of students' retention. Third, it is using interesting color and high graphic resolution. Usually, CALL uses interesting template equipped with various images and objects which are suitable to the learning demand. The aim of using such template is merely to attract students' attention, avoid students' boredom, and to make students enjoy learning the material.

Fourth, it is the use of various learning strategies. In CALL, there are four

learning strategies. They are drill and practice, tutorial, stimulation, and educational game. Such learning strategies should exist in CALL. They can be designed separately or collaboratively. It depends on the learning needs and requests. Fifth, it is feedback and reinforcement. One of CALL characteristics is providing students with feedback and reinforcement. Students must be shown whether their answers are correct or not. They also must be given reinforcement or explanation about the answers. It aims to guide and evaluate students' understanding, as well as to give students' retention.

Sixth, it is self-evaluation. CALL also provides students with learning practice in which the students can automatically be shown their scores after they have answered all questions. If the scores are not maximally achieved by the students, the students are allowed to learn the material again. In other word, CALL should permit students to do self-evaluation. Last, it is individual or classical use. Teaching learning activity using CALL should allow students to use the program individually or classically. In addition, it should permit the students to use it not only in the classroom but also in their home. Therefore, the students can repeat the learning material again as much as they need.

In brief, teaching learning activity by using computer can be called as CALL if it has seven characteristics of CALL such as it can present and visualize the material. It uses interesting color and high graphic resolution. It uses various learning strategies. It provides students with feedback and reinforcement. It allows students to do self-evaluation. And, it can be used individually or classically.

The aim of the CALL is to find ways for using computers for the purposes of teaching and learning. CALL is the use of computer technologies that promote educational learning, including word processing, presentation, packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet application such as email, chat, and world wide web (www).

There are many roles that computer can do to assist students in language learning. The number of its roles depends on the number of what it can do to help teacher. Generally, computer can do two main roles in language teaching. First, computer is used to assist instruction. Computer based instruction is the role of CALL to provide instruction. Based on this role, there are four types of instructional strategies that can be used in language teaching (Rusman, 2013, p. 3): drill and practice which is used to present material, exercise, as well as immediate feedback repeatedly; tutorial which is used to present an explanation or illustration of the new or being learnt material; simulation which is used to give students' a chance to apply their knowledge in the real situation; and instructional/educational games which is used to motivate students and develop their ability.

Last, computer is used to assist assessment. Computer-assisted assessment is the role of CALL to assess students' learning progress and to provide them feedback and correction during and after learning process. So, the roles of CALL are to assist instruction and assessment. In assisting instruction, CALL offers four types of instructional strategies such as drill and practice, tutorial, simulation, and instructional/educational games; while, in assisting assessment, the use of CALL is to give students feedback and correction.

Methodology

This research methodology of this paper is descriptive qualitative, which aims at describing and analyzing the data based on the theory is used.Based on this paper, the main data was taken from the website *Quipper School*. The analyzing of this data based on the basic operation and features and evaluation.

Findings and Discussion

1. Basic Operation and Features of Quipper School

Quipper is available online at http://school.quipper.com. The system is user-friendly as *Quipper*'s menu and sub-menu feature a simple design and accordingly, users can navigate all facilities available on the system with ease. This easy to use technology may promote users' positive attitudes towards the particular technology and it may eventually be a contributing factor to using it.

To start using *Quipper*, both teachers and students are required to sign up for an account. They can either use their *Facebook* accounts or create a new, free *Quipper* accounts. To get a free account, teachers and students need only to provide an email address, telephone number, and the name of the school. If their school has already registered in the *Quipper* database, teachers then can make a request to the *Quipper* ambassador at the school to assign their account into the virtual school classroom as seen in figure 1.
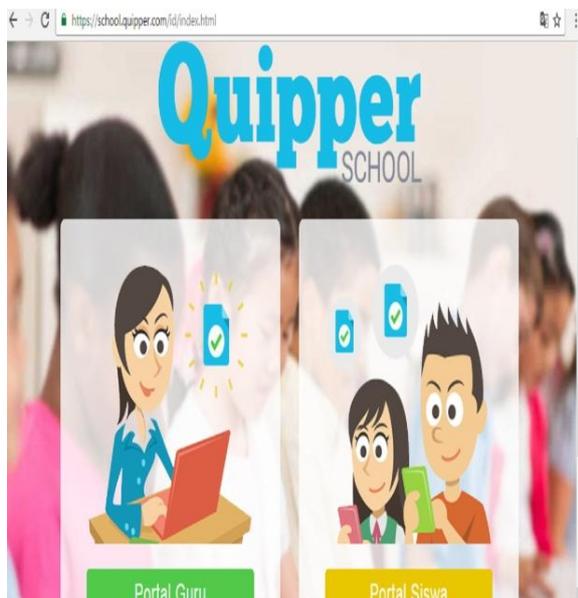

Figure 1. Start Up of *Quipper School*

After registration, users can then log in into the system with the username and password they have already created. What is important to note is that *Quipper* will initially ask the user's role when logging into the system (see Figure 1). There are two roles for users: teachers and students (see Table 1). Each of these roles allows different access to *Quipper*'s three main features, which are 'Creation', 'Assessment' and 'Learning'.

Table 1. Menu and Sub-Menu in Quipper School's Dashboard

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
	Message	Messages, notices
	Study notes	Study notes

The 'creation' feature deals with setting up the learning classroom, the materials and the student participants. The 'assessment' feature facilitates teachers' use of the learning materials (lessons and quizzes) and assigning them to students. Learners then access these learning materials on the 'learning' feature. In addition to the three main features, *Quipper* provides a help facility (displayed as a question mark icon) to help teachers and students to understand the functions of each menu.

The 'teacher role' enables teachers to have full access to *Quipper*'s three main features. The role also grants teacher access to 'overview', 'assignments', 'curriculum', 'message' and 'manage' menus. The 'overview' menu provides brief information about active assignments submitted by the students ('overview sub-menu'), and students' individual performances ('performance sub-menu'). The 'assignment' menu allows teachers to create new assignments, distribute them to students and monitor their progress. The 'curriculum'

menu offers two options for teachers regarding the learning materials; they can either use the materials available on the *Quipper* database, or they can develop their own materials and use them to teach their students. The 'message' menu has two functions; firstly, it facilitates teacher-student communication, and, secondly, it allows teachers to distribute notes to all students. Finally, the 'manage' menu allows teachers to select course participants, group the students, and invite other colleagues to teach collaboratively within the virtual classroom.

The 'student' role is limited to accessing *Quipper*'s learning features. As shown in Table 1, three main menus on the student dashboard include assignments, messages and study notes. The assignment menu informs students about tasks that need to be completed. The menu also notifies them about the tasks they have already done and their level of mastery. In addition, the 'message' menu allows learners to interact with their teachers and peers. Unfortunately, this facility is suitable only for communication between two individuals, which may make group discussions difficult. The other study note menu allows students to write personal notes related to a topic or an assignment. It is important to highlight here thatstudent users can only access the learning materials according to the classroom already provided by their teachers.

a. Evaluation

Technically, the *Quipper* web application meets all three standards of online learning platforms as described by Paulsen (2003), namely the creation of course tools, student and tutor support tools and course administration. The course-creation tools on *Quipper* are easy to use, and the student- and tutor- support tools address both teacher and students' engagements in teaching and learning activities. For example, teachers can create a lesson that can be accessed by their students. Unfortunately, despite the availability of the administrative system, *Quipper* does not

offer an administrative function. Teachers, therefore, need to set up a new classroom, create learning modules, and select the participating students themselves. This administrative workload may be challenging for some teachers to some extent, particularly for those who are not familiar with a web-based learning management system. Moreover, Chapelle (2003) suggests three conditions of CALL pedagogy that EFL teachers should consider when incorporating technology into language learning classrooms; these are:

(i) *Quipper* features enhance L2 input exposure

According to Chapelle (2003), the use of computer technology in the classroom should bring benefit to learners through enhanced linguistic input. The three types of language input suggested by Chappelle are salience (e.g. interaction with a grammar application), modification (providing any means that help learners to arrive at the meaning, such as through images), and elaboration (providing explanations). *Quipper* addresses these types of enhanced learning input. As a web-based learning platform, *Quipper* offers learners multimodal exposure (written, aural and visual) for foreign language (L2) input. For example, teachers can develop learning materials that are enriched by visual and audio media, such as text with illustration, images, videos or other multimedia resources. In order to do this, teachers can employ the multimedia tools available in 'lesson' and 'assessment' menus.
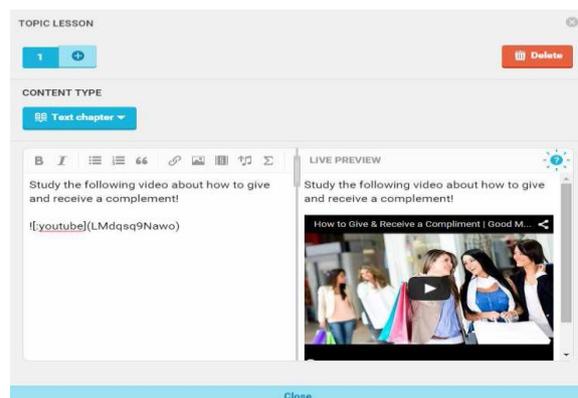
Figure 2.Embeded Video Taken From Youtube

Figure 2 above illustrates how teachers can embed images, audios, or videos in the lesson content or in assignments. The incorporation of multimedia applications in the learning materials in *Quipper* not only motivates students but also improves students' understanding of word meanings and linguistic forms from texts presented by the teachers. Unfortunately, *Quipper* is not enhanced with a speech recognition technology, technology that can identify or recognize words or spoken expressions. Such an absence reduces an opportunity for the students to interact with the computer verbally, thus, the learning of speaking is not feasible for the students.

(ii) *Quipper* features promote classroom interactions

Chapelle (2003) highlights three types of interaction that teachers should promote within language learning tasks: interpersonal interaction, learner computer interaction, and intrapersonal interaction. In *Quipper*, teachers and students are given an opportunity to get engaged into interpersonal communication. The 'message' and 'announcement' features help teachers to interact with colleagues and students. In addition, teachers can work collaboratively with their colleagues when developing a learning curriculum, or can design lessons (assignments) for the pupils together. To do this, teachers initially need to invite colleagues into their classroom through the Teacher Page, via email or on the Class Page, as shown in Figure 3 below:

Figure 3. Inviting Parents to Participate

In addition to interacting with colleagues, teachers can interact with the *Quipper* content developer through the 'curriculum' feature. The curriculum menu as shown in Figure 4 allows teachers either to develop their own curriculum (learning materials), or to use the available materials developed by the *Quipper* content developer in the *Quipper* database.

These teacher-colleagues and teacher-content developer interactions are advantages of *Quipper* that, as far the researcher have observed, are not available on other similar online learning platform.
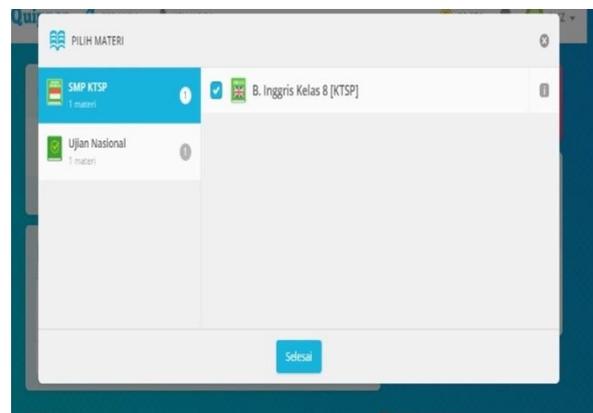

Figure 4. Curriculum Available in *Quipper* Database

What is interesting about the *Quipper*features for teachers, students, and teacher-student interaction is the integration with social media platforms such as *Twitter* and *Facebook*. This social media integration enables teachers to build social relationships with their colleagues and students effortlessly, and to monitor their students' interaction and the progress they have made without having constraints of time and place. Another advantage for students is that social media are integrated into the *Quipper*system because this not only helps students to socialize with their peers, it also keeps them updated about their learning progress.

(iii) *Quipper*faciliates students' lingusitic production.

According to Chapelle (2003), the incoporation of technology in the EFL classroom should promote learning tasks that afford a wide variety of opportunities for

learners to produce the the target language. Chapelle (2003) suggests that learners' language production within CALL tasks should provide students with chances to plan before speaking or writing, to receive feedback so they can correct their linguistic output, and to suggest a learning scaffolding.

In *Quipper*, students' linguistic production is facilitated through the assignment feature; however, production is limited to aspects of students' writing skills such as vocabulary and grammar. Question types in the *Quipper* assignment system include a single answer, multiple answers, correct values, correct order, and categorize answer questions (Figure **5**). The limited range of question type is reason for such a limitation and they should therefore be brought to the attention of the developers for further improvement of the system.

Figure 5. Multiple Choice on *Quipper*

Conclusion

In summary, *Quipper* fits the three conditions for an online learning platform, which makes *Quipper* affordable for EFL teaching and learning. More importantly, *Quipper* addresses the three conditions of CALL pedagogy suggested by Chapelle (2003), which are L2-input exposure, interaction and linguistic production. The greatest value of *Quipper* is that the features were user-friendly, and it supported the school's English curriculum. The student also can find *Quipper*, as an online platform or assessment, to be a feasible alternative for teachers to assign learning tasks to students outside the classroom. This is because *Quipper* grants teachers access to monitoring students' engagement with the task and enables them to evaluate their achievements, particularly in the areas of students' learning to read, listen and write English.

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