

**THE STUDENTS' LEARNING INTEREST OF QUIPPER  
SCHOOL USED BY THE TEACHER IN TEACHING ENGLISH  
IN LAB SCHOOL SMP UNISMUH MAKASSAR**



*Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Part Fulfillment of the Requirement for the  
Degree of Education in English Department*



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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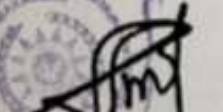
Skripsi atas nama WAHFIUDDIN JAMIL, NIM 10535 5972 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **137 Tahun 1440 H/2019 M**, tanggal 26 Dzulhijjah 1440 H/27 Agustus 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal 31 Agustus 2019.

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Day / Date	Chapter	Note	Sign
18/3/2019		- from interest to theory - quest → valid	
16/4/2019		- Revise Questionnaire - Add more theory interest	
04/06/2019		- chapter III (using S. Past) - Revise Variables - Add more research subject - Revise research instrument - Revise Procedure data collection and technique Data analysis	
09/7/2019		- Analys from lang. vol	
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Day / Date	Chapter	Note	Sign
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29/4/2019	Chapter IV	- Revise the table - Result of the Research - Interaction	f
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## MOTTO

**Stop Complaining About What You Are Doing Now, Because It Won't Bring Any Change. Instead, Taking An Action To Make A Change Happened**

(Wahfiuddin Jamil, 2019)





## ABSTRACT

**Wahfiuddin Jamil, 2019.** The Students' Learning Interest Of Quipper School Used by The Teacher in Teaching English at Lab SMP School Unismuh Makassar (*A Descriptive Research at the Eighth Grade Students of Lab SMP School Unismuh Makassar*) under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj. Andi Tenri Ampa and Hj. Ilmiah.

This research aims to investigate the students' interest in learning English towards the use of Quipper School. In this study, 45-eighth-grade students from three classes at Lab SMP School Unismuh Makassar responded to 20-items of questionnaire about the use of Quipper School in learning English. The data were then analyzed by means of a descriptive quantitative method followed by the random sampling technique to take the sample. The response of this questionnaire was concluded to answer the research question.

The results show that most of the students were interested in Quipper School as a medium of learning English in the class. Some of the most appealing features of Quipper School encompassed self-evaluation, cognitive training, accessibility and updated material. These made them to be comfortable with learning English which motivated them to study in order to enhance their English skill. Thus, the use of Quipper School was likely to be an effective medium of instruction, and English Teachers should consider incorporating its use in their classrooms. Eventually, it ensured that they would be prepared to communicate with English as a common language used in the globalization era.

**Keywords:** Interest, A Medium of Learning English, Should Consider, Quipper School, Motivate

## ABSTRAK

**Wahfiuddin Jamil, 2019.** Minat Belajar Siswa Terhadap Penggunaan Quipper School Oleh Guru Dalam Pengajaran Bahasa Inggris di Lab School SMP Unismuh Makassar (*Penelitian Deskriptif Untuk Siswa Kelas 2 di Lab School SMP Unismuh Makassar*) Suatu tesis jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Univeristas Muhammadiyah Makassar. Dibimbing oleh Andi Tenri Ampa dan Ilmiah

Penelitian ini bertujuan untuk mengetahui Minat Belajar Siswa kelas 2 terhadap Penggunaan Quipper School. Dalam Penelitian ini, terdapat 45 koresponden dari 3 kelas yang berpartisipasi telah menanggapi 20 pertanyaan mengenai penggunaan Quipper School dalam aktivitas pembelajaran. Data yang didapatkan selanjutnya di analisis menggunakan penelitian kuantitatif deskriptif dengan pendekatan Teknik Sampel Acak dalam menentukan subjek penelitian. Umpan balik dari hasil pertanyaan disimpulkan untuk menjawab rumusan masalah pada penelitian ini.

Hasil dari penelitian ini menunjukkan bahwa siswa tertarik menggunakan Quipper School sebagai media pembelajaran Bahasa Inggris di dalam kelas. Terdapat beberapa fitur Quipper School yang sangat menarik perhatian siswa diantaranya evaluasi kemampuan, pendalaman wawasan pengetahuan, aksesibilitas yang mudah dan materi pembelajaran terbaru. Hal inilah yang membuat siswa senang dalam pembelajaran Bahasa Inggris sehingga dapat memotivasi mereka untuk meningkatkan kemampuan Bahasa Inggris mereka. Oleh karena itu, penggunaan Quipper School dapat menjadi media pembelajaran yang efektif dan sebaiknya Guru Bahasa Inggris mempertimbangkan untuk menggunakannya di dalam kelas. Sehingga hal ini akan menjadi persiapan bagi siswa di era globalisasi dimana Bahasa Inggris sebagai Bahasa Komunikasi.

**Kata kunci:** Minat, Media Pembelajaran Bahasa Inggris, Sebaiknya Mempertimbangkan, Quipper School, Memotivasi

## ACKNOWLEDGMENTS

*Bismill*      x      *rrahim*

*(In the name of Allah, Most Gracious, Most Merciful)*

The writer delivered his high gratitude to Allah SWT because of the blessings and mercies upon the writer, so the writer could finish this thesis under the little **“The Students’ Learning Interest Of Quipper School Used By The Teacher In Teaching English In Lab School SMP Unismuh Makassar”**. Shalawat and salam are addressed to our beloved and chosen messenger prophet Muhammad SAW peace be upon him who shows us the right direction of life.

In writing this thesis, the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect. The writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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Finally, the writer realized that this thesis still has not been perfect yet and still needs more suggestion and critics. Thus, more improvement for this thesis is strongly needed. Hopefully, this thesis would be useful for many people who need it.

Makassar, 31 Agustus 2019

The researcher

**Wahfiuddin Jamil**



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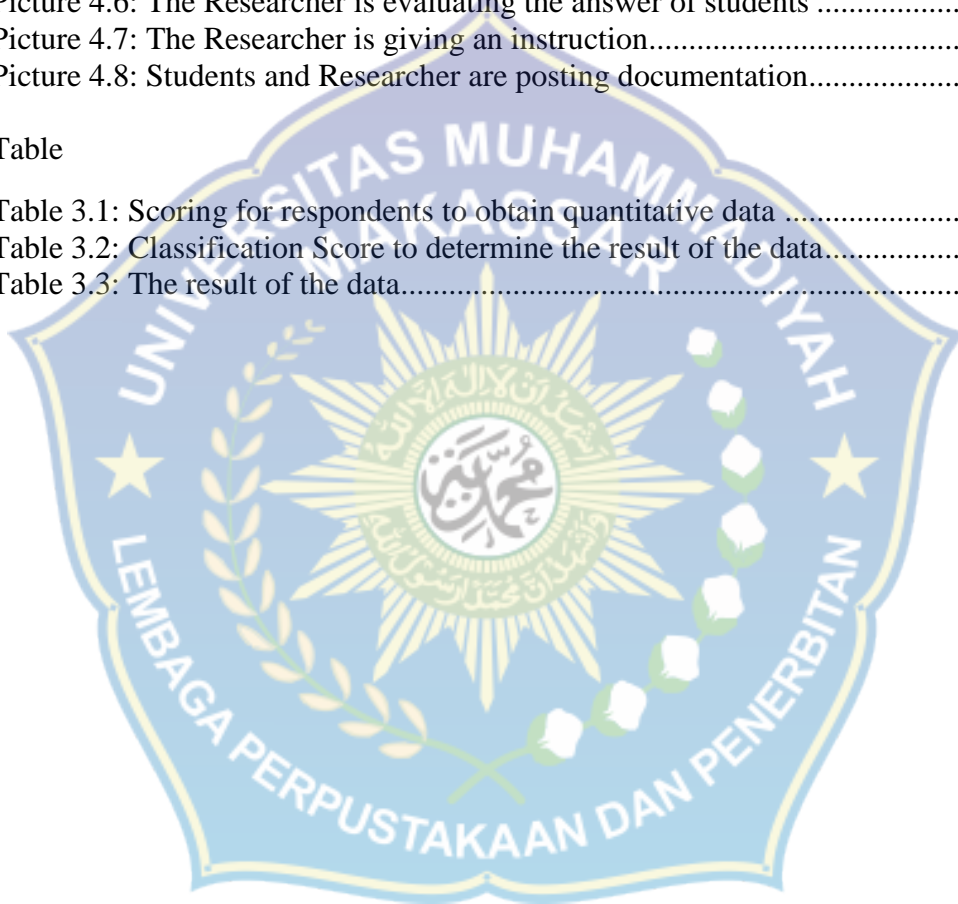
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## LIST OF INSTRUMENTS

### Instrument

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certificate





# CHAPTER I

## INTRODUCTION

### A. Background

The rapid development of science and technology in this globalized world significantly contribute to a positive impact on the world of education. Various modern educational tools and facilities also support the optimization of the learning process in the delivery of knowledge and information. According to Ghavifekr 2012, he stated that as part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider Integration of Information, Communication, and Technology (ICT) integration in their curriculum. Through having this way, humans can achieve progress in various fields which will ultimately lead them to a better integrity. However, in taking the level of education, students need a strong encouragement within themselves and encouragement from outside. Learning processes are important and need to be considered by each teacher in his role to be able to foster passion, feel happy, and eager to learn.

At this time, the teacher only relies on conventional learning method which requires direct meetings. Teemant, 2010 stated that conventional teaching forces students to demonstrate knowledge and content mastery via a test which can be jeopardizing to their learning because they only have minimal control over this

matter, this is because what they produce will not be what they know about the language, rather it will be what they memorize. This will account for a big influence on the quality of learning which can impact on the lack of student learning outcomes. With regard to English subject, the level of difficulty is quite high and the amount of material content in this subject makes student learning motivation become low. Problems such as those mentioned above require a solution that is not easy to do.

It is expected that the presence of e-learning that has been widely used and utilized by various schools ranging from elementary school to upper level, and in various universities, both public and private will increase the level of student motivation in mastering the English skills. According to Liaw (2007), the main constructs that have made e-learning the most promising educational technology include service, cost, quality, and speed. This concludes that the presence of e-learning is expected to be able to develop new ways of learning that are more effective. Therefore, e-learning must be specifically designed by combining digitally delivered content with learning support services and facilities.

E-learning is designed for online learning where the role of the teacher still has an important role in creating more pleasant learning conditions and students still get more information they need. It is expected that the application of electronic and technology-based media is able to support students in the teaching and learning process, especially when it is in school. The existence of the internet made it easy for

students to understand the subjects they are studying, because from the internet they can find all the information they needed.

Thus, the use of online learning is currently very necessary, because the information that is gotten to improve adolescents' skill today is not limited only to classroom, but also to online platform. Online-based learning applications developed can be open source that can be accessed openly. One of them is Quipper School. The use of Quipper School aims to revolutionize the way people learn and share knowledge, by leveraging the mobile internet (Morrison, 2015). It can be a support tool for teachers and students in the process of teaching and learning activities in schools and can facilitate communication between teachers and students.

By using Quipper School, it is expected to increase the effectiveness and efficiency of learning and can be a supporting media for learning that is fun for teachers and students. But besides these activities can be fun, there are problems that can appear, where many of the students' experience confusion and difficulties when using it and accessing it. In addition, there is also the lack of understanding given by the teacher to students regarding the use of Quipper School. At present, Quipper School is still considered as a new e-learning media, so that these phenomena make researcher interested in reviewing the use of Quipper School among high school students as a means of supporting the learning process in school.

## **B. Problem Statement**

Based on the background above, the research problem will answer how is the students' interest in learning English towards the use of Quipper School?

## **C. Objective of the Research**

This study objective is to find out the students' interest in learning English towards the use of Quipper School.

## **D. Significance of the Research**

The significant of the study was classified into two – theoretically and practically. Theoretically, the result of this study could be as a document of research that proves whether this study worked or not and also as a reference for other teachers so it could improve their teaching way in the classroom. Practically, for the teachers the result of this study could give contribution to enrich their ways in English teaching, for the students this study could give them information how they could deploy internet-based learning to improve English skill, for other writers this study gave them information regarding to the use of internet-based learning in the classroom.

## **E. Scope of the Research**

This study used Quipper School application as one of internet-based learning as a basis to know students' interest in learning English subject at Lab School SMP Unismuh Makassar. It leads to know how the students' response when the learning

process is done by using Quipper School.



## CHAPTER II

### PREVIOUS RELATED FINDINGS

#### A. The Concept of Media Tool

In learning process, instructional information sources are from lecturers, teachers, instructors, students, reading materials and so on. According to Putra (2013: 28), he stated that media is a channel to message from transmitter to recipient. That is to say that the media as a tool of communication from the sender to the recipient in order to produce information to be understood and to increase motivation of students and its learning outcomes. There are various media that can support learning process starting from conventional one to modern one.

Media is so important in learning process because it can lead to the goal which is able to not only stimulate the students to take part in the learning process which can result to the reinforcement to learning outcomes but also transmit the lesson well so that students can understand the lesson. Arsyad (2014: 74-76) stated that a teacher has to be skilled and creative to use learning media based on the teacher's and the students' needs, so that it can attract students' participation in learning process.

Based on the explanation above, it can be concluded that Media Tool is a platform to transmit learning. Its purpose is to convey the lesson to students through physical means so that it eases students to understand the learning. This is important,

because it will motivate students and be able to evaluate the lessons that are taught by teacher. Eventually students will be easy to remember lesson. It will also lead on how student can be motivated in learning.

## **1. Types of Instructional Media**

### **A. E-learning.**

Dempsey and Van Eck (2007) point out that online learning communities allow for a multitude discussion and socialization that adhere to a constructivist learning principle, in which people effectively learn information when experiencing and defining knowledge through social context. With that being said, various information to improve the life of people can be explored with the existence of Internet. However, the nature of the internet technology leads confusion among the education and training community. Some view the internet as a technology to deliver information. Others consider the internet as technology and a delivery tool that needs to be paid attention after the educational methodology has been satisfied. Nonetheless, internet that is used by people to explore information encourages some scientists to create innovation. One of this innovation is *e-Learning*. Basic concepts of E-learning according to Sangra et al (2012) defines e-learning as a natural evolution of distance learning which utilizes newest tool in technological context for arrangement in education. With that being said, e-learning can be used as a tool to gain information and communication

through online learning or online teaching. Thus, E-learning, short for Electronic Learning, is an innovation in education that possess a very large influence in changing the learning process in which the learning process can not only be done through face-to-face lecture activities, but can also be done through media that eventually delivers learning material in various dynamic formats and forms.

According to Mason and Rennei (2010), e-learning is an effective learning process created by combining digitally delivered content with learning support services and facilities. Learning through e-learning uses media or electronic device services carried out by combining digital material delivery. E-learning can also be interpreted as distance learning that utilizes computer technology, computer networks or the internet. With e-learning allows students to learn through computers while in their respective places without having to have direct meetings or face-to-face physically in class. There are many terms that also describe e-learning learning processes such as online learning (virtual learning), virtual classroom, and web-based learning (web-based learning). While E-learning benefits for the world general education. It gives flexibility place and time, independent learning, flexibility speed learning, standardization teaching, the effectiveness of teaching, and speed learning distribution.

#### **a. Examples of E-learning**

##### **1). YouTube**



YouTube is a database platform on the internet that can be used by users to upload, share and watch videos. In education, YouTube can be used as an e-learning platform that allows teachers and students to publish videos that demonstrate an understanding of a topic creating a social and digital community that specializes in a skill. Watching an educational video on YouTube allows the flexibility to learn things procedurally, which will increase students' understanding of the knowledge and skills that are being learned. Snyder & Burke (2008) found that students who watch learning videos on YouTube will improve their understanding of the subject matter. It is influenced by its unique features like animation or attractive visual which motivate them to consistently watch the videos. Thus, YouTube as e-Learning platform can be effective to accommodate students' interest in learning.

## **2). Google Classroom**

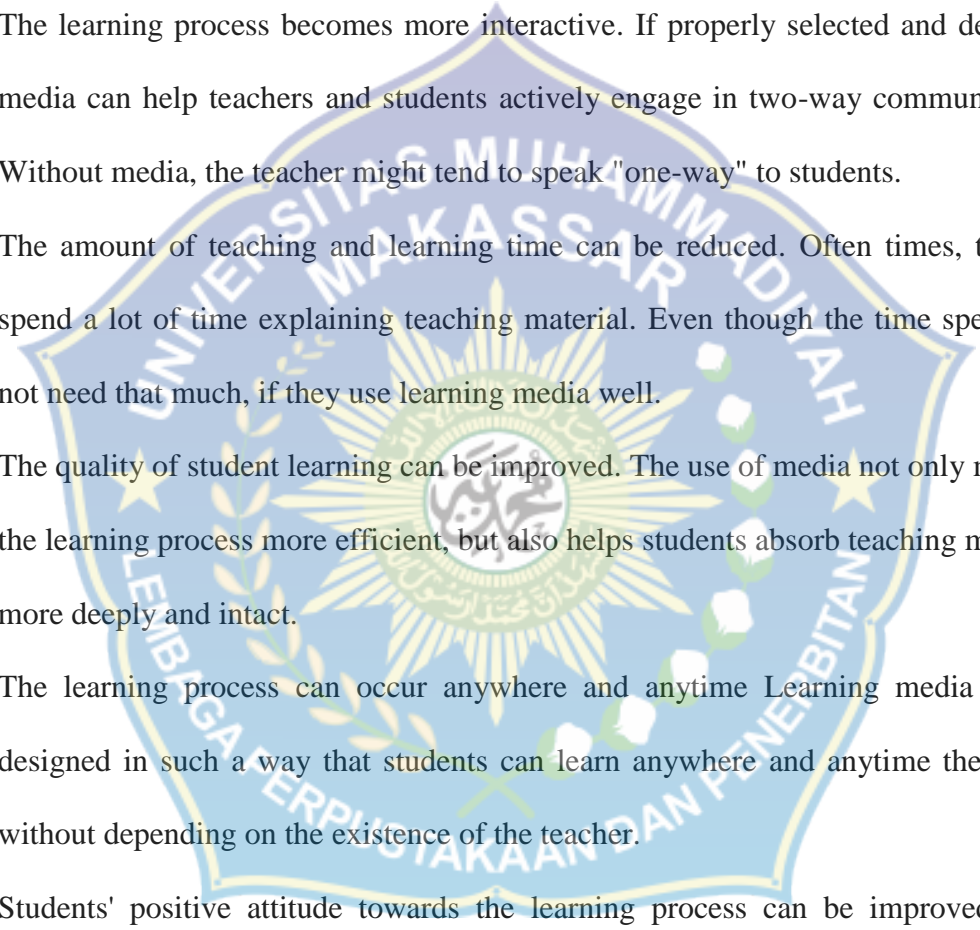
Google Classroom is a network-based platform that integrates a G-Suite for Education account with all G-Suite services like Google Docs, Gmail, and Calendar. Teachers can create a virtual classroom with Google Classroom as an online learning medium. With Google Classroom, teachers are able to share study materials, announcements, quizzes or questions, tasks and task assessments and feedback for students online. The use of Google Classroom in learning enables teachers to be more effective in presenting content or online

learning materials for students, controlling online learning assignments to be more organized, and facilitating indirect communication with students. Cox (2009) stated that implementing classroom technology in school is needed because it can help students to prepare for the future and the digital era which we live in now has to know how to use it properly. This will be beneficial for the students when the rise of technology transforms conventional learning method to the modern one in the future. All content in the form of text, images, audio or video presented by teachers in the Google Classroom virtual classroom is under the control and organization of teachers and virtual class administrators, so that only valid learning materials will be learned by students.

Based on the explanation above, e-learning media has evolved in order to ease students' learning participation and improve their learning interest. Through Quipper-School as one of e-learning media applied in some Institutions or School students can be more prepared to learn easily. Therefore, the researcher will see its effectiveness and influence in use by the students.

## **2. The Benefits of Media Tool**

In general, the benefit of media in learning is to facilitate teacher and student interactions, with the intention of helping students learn optimally. However, specifically the benefits of learning media are put forward by Kemp and Dayton (quoted by Arsyad, 2011), namely:

- 
- a. The learning process becomes more interesting. The media can convey information that can be heard (audio) and can be seen (visually), so that it can describe the principles, concepts, processes or procedures that are abstract and incomplete to become clearer and more complete.
- b. The learning process becomes more interactive. If properly selected and designed, media can help teachers and students actively engage in two-way communication. Without media, the teacher might tend to speak "one-way" to students.
- c. The amount of teaching and learning time can be reduced. Often times, teachers spend a lot of time explaining teaching material. Even though the time spent does not need that much, if they use learning media well.
- d. The quality of student learning can be improved. The use of media not only makes the learning process more efficient, but also helps students absorb teaching material more deeply and intact.
- e. The learning process can occur anywhere and anytime Learning media can be designed in such a way that students can learn anywhere and anytime they want, without depending on the existence of the teacher.
- f. Students' positive attitude towards the learning process can be improved. With media, the learning process becomes more interesting. And this can increase students' love and appreciation of knowledge and the process of seeking knowledge.

g. The role of the teacher can change in a more positive and productive direction with media, teachers do not need to repeat explanations and reduce verbal explanations, so that teachers can pay more attention to aspects of giving motivation, attention, guidance and so on.

In addition, Nana Sudjana and Ahmad Rivai (2005:2) also suggested the benefits of learning media in student learning processes, as follows:

- a. Learning activity will attract students' attention, so that it can foster motivation to learn.
- b. Learning material will give more clear understanding to students, so that it enables students to master the learning material and achieve learning goals.
- c. The method of teaching will be more varied, not merely verbal communication through telling words by the teacher, so that students do not get bored and the teacher does not run out of energy.
- d. Students can do more learning activities because they do not only listen to the teachers' explanation, but also other activities such as observing, demonstrating and exhibiting.

Based on the explanation above, it can be concluded that the existence of practical benefits with the use of media tool in learning process can increase learning process outcomes, motivate students to evaluate all the lessons that are taught so that they can increase their learning ability, and give particular experience to them in

learning process. Eventually, Learning Process will run effectively and efficiently.

## **B. The Concept of Quipper School**

According to Masayuki Watanabe (2014), he stated that Quipper School (or can be shortened by Quipper) is an e-learning platform founded in London in December 2010 with the purpose of supporting students' activity at School as in gaining friendship and equipping students with some fun learning features. With online learning Quipper, students are able to learn independently Quipper is an e-learning platform that provides 2 main services:

1. Quipper School Learn ([learn.quipper.com](http://learn.quipper.com)) is a special portal where students can access and read course materials, answer questions, send a message to the teachers, and learn to see the performance of her classmates.
2. Quipper School Link ([link.quipper.com](http://link.quipper.com)) is special portal for teachers where they can set up tasks, see the development of the students, send a message to students, manage the classroom, and make online classes.

In addition, Asep Idin and B. M. Syahrul Z. Romadhoni stated that Quipper school is an online learning (e-learning) platform aimed at revolutionizing the education by empowering teachers or educators and students with digital technologies. 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.

On the other hand, Quipper School is a medium of instruction for helping teachers to achieve their objectives of teaching-learning (Havivah, 2015). It utilizes IT (Information Technology) facilities like a network of computers and the internet. In Quipper School, the teacher creates a virtual classroom for the processes of interactional teaching and learning. It expects to bring learning beyond classroom that takes place anywhere and anytime in a fun and easy way. It is inspired by the founders' dream of making this world connected better and smarter which is reflected by the platform's mission; distributors of wisdoms. Thus, Quipper School is created with 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.

Based on the explanation above, 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. In addition, teachers and students can have interaction one another which will be beneficial for students where they can have more understanding towards teacher's lecture. Thus, through Quipper School, it is expected that learning activities is more fun and easy, so students can absorb the

materials easily.



Picture 4.1 : Quipper School Page

### **1. The Features of Quipper School.**

With the existence of Quipper School Features, teachers can manage all the things related with learning activities like teachers can give assignments to students and students do them wherever they are. Meanwhile, students can explore more of their skill by re-evaluating their lesson from school and learning updated materials that favors with the current condition and eventually. Sukawatie (Vol.2; 2018) stated that there are various features of Quipper School that can affect students' learning.

- a. 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. Through

this learning feature, students are expected to sharpen their understanding towards the lesson.

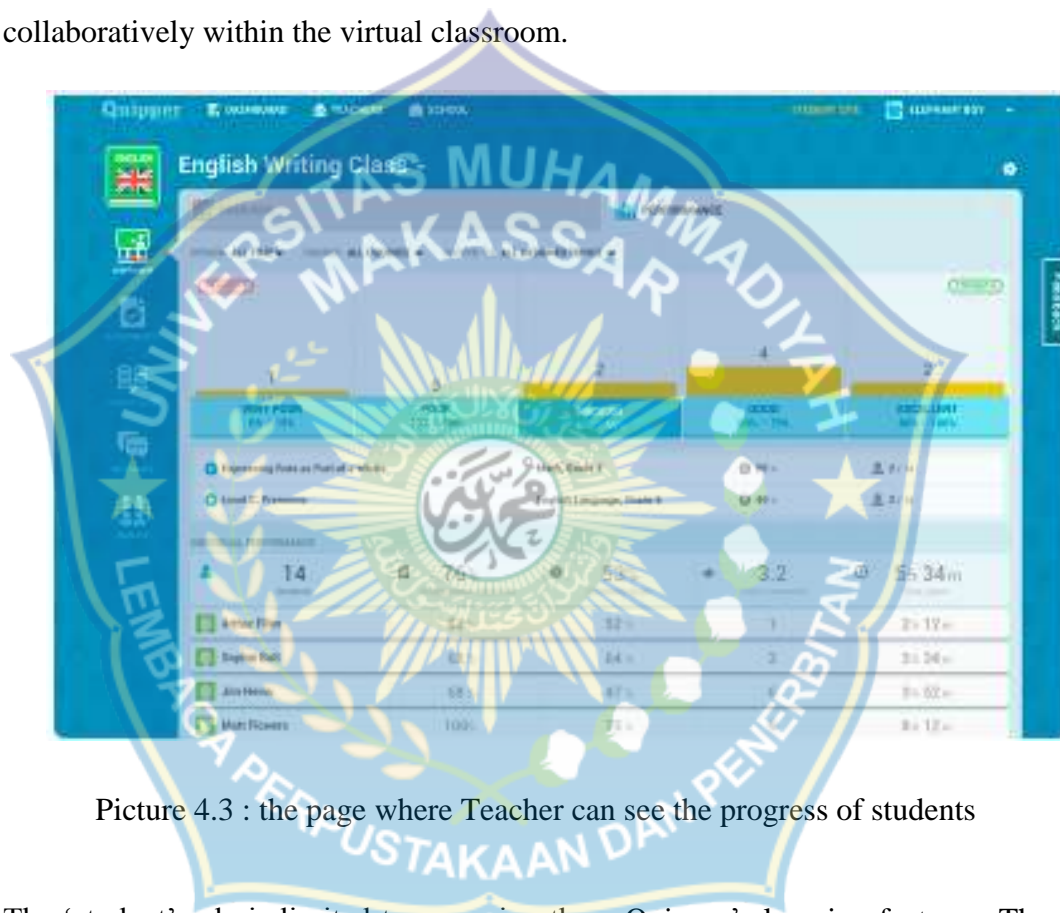


Picture 4.2 : The page of assignment given by Teacher

- b. The 'teacher role' enables teachers to 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.



Picture 4.3 : the page where Teacher can see the progress of students

- c. The ‘student’ role is limited to accessing three Quipper’s learning features. 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 that student users can only access the learning materials according to the classroom (course) already provided by their teachers.



Picture 4.4 : the page of students' account

Based on the explanation above, it can be concluded that the existence of Quipper features will make students easy to learn English. Benefits of Quipper school can support students' learning skill and facilitate them with comfortable

learning way. Moreover, Quipper School can be accessed with whatever the internet tool is such as Smartphone, i-Pad or Computer, whenever students want and wherever students are. Utilizing Quipper School as new learning platform is critically important, because it will sustain students' motivation in learning. By having this motivation, students gradually will not be bored to improve their English skill, explore their skill and eventually be easy to do their assignment or examination from their teacher.

## **2. The Benefits of Quipper School.**

To achieve learning goal is needed by teacher. This will contribute to improvement of students' achievement particularly in English. Eventually they can be equipped with skill that is important in current situation. According to Mulyono, he stated that there consist of three benefits of Quipper School.

- a. Quipper features enhance second language input exposure. According to Chappelle (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 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.

- b. Quipper features promote classroom interactions. The use of Computer-assisted language learning applications in English Foreign Language Classrooms should also provide an opportunity for teachers and learners to interact, either within synchronous (real-time) or asynchronous (not-real time) modes (Chapelle, 2003). 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.
- c. Quipper facilitates students' linguistic production. According to Chapelle (2003), the incorporation of technology in the EFL classroom should promote learning tasks that afford a wide variety of opportunities for learners to produce the target language. Chapelle (2003) suggests that learners' language production within

Computer-assisted language-learning 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 addition, Rizki (2015) conducted research which utilized Quipper School in learning process. He stated that there consisted of the advantages of Quipper School which are as follows:

1. It provides complete learning materials equipped with their interesting and understandable exercises.
2. It provides all subjects for the grades of X, XI, XII which is still in line with Indonesia Curriculum.
3. It eases teachers to see the students' skill because Quipper School has data account of students' learning progress.
4. Students can re-evaluate their lesson whenever they want and wherever they are.
5. Teacher and students can discuss a lesson through Internet since Quipper School has message feature which allows them to do so.
6. It transforms learning activity from being passive to active.

Based on the explanation above, it can be concluded that various benefits of Quipper school can support students' learning skill and facilitate them with comfortable learning way. Comfortable learning environment is needed to engage

students' in learning because it will sustain students' motivation. By having this motivation, students gradually will improve their English skill and explore their skill. Eventually, students will be able to adapt with English that has many skills to be mastered and be easy to do their assignment or examination from their teacher. Teachers also benefits from having Quipper School because they are not difficult to manage their class anymore.

### **C. The Concept of Learning Interest**

Every individual has tendency to deal with something in their environment. If It gives something good to them, it will make them interest to it. As Sadirman (2003) stated that interest is a condition that occurs when someone sees characteristics of situation that is correlated with his own need or desire. Thus, students' interest and excitement about what they are learning is one of the most important factors in education.

Besides, Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 2006). Interest is critically important in its own right. Indeed, one of the primary goals of college education is to help students discover their true interests and chart a life course based on interests developed and nurtured in college. Thus, interest may be viewed as essential with respect to adjustment and happiness in life

Interest motivates people to choose the best and the most interesting activity in their life. Because each activity has own characteristics, people always select activities and thing that are interesting. As Lester D. Crow and Alice Crow (2002) stated that an interest is a motivating force that impels an individual toward participation in one activity rather than another. It indicates that interest provide a strong motivation to learn.

According to Hidi and Renninger (2006), three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about a topic, they become more skilled and knowledgeable. An increase in knowledge can bring about positive affect as individuals feel more competent and skilled through task engagement. In addition, as they spend more time with the activity, they may find personal meaning and relevance in the activity, such as when a high school student discovers that an understanding of biology can help her pursue her dream of becoming doctor. An individual's goals can also contribute to the development of interest by leading him/her to become more engaged in his/her learning, develop competence, and to further explore the topic.

Based on the explanation above, it can be concluded that interest is critically important in its own right. Indeed, one of the primary goals of college education is to help students discover their true interests and chart a life course based on interests developed and nurtured in college or school. Thus, interest may be viewed as essential

with respect to adjustment and happiness in life. For instance, motivational process is important only because it influences performance. In this research, the students will be analyzed their interest to the use of Quipper School towards their English.

### **1. Factors that affect learning interest.**

According to Deci and Ryan (2004), extrinsic motivation is a drive to behave in certain ways that comes from external sources and results in external rewards. Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, intrinsic motivation comes from within. These are internal drives that motivate us to behave in certain ways, including our core values, our interests, and our personal sense of morality. Meanwhile, Autonomous motivation includes motivation that comes from internal sources, but it also includes motivation from extrinsic sources if the individual has identified with an activity's value and feel it aligns with their sense of self. Controlled motivation is comprised of external regulation—a type of motivation in which the individual's behavior is directed by external rewards and punishment—and introjected regulation, or motivation that comes from only partially internalized activities and values and motives such as avoiding shame, seeking approval, and protecting the ego. When an individual is driven by autonomous motivation, he or she feels self-directed and autonomous; when the individual is driven by controlled



motivation, he or she feels pressure to behave in a certain way and experience little to no autonomy (Ryan & Deci, 2004).

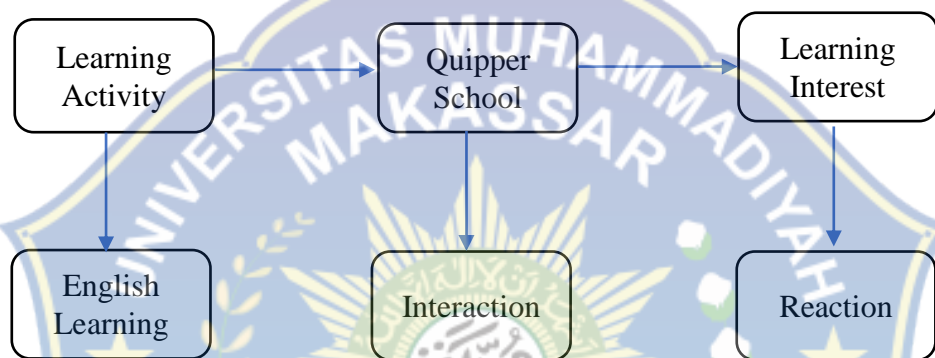
In addition, Berlyne (2003) stated that situational interest is presumed to lead the concepts of curiosity and exploration. This will manifest to an increased willingness to engage in exploratory behavior. Eventually, it can encourage a person to interact with their environment to acquire new information and may develop into sustenance of learning interest.

Based on the explanation above, it can be concluded that learning factors really influence the students' understanding in lesson. Thus, teachers are expected to know learning interest of students because it can ease them to achieve the determined goal. Otherwise, students will not learn maximally and they just keep their books at home since they are not interested to. While developing the learning interest of students can help them to see the connection between what they learn and who they are. Students is necessary to be aware of the importance of their learning experience because it can affect their life progress in future. In addition, having an interest towards the lesson will easily make students to concentrate. Therefore, there must be motivating factors to push the students interest in learning. these factors can become a drive to behave in certain ways and make students feel not pressured in learning. The researcher will find out the efficacy of Quipper school as one of the factors that can

contribute in learning activity. This will be beneficial for some teachers to consider it as one of the new alternatives.

#### **D. Conceptual Framework**

The conceptual framework of this study is described as follows:



*Figure 2.1 Conceptual Framework*

The conceptual framework above describes the research conducted by the researcher. When the Teacher starts English learning with the use of Quipper School during learning activity, the researcher will identify the reaction of the students by identifying their interests in learning English through the use of Quipper School. This reaction which triggers to make their learning interest appear will determine whether or not Quipper School is effective to engage students in learning activity and whether the learning activity will be passive or active. Eventually, this

can prove how Quipper School can influence learning interest of students when it is used by English teacher in teaching English.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Creswell (2003:18) states that quantitative research constitutes to employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that results to statistical data. Afterwards, the result of the data will be described in order to give easy comprehension. Thus, this research used a descriptive quantitative method where the researcher collected quantifiable information to be used for statistical analysis of the population sample from The Students' Learning Interest of Quipper School Used by The Teacher in Teaching English in Lab SMP School Unismuh Makassar.

#### B. Research Variable and Indicator

According to Kerlinger (2002: 60), variable is a construct or property that will be studied. It aims to get information from it and be concluded. Based on the explanation above, it can be concluded that variable of a study is an activity that encompasses to property or construct which will be studied or learned by the researcher in order to draw conclusions. It is important because it will become foundation for the researcher to prepare the method for collecting the data and examine the hypothesis. The variable in this research was the students' interest

towards the use of Quipper School, while the indicator of this study was to find out the interest of students in learning English with the use of Quipper school.

### **C. Population and Sample**

According to Sugiono (2010:117), population is a geographic generalization consisting of object or subject that has quality and certain character which is set by the researcher to learn then make the conclusion. Therefore, the subjects of the research were eighth-grade students of School Lab SMP Unismuh Makassar on academic year 2018/2019. The number population was 75 students from three classes. Thus, the researcher took 50% subject of each class which resulted to a total number of population 45 students as a sample and the researcher used random sampling technique to determine the subjects.

### **D. Researcher Instrument**

In gathering the data, the researcher used the Questionnaire. A questionnaire is simply tool for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers. This study used questionnaire as data instrument to get the purpose of this study. The questions of the questionnaire focused on the students' learning interest towards Quipper School. It was close-ended questions which consisted of 20 questions.

The answers for every item of questionnaire used Likert scale that had gradation from Strongly Agree, Agree, Disagree, And Strongly Disagree (Sugiyono, 2016) In this study the instrument, respondents were asked to choose their statements to signify one of the numbers from 1 to 5 that were:

1. Strongly Agree, respondents get score (5)
2. Agree, respondents get score (4)
3. Undecided, respondents get score (3)
4. Disagree, respondents get score (2)
5. Strongly disagree, respondents get score (1)

#### **E. Procedure of Data Collection**

The data collection of this research was quantitative descriptive method. The researcher used data collection from questionnaire. The steps were as follows:

- a. The researcher asked the teacher whether teacher used Quipper School in class.
- b. The researcher prepared the questionnaire sheet for the students.
- c. The researcher went to the class and gave the explanation to the students about the purpose of the questionnaire.
- d. The researcher gave the questionnaire to the students related to the Quipper school.
- e. The students did the questionnaire for some minutes.
- f. The students gave the sheet of questionnaire back to the researcher.

## F. Technique Data Analysis

The steps of data analysis were as followed:

1. Scoring is giving score on respondents to obtain quantitative data in this research. The study used a modify Likert Scale, in a Likert Scale modification the answer was given by students. Here is the table below which consisted of different score and was used to give the score for each item in the questionnaire.



Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

**Table 3.1** (Sugiyono, 2012:137)

The data in this application aimed to determine students' learning interest of towards the use of Quipper School and the tool of data analysis used to determine the students' learning interest of Quipper School was Mean.

Mean is used to determine or calculate the average value using arithmetic calculations. The calculation of the mean is determined by enumerating the values of

each respondent's answer value SA = 5, A = 4, UN = 3 D = 2 SD = 1. If the majority of respondents strongly agree (SA), then the amount Mean will be close to 5 and vice versa. If the majority of respondents Strongly disagree (SD), then the magnitude of the mean will be close to 1 on the scale (1-5) based on the maximum value and the minimum value can be known how the perception of respondents.

Having determined the value for each item, the researcher then analyzed the item and used the formula below in order to find the value of Mean from each item. Thus, It can be formulated through:

$$\frac{F}{N \times \text{the highest score}} \times 100$$

Information

F : the number of answers

N : the number of students

## 2. Classification Score

Analyzing the data from the questionnaire used Likert Scale to see students' learning interest towards the use of Quipper School in teaching in class. Thus, the Likert Scale was used for classification score of the result of the data

Score	Classification
85 – 100	Strongly Interested



69 – 84	Interested
52 – 68	Moderate
36 – 50	Uninterested
20 – 35	Strongly Uninterested

**Table 3.2** (Sugiyono, 2008 : 185)

Having analyzed the classification score above, the researcher used formula to analyze all of the data which resulted in finding the category of classification score. It can be formulated through :

$$\frac{F}{N (\text{Number of Items} \times \text{the highest score})} \times 100$$

Information

F : the number of answers

N : the number of students

After the researcher finishes calculating the percentage distribution and finds the data. The researcher will make a description from the accumulation of all items based on the data. This description portrays the reaction of students when the learning activity involves Quipper School as the main learning tool. This will be effective because it can give easy comprehension to the readers, students, teacher

and future researcher when seeing the influence of Quipper School application being used.



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the result of the study is presented. The chapter is divided into two main sections. The first section presents the findings on each statement aspect to answer research questions about students' interest in learning English towards Quipper School used by the Teacher in teaching English in Lab SMP School Unismuh Makassar and lastly the discussions on findings from the questionnaire.

#### **A. Findings**

The data of students' learning interest of Quipper School used by the Teacher in teaching English in Lab SMP School Unismuh Makassar by questionnaire was distributed to 45 participants then analyzed by using Likert scale. Finding the result of the data can be formulated through the number of answers divided by the number of students that have been multiplied by number of items and the highest score. The result of this mean score were 82 and categorized **Interested**. Thus, it indicated that students were interested in learning English towards the use of Quipper School.

This is related to the previous finding by Saptani in 2017 stated that the participants commonly agree on and encourage the use of Quipper School in teaching since it provides a great amount of alternative material, promote interactions and increase students' motivation. Moreover, this is also supported by the research

conducted by Sari in 2016 who stated that Quipper School was suitable for the use in the learning process because it was categorized as "Strongly Interested" and had the potential to increase students' motivation and cognitive learning outcomes. Thus, Student learning motivation has increased from the category "Medium" to "Very Good".

Based on two findings above, it can be concluded that the first research which focused on students perception towards Quipper School had positive outcome in which the students were motivated to learn through Quipper School since it provided a great amount of material, while the second research which focused on the Development of Learning Management System with Quipper School had also positive outcome in which the learning cognitive of students developed. This is in line with the result of this research which focused on the students' interest in learning English towards the use of Quipper School and had also positive outcome where the students were Interested in Quipper School. Although the difference between the previous researches above and this research relies upon the method which apply the implementation of Quipper School and solely see the reaction of students when they learn through Quipper School. Eventually, the similarity of these researches show that students give positive response when the learning process implements Quipper School and thus, it can be concluded that Quipper School is an effective learning tool to be used in order to participate students in learning activity.

## B. Discussion

Statement number 1: *Students are so interested with English learning activity from Quipper School.*

From the data above, it showed that the mean score of statement number 1 was categorized **Interested** because the result of the data was 82. It indicated that the students were interested with English learning activity from Quipper School. It is supported by the research of the Cakrawati in 2017, in her research entitled *Students' Preception on The Use of Online Learning Platform in EFL Classroom* who stated that students show positive response towards the use of online learning platforms such as Edmodo or Quipper. The students participated in the study perceive online learning platforms as a user-friendly learning tool which encourage them to interact with their teachers and peers outside the classroom. Thus, it can be concluded that Quipper School is an effective learning platform for students who want to learn English because it can create learning activity that makes students' interest to be developed.

Statement number 2: *Students are so happy to do English task through Quipper School.*

From the data above, it showed that the mean score of statement number 2 was categorized **Interested** because the result of the data was 79. It indicated that the students were happy to do English task through Quipper School. Thus, it can be concluded that Quipper School can trigger students' participation to do English task

because it doesn't make them bored. If they enjoy doing English exercises through Quipper School, this eventually enables students to explore and improve more English skill through doing exercises.

Statement number 3 : *Students are still interested in learning English although they sit in back seat in class.*

From the data above, it showed that the mean score of statement number 3 was categorized **Interested** because the result of the data was 84. It indicated that the students were still interested in learning English although they sit in back seat. Thus, it can be concluded that Quipper School still trigger interest wherever they sit in class during learning activity. Eventually teacher doesn't have to be worried about students' boredom to learn if they sit in back seat.

Statement number 4 : *Students are interested in learning through Quipper School because they are able to know the progress of their English skill.*

From the data above, it showed that the mean score of statement number 4 was categorized **Strongly Interested** because the result of the data was 91. It indicated that the students were strongly interested in learning through Quipper School because they are able to know the progress of their English skill. Thus, it can be concluded that Quipper School can become a great learning tool to explore various knowledge which makes students develop more about their cognitive skill. This also can allow students to improve the part of English skill that they are still lack of so that

their English is more progressed. Eventually students will not be stressed out to learn all content of English lesson because now they can choose the specific content of English that they are still lack of and should be learnt.

Statement number 5: *Students will learn English routinely if teacher uses Quipper School in class*

From the data above, it showed that the mean score of statement number 5 was categorized **Interested** because the result of the data was 81. It indicated that the students were interested in learning English routinely if teacher uses Quipper School in class. Thus, it can be concluded that Quipper School can become a great learning tool for teacher to use routinely during learning activity because it can motivate them to improve their English skill. Eventually students can absorb English skill faster and teacher is easy to evaluate students' progress in English skill.

Statement number 6 : *Students are interested in doing Quizzes on Quipper School feature in order to increase their cognitive skill.*

From the data above, it showed that the mean score of statement number 6 was categorized **Strongly Interested** because the result of the data was 86. It indicated that the students were strongly interested in doing Quizzes on Quipper School feature in order to increase their cognitive skill. Thus, it can be concluded that Quipper School can become a great learning tool to explore various knowledge through doing

quizzes which makes students develop more about their cognitive skill. This eventually can become the reference for students to overcome English challenges.

Statement number 7: *Students often ask in learning activity if teacher uses Quipper School as a platform of learning*

From the data above, it showed that the mean score of statement number 7 was categorized **Interested** because the result of the data was 81. It indicated that the students were interested to often ask in learning activity if teacher uses Quipper School as a platform of learning. Thus, it can be concluded that Quipper School can trigger students' thought and participate actively during learning activity when teacher uses Quipper School in class. This participation contributes to the development of students' English skill.

Statement number 8 : *Students are interested in learning English because Quipper School can be accessed anytime.*

From the data above, it showed that the mean score of statement number 8 was categorized **Strongly Interested** because the result of the data was 86. It indicated that the students were strongly interested in learning English on Quipper School because it can be accessed anytime. Thus, it can be concluded that students are strongly interested in Quipper School because they can learn anytime and wherever they want. This eventually can allow students to utilize their free time to access it and enhance their English skill.



Statement number 9 : *Students do English exercises fast and thoroughly if using Quipper School*

From the data above, it showed that the mean score of statement number 9 was categorized **Interested** because the result of the data was 80. It indicated that the students were interested to do English exercise fast and thoroughly if using Quipper School. Thus, it can be concluded that Quipper School can motivate students to do English exercises fast and thoroughly. This will make it easier for the teacher to evaluate students' English skill fast.

Statement number 10 : *Students are able to overcome English difficulty if using Quipper School.*

From the data above, it showed that the mean score of statement number 10 was categorized **Interested** because the result of the data was 76. It indicated that the students were able to overcome English difficulty if using Quipper School. Thus, it can be concluded that Quipper School can become a platform for students to break students' difficulty on English lesson. This eventually makes the students perceive that English is not that difficult to learn. As a result, students will be able to practice their English skill to communicate.

Statement number 11 : *Students are interested in learning through Quipper School because they can grab some points of award to be exchanged with cool stickers if they can do many English task correctly.*

From the data above, it showed that the mean score of statement number 11 was categorized **Interested** because the result of the data was 81. It indicated that the students were interested in learning English through Quipper School because they can grab some points of award to be exchanged with cool stickers if they can do many English task correctly. Thus, it can be concluded that students are incentivized to improve their English skill if they face challenges and given awards when they succeed to solve those challenges.. This eventually makes the students not to be bored with improving their English skill. In addition, challenges and awards are needed in order to trigger students' interest to learn, so that teacher can see their progress.

Statement number 12 : *Students are still interested in learning English although teacher doesn't use Quipper in class.*

From the data above, it showed that the mean score of statement number 12 was categorized **Interested** because the result of the data was 80. It indicated that the students were still interested in learning English through Quipper School although teacher doesn't use Quipper School during learning activity. Thus, it can be concluded that students don't depend on Quipper School in learning activity. This eventually enables teacher to have another learning tool in order to still run learning process if Quipper School is not available due to technical error like the network of internet being disturbed.

Statement number 13 : *Students will be moved to the front seat if teacher teaches English through Quipper School*

From the data above, it showed that the mean score of statement number 13 was categorized **Interested** because the result of the data was 79. It indicated that the students were still interested in learning English through Quipper School although teacher doesn't use Quipper School during learning activity. Thus, it can be concluded that students don't depend on Quipper School during learning activity. This eventually enables teacher to have another learning tool in order to still run learning process if Quipper School is not available due to technical problem.

Statement number 14 : *Students like to open Quipper School app at home to review their English material*

From the data above, it showed that the mean score of statement number 14 was categorized **Interested** because the result of the data was 84. It indicated that the students were interested to open Quipper School app at home to review their English material. Thus, it can be concluded that Quipper School can become a great learning tool for students to review their material. This eventually enables them to keep active in learning English and evaluate their English skill in which it finally ensures that they can master their English lesson given by teacher. If they already master English skill, they will be more confident to practice their English.

Statement number 15 : *Students are so interested in doing task in Quipper School because it can remind them of the deadline of their task.*

From the data above, it showed that the mean score of statement number 15 was categorized **Strongly Interested** because the result of the data was 85. It indicated that the students were strongly interested in doing task in Quipper School because it can remind them of the deadline of their task. Thus, it can be concluded that Quipper School can become a great learning tool for students to always remember the final submission of their task. This eventually enables them to keep active in learning English and improve their English skill because their English is always evaluated by teacher due to the support of Quipper School.

Statement number 16 : *Students are still interested in learning in Quipper School because they are able to know their lack part of English lesson in detail*

From the data above, it showed that the mean score of statement number 16 was categorized **Strongly Interested** because the result of the data was 85. It indicated that the students were strongly interested to in doing because they are able to know their lack part of English lesson in detail. Thus, it can be concluded that Quipper School can become a great learning tool for students to know what should be improved more for their English skill. This eventually enables them to master English fast because they can always evaluate their English skill in detail.

Statement number 17 : *Students often come on time in class if teacher uses Quipper School as a platform of learning.*

From the data above, it showed that the mean score of statement number 17 was categorized **Moderate** because the result of the data was 68. It indicated that the students were somewhat interested or not to come on time in class if teacher uses Quipper School as a platform of learning. Thus, it can be concluded that Quipper School doesn't fully attract students' attention to come on time at school when teacher wants to teach. This eventually shows that Quipper school is not attractive enough to motivate Students' participation to come on time at school since being on time in the class will ensure that they don't miss any material given by the teacher.

Statement number 18 : *Students are interested in Quipper School material because it is updated and interesting.*

From the data above, it showed that the mean score of statement number 18 was categorized **Strongly Interested** because the result of the data was 86. It indicated that the students were strongly interested in Quipper School material because it is updated and interesting. Thus, it can be concluded that Quipper School can become a great learning tool for students to attract students' attention and keep updated with the latest English material. This eventually enables them to explore more of English lesson which as a result can broaden their knowledge about English and increase their skill.

Statement number 19 : *Students are enthusiast to learn English if teacher uses Quipper School every time.*

From the data above, it showed that the mean score of statement number 19 was categorized **Interested** because the result of the data was 78. It indicated that the students were interested to learn English enthusiastically if teacher uses Quipper School every time. Thus, it can be concluded that Quipper School can become a great learning tool boost up students' enthusiasm in learning English. Enthusiasm is needed for students to boost up their interest to learn because it eventually enables them to consistently learn English and teacher is easier to give new more English material in order to improve their skill.

Statement number 20 : *Out of school learning time, students are interested in learning independently or with a group through the use of Quipper School.*

From the data above, it showed that the mean score of statement number 20 was categorized **Interested** because the result of the data was 82. It indicated that the students were interested in learning independently or with a group through the use of Quipper School. Thus, it can be concluded that Quipper School can become a great learning tool for students to have their free time used for learning English either independently or with a group. This eventually enables them to have the flexibility to evaluate their English skill which as a result they don't easily forget their material given by teacher.

## CHAPTER V

### CONCLUSION AND SUGESSTION

This chapter consist of two sections, the first section deals with the conclusion of findings of the research and the other one deals with suggestion.

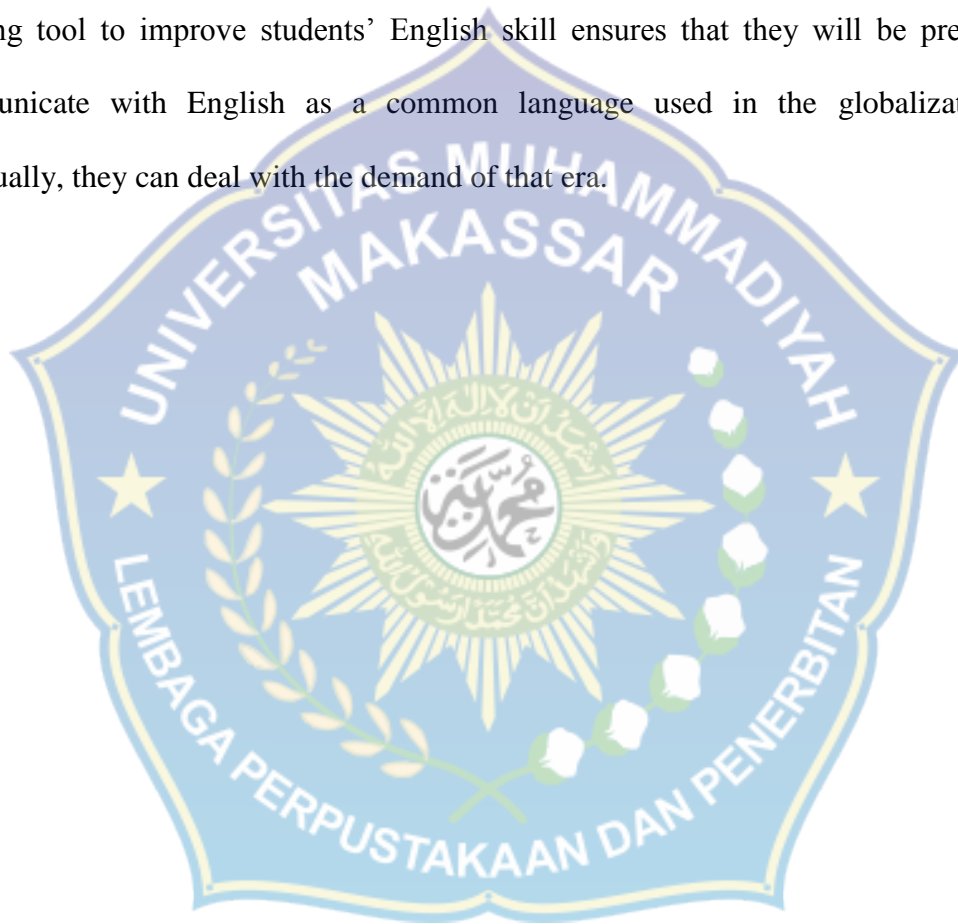
#### **A. Conclusion**

Based on the result of the research, the researcher concluded that the most students had the same opinion or showed the same interest toward Quipper School as a medium of learning tool that could increase the students' standard of English by way of motivating them to learn English, improving their various English skill, and helping them understand more of English latest version in textbook or in article. It could be seen from the classification score in which the number of answers divided by the number of students that have been multiplied by number of items and the highest score was 82 categorized Interested. This survey also proved that Quipper School was effective as a medium of learning tool because from the perspective of students it triggered their interest to learn English more and to communicate with it.

#### **B. Suggestion**

Based on the result of the data analysis and conclusion, the researcher suggested as follows:

Teacher should employ give more the understanding towards the use of Quipper School to students and always see the progress of students' skill through Quipper School. Eventually, it can make students to be comfortable with learning English, and motivate them to study in order to enhance their English skill. Having utilized Quipper School as a learning tool to improve students' English skill ensures that they will be prepared to communicate with English as a common language used in the globalization era. Eventually, they can deal with the demand of that era.





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No	Items																					
	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	X
1.	A	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	4	3	4	4	3	4.1
2.	B	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4.0
3.	C	4	4	4	4	4	4	4	4	4	2	4	5	4	5	4	5	2	4	4	4	4.2
4.	D	5	5	5	5	5	5	5	5	4	4	5	4	3	5	5	5	3	5	5	4	4.6
5.	E	4	4	4	5	3	5	5	5	2	5	5	4	4	3	4	4	3	5	4	4	4.1
6.	F	5	4	4	5	4	4	4	4	4	2	4	4	4	5	4	5	4	5	2	4	4.3
7.	G	4	4	4	4	3	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4.1
8.	H	4	5	4	5	2	4	1	2	4	1	2	5	4	2	5	4	1	4	2	5	4.3
9.	I	5	5	5	4	4	4	4	4	5	4	5	5	4	4	4	5	4	4	4	4	4.0
10.	J	5	5	5	4	4	4	5	5	5	4	4	4	5	5	5	4	5	5	4	5	3.8
11.	K	5	5	5	5	4	5	4	4	3	4	4	4	5	5	5	4	5	5	3	4	4.1
12.	L	5	4	5	5	4	5	4	5	4	4	1	2	4	5	4	4	4	5	5	4	4.0
13.	M	4	2	4	5	4	5	5	2	4	2	5	2	4	4	5	5	5	4	5	4	4.0
14.	N	5	4	5	4	5	4	4	4	4	2	4	1	2	4	4	4	4	4	4	4	4.2
15.	O	4	4	4	4	4	4	4	4	2	2	4	4	4	2	4	2	2	4	4	4	4.3
16.	P	5	4	3	5	5	4	4	5	5	4	5	5	5	5	4	4	4	5	5	5	4.3
17.	Q	4	3	4	5	2	5	4	5	4	4	2	4	4	4	4	4	2	4	4	4	3.4
18.	R	4	2	4	4	2	4	4	5	4	4	4	4	4	5	5	5	4	4	4	5	4.3

19.	S	5	5	5	5	5	5	4	5	3	3	5	2	2	5	2	5	4	5	5	5	3.9
20.	T	5	5	5	5	4	5	5	5	5	5	5	4	4	5	4	5	4	5	5	5	4.1
21.	U	4	4	4	4	4	4	4	5	4	4	5	5	2	4	4	4	2	4	4	4	
22.	V	5	5	5	5	4	4	4	5	4	4	5	4	4	5	4	4	4	5	4	4	
23.	W	4	4	5	4	4	4	5	4	5	4	4	4	5	4	4	4	5	4	4	4	
24.	X	3	3	4	5	4	5	4	5	5	4	5	2	5	2	5	4	5	4	5	4	
25.	Y	4	5	4	4	4	4	4	4	5	4	3	4	4	4	4	4	4	4	4	4	
26.	Z	5	4	4	5	4	5	5	5	4	4	4	5	4	3	4	4	3	4	4	4	
27.	AA	4	4	3	5	4	4	3	4	3	4	4	5	4	5	4	4	3	4	3	5	
28.	AB	4	3	3	5	4	5	4	5	3	2	5	4	5	4	4	4	3	4	3	4	
29.	AC	4	5	4	5	4	3	5	4	5	3	5	4	5	4	4	5	4	5	4	3	
30.	AD	3	3	4	5	4	5	3	5	4	5	3	5	4	5	4	5	3	5	3	5	
31.	AE	3	4	5	4	5	4	5	4	5	3	5	4	5	4	5	4	3	4	5	3	
32.	AF	4	3	4	5	5	4	3	5	4	5	4	5	3	5	4	5	4	5	4	5	
33.	AG	3	4	4	5	5	4	5	4	5	4	3	5	4	5	4	5	3	3	4	4	
34.	AH	4	3	4	4	5	4	5	3	4	5	4	5	3	5	4	4	3	3	3	3	
35.	AI	3	4	4	4	4	5	4	3	4	5	5	4	5	4	5	4	2	5	2	3	
36.	AJ	5	5	4	5	4	5	4	5	5	4	3	5	4	5	5	4	4	5	4	5	
37.	AK	5	4	4	5	4	5	4	3	5	4	5	3	4	5	4	5	3	5	3	5	
38.	AL	5	4	5	4	5	4	3	4	5	4	5	4	3	4	5	4	3	4	5	4	
39.	AM	3	3	4	5	4	5	3	4	4	5	4	2	5	4	4	4	3	4	3	4	

40.	AN	4	3	4	5	5	4	5	4	3	5	4	5	4	4	5	4	2	4	3	4	
41.	AO	3	4	4	5	4	5	4	5	3	4	3	4	5	4	4	5	3	5	4	3	
42.	AP	4	4	4	4	5	3	4	5	4	5	3	5	4	4	5	4	4	5	5	4	
43.	AQ	3	3	3	5	4	3	3	5	4	4	5	4	3	3	4	4	3	3	3	4	
44.	AR	4	4	5	4	4	5	4	5	3	4	5	4	5	4	5	3	3	4	4	5	
45.	AS	3	3	4	4	5	4	5	4	5	5	4	4	4	5	4	5	4	3	5	4	
		186	178	189	206	184	195	184	194	182	172	184	180	178	189	193	192	153	194	176	186	78.1

**Table 3.3** (the result of the data)

- To find the classification of score in order to determine the result of students' interest in learning English in general can be formulated through :

$$\frac{F}{N (\text{Number of Items} \times \text{the highest score})} \times 100$$

$$\frac{3695}{45 (20 \times 5)} \times 100$$

$$\frac{3695}{4500} \times 100$$

$$= 82 \text{ (Interested)}$$

- To find the mean score for each statement in order to determine the result of students' interest in learning English can be formulated through :

$$\frac{F}{N \times \text{the highest score}} \times 100$$

$$N \times \text{the highest score}$$

- Statement 1

$$\frac{186}{45} \times 100 = 82 \text{ (Interested)}$$

$$45 \times 5$$

b. Statement 2

$$\frac{178}{45 \times 5} \times 100 = 79 \text{ (Interested)}$$

c. Statement 3

$$\frac{189}{45 \times 5} \times 100 = 84 \text{ (Interested)}$$

d. Statement 4

$$\frac{206}{45 \times 5} \times 100 = 91 \text{ (Strongly Interested)}$$

e. Statement 5

$$\frac{184}{45 \times 5} \times 100 = 81 \text{ (Interested)}$$

f. Statement 6

$$\frac{195}{45 \times 5} \times 100 = 86 \text{ (Strongly Interested)}$$

g. Statement 7

$$\frac{184}{45 \times 5} \times 100 = 81 \text{ (Interested)}$$

h. Statement 8

$$\frac{194}{45 \times 5} \times 100 = 86 \text{ (Strongly Interested)}$$

i. Statement 9

$$\frac{182}{45 \times 5} \times 100 = 80 \text{ (Interested)}$$

j. Statement 10

$$\frac{172}{45 \times 5} \times 100 = 76 \text{ (Interested)}$$



$$45 \times 5$$

k. Statement 11

$$\frac{184}{45 \times 5} \times 100 = 81 \text{ (Interested)}$$

l. Statement 12

$$\frac{180}{45 \times 5} \times 100 = 80 \text{ (Interested)}$$

m. Statement 13

$$\frac{178}{45 \times 5} \times 100 = 79 \text{ (Interested)}$$

n. Statement 14

$$\frac{189}{45 \times 5} \times 100 = 84 \text{ (Interested)}$$

o. Statement 15

$$\frac{193}{45 \times 5} \times 100 = 85 \text{ (Strongly Interested)}$$

p. Statement 16

$$\frac{192}{45 \times 5} \times 100 = 85 \text{ (Strongly Interested)}$$

r. Statement 17

$$\frac{153}{45 \times 5} \times 100 = 68 \text{ (Moderate)}$$

r. Statement 18

$$\frac{194}{45 \times 5} \times 100 = 86 \text{ (Strongly Interested)}$$

s. Statement 19

$$\frac{176}{45 \times 5} \times 100 = 78 \text{ (Interested)}$$

45 x 5

s. Statement 20

$$\frac{186}{45 \times 5} \times 100 = 82 \text{ (Interested)}$$

### Research Questionnaire

Questionnaire about students' learning interest with the use of Quipper School

**Name :**

**Class :**

**Attendance Number :**

**Instruction**

1. Write your name, class, and attendance number in the upper left corner
2. Give checklist (√) on the choice that suits with your situation
3. Your answers will not affect your value
4. Thank you for your participation to fill this questionnaire.

**Note :**

S = Setuju

SS = Sangat setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

N O.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1	Saya sangat tertarik dengan aktivitas pembelajaran Bahasa Inggris melalui quipper school					
2	Saya sangat senang mengerjakan tugas Bahasa Inggris melalui quipper school					

3	Saya tetap tertarik mengikuti pembelajaran Bahasa Inggris jika Guru menggunakan quipper school meskipun saya duduk dibangku belakang						
4	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui sejauh mana tingkat kemampuan Bahasa Inggris saya						
5	Saya mengikuti pembelajaran Bahasa Inggris dengan rutin apabila guru memakai quipper school						
6	Saya senang mengerjakan kuis-kuis yang tersedia dalam fitur quipper school untuk menambah pengetahuan saya						
7	Saya senang bertanya kepada guru jika guru menggunakan media pembelajaran Quipper School						
8	Saya tertarik belajar Bahasa Inggris karena Quipper School dapat diakses setiap saat						
9	Saya mengerjakan soal Bahasa Inggris dengan cepat dan teliti apabila menggunakan quipper school						
10	Saya mampu mengatasi kesulitan pelajaran Bahasa Inggris apabila menggunakan quipper school						
11	Saya tertarik belajar melalui Quipper School karena saya akan mendapatkan Poin-poin untuk mendapatkan sticker menarik jika banyak mengerjakan Kuis Bahasa Inggris dengan Benar						
12	Saya tetap tertarik mengikuti kegiatan pembelajaran Bahasa Inggris meskipun guru tidak menggunakan Quipper School						
13	Saya akan pindah ke bangku depan apabila guru menjelaskan materi Bahasa Inggris menggunakan quipper school						
14	Saya suka membuka media Quipper School untuk mempelajari kembali materi Bahasa Inggris yang telah diajarkan oleh guru						
15	Saya tertarik mengerjakan tugas di Quipper School karena Quipper School dapat mengingatkan saya waktu akhir pengumpulan Tugas Bahasa Inggris						
16	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui secara detail bagian pembelajaran Bahasa Inggris saya yang masih kurang						

17	Saya selalu datang tepat waktu dikelas apabila guru menggunakan quipper school sebagai media pembelajaran						
18	Saya tertarik pada pembelajaran quipper school karena materi pembelajaran quipper school ter-update dan menarik						
19	Saya bersemangat belajar apabila guru setiap saat menggunakan quipper school dibandingkan media lain						
20	Diluar pembelajaran sekolah, saya tertarik untuk belajar kelompok atau sendiri menggunakan quipper school						

Source : Pengaruh Minat belajar, Cara belajar, dan Kreativitas Guru dalam Mengajar Terhadap hasil belajar IPS Terpadu Siswa Kelas VIII SMP Islam Terpadu Fitrah Insani Bandar Lampung Tahun Ajaran 2013/2014



Questionnaire about students' learning interest with the use of Quipper School

Name : Haura Rana Farras

Class : VII A<sup>1</sup>

Attendance Number :

Instruction

1. Write your name, class, and attendance number in the upper left corner
2. Give checklist (√) on the choice that suits with your situation
3. Your answers will not affect your value
4. Thank you for your participation to fill this questionnaire.

Note :

S = Setuju

SS = Sangat setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

NO.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1	Saya sangat tertarik dengan aktivitas pembelajaran Bahasa Inggris melalui quipper school		√			
2	Saya sangat senang mengerjakan tugas Bahasa Inggris melalui quipper school		√			

3	Saya tetap tertarik mengikuti pembelajaran Bahasa Inggris jika Guru menggunakan quipper school meskipun saya duduk dibangku belakang	✓				
4	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui sejauh mana tingkat kemampuan Bahasa Inggris saya	✓				
5	Saya mengikuti pembelajaran Bahasa Inggris dengan rutin apabila guru memakai quipper school		✓			
6	Saya senang mengerjakan kuis-kuis yang tersedia dalam fitur quipper school untuk menambah pengetahuan saya	✓				
7	Saya senang bertanya kepada guru jika guru menggunakan media pembelajaran Quipper School	✓				
8	Saya tertarik belajar Bahasa Inggris karena Quipper School dapat diakses setiap saat	✓				
9	Saya mengerjakan soal Bahasa Inggris dengan cepat dan teliti apabila menggunakan quipper school	✓				
10	Saya mampu mengatasi kesulitan pelajaran Bahasa Inggris apabila menggunakan quipper school	✓		★		
11	Saya tertarik belajar melalui Quipper School karena saya akan mendapatkan Poin-poin untuk mendapatkan sticker menarik jika banyak mengerjakan Kuis Bahasa Inggris dengan Benar	✓				
12	Saya tetap tertarik mengikuti kegiatan pembelajaran Bahasa Inggris meskipun guru tidak menggunakan Quipper School	✓				
13	Saya akan pindah ke bangku depan apabila guru menjelaskan materi Bahasa Inggris menggunakan quipper school			✓		
14	Saya suka membuka media Quipper School untuk mempelajari kembali materi Bahasa Inggris yang telah diajarkan oleh guru	✓				
15	Saya tertarik mengerjakan tugas di Quipper School karena Quipper School dapat mengingatkan saya waktu akhir pengumpulan Tugas Bahasa Inggris	✓				
16	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui secara detail bagian pembelajaran Bahasa Inggris saya yang masih kurang	✓				

17	Saya selalu datang tepat waktu dikelas apabila guru menggunakan quipper school sebagai media pembelajaran	✓			
18	Saya tertarik pada pembelajaran quipper school karena materi pembelajaran quipper school ter-update dan menarik	✓			
19	Saya bersemangat belajar apabila guru setiap saat menggunakan quipper school dibandingkan media lain	✓			
20	Diluar pembelajaran sekolah, saya tertarik untuk belajar kelompok atau sendiri menggunakan quipper school	✓			

Source : Pengaruh Minat belajar, Cara belajar, dan Kreativitas Guru dalam Mengajar Terhadap hasil belajar IPS Terpadu Siswa Kelas VIII SMP Islam Terpadu Fitrah Insant Bandar Lampung Tahun Ajaran 2013/2014



Questionnaire about students' learning interest with the use of Quipper School

Name : Ratu Balas,

Class : VIII A2

Attendance Number : 22

Instruction

1. Write your name, class, and attendance number in the upper left corner
2. Give checklist (√) on the choice that suits with your situation
3. Your answers will not affect your value
4. Thank you for your participation to fill this questionnaire.

Note :

S = Setuju

SS = Sangat setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

N.O.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1	Saya sangat tertarik dengan aktivitas pembelajaran Bahasa Inggris melalui quipper school		✓			
2	Saya sangat senang mengerjakan tugas Bahasa Inggris melalui quipper school		✓			



3	Saya tetap tertarik mengikuti pembelajaran Bahasa Inggris jika Guru menggunakan quipper school meskipun saya duduk dibangku belakang	✓				
4	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui sejauh mana tingkat kemampuan Bahasa Inggris saya	✓				
5	Saya mengikuti pembelajaran Bahasa Inggris dengan rutin apabila guru memakai quipper school		✓			
6	Saya senang mengerjakan kuis-kuis yang tersedia dalam fitur quipper school untuk menambah pengetahuan saya	✓				
7	Saya senang bertanya kepada guru jika guru menggunakan media pembelajaran Quipper School	✓				
8	Saya tertarik belajar Bahasa Inggris karena Quipper School dapat diakses setiap saat	✓				
9	Saya mengerjakan soal Bahasa Inggris dengan cepat dan teliti apabila menggunakan quipper school				✓	
10	Saya mampu mengatasi kesulitan pelajaran Bahasa Inggris apabila menggunakan quipper school	✓				
11	Saya tertarik belajar melalui Quipper School karena saya akan mendapatkan Poin-poin untuk mendapatkan sticker menarik jika banyak mengerjakan Kuis Bahasa Inggris dengan Benar	✓				
12	Saya tetap tertarik mengikuti kegiatan pembelajaran Bahasa Inggris meskipun guru tidak menggunakan Quipper School	✓				
13	Saya akan pindah ke bangku depan apabila guru menjelaskan materi Bahasa Inggris menggunakan quipper school	✓				
14	Saya suka membuka media Quipper School untuk mempelajari kembali materi Bahasa Inggris yang telah diajarkan oleh guru				✓	
15	Saya tertarik mengerjakan tugas di Quipper School karena Quipper School dapat mengingatkan saya waktu akhir pengumpulan Tugas Bahasa Inggris	✓				
16	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui secara detail bagian pembelajaran Bahasa Inggris saya yang masih kurang	✓				

17	Saya selalu datang tepat waktu dikelas apabila guru menggunakan quipper school sebagai media pembelajaran			✓		
18	Saya tertarik pada pembelajaran quipper school karena materi pembelajaran quipper school ter-update dan menarik	✓				
19	Saya bersemangat belajar apabila guru setiap saat menggunakan quipper school dibandingkan media lain		✓			
20	Diluar pembelajaran sekolah, saya tertarik untuk belajar kelompok atau sendiri menggunakan quipper school		✓			

Source - Pengaruh Minat belajar, Cara belajar, dan Kreativitas Guru dalam Mengajar Terhadap hasil belajar IPS Terpadu Siswa Kelas VIII SMP Islam Terpadu Fitrah Insani Bandar Lampung Tahun Ajaran 2013/2014



Questionnaire about students' learning interest with the use of Quipper School

Name : Naula Rizky CHAIDANI

Class : VIII A<sub>2</sub>

Attendance Number : 13

Instruction

1. Write your name, class, and attendance number in the upper left corner
2. Give checklist (✓) on the choice that suits with your situation
3. Your answers will not affect your value
4. Thank you for your participation to fill this questionnaire.

Note :

S = Setuju

SS = Sangat setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

N.O.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1	Saya sangat tertarik dengan aktivitas pembelajaran Bahasa Inggris melalui quipper school		✓			
2	Saya sangat senang mengerjakan tugas Bahasa Inggris melalui quipper school				✓	

3	Saya tetap tertarik mengikuti pembelajaran Bahasa Inggris jika Guru menggunakan quipper school meskipun saya duduk dibangku belakang	✓				
4	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui sejauh mana tingkat kemampuan Bahasa Inggris saya	✓				
5	Saya mengikuti pembelajaran Bahasa Inggris dengan rutin apabila guru memakai quipper school	✓				
6	Saya senang mengerjakan kuis-kuis yang tersedia dalam fitur quipper school untuk menambah pengetahuan saya	✓				
7	Saya senang bertanya kepada guru jika guru menggunakan media pembelajaran Quipper School	✓				
8	Saya tertarik belajar Bahasa Inggris karena Quipper School dapat diakses setiap saat					✓
9	Saya mengerjakan soal Bahasa Inggris dengan cepat dan teliti apabila menggunakan quipper school	✓				
10	Saya mampu mengatasi kesulitan pelajaran Bahasa Inggris apabila menggunakan quipper school					✓
11	Saya tertarik belajar melalui Quipper School karena saya akan mendapatkan Poin-poin untuk mendapatkan sticker menarik jika banyak mengerjakan Kuis Bahasa Inggris dengan Benar	✓				
12	Saya tetap tertarik mengikuti kegiatan pembelajaran Bahasa Inggris meskipun guru tidak menggunakan Quipper School					✓
13	Saya akan pindah ke bangku depan apabila guru menjelaskan materi Bahasa Inggris menggunakan quipper school	✓				
14	Saya suka membuka media Quipper School untuk mempelajari kembali materi Bahasa Inggris yang telah diajarkan oleh guru	✓				
15	Saya tertarik mengerjakan tugas di Quipper School karena Quipper School dapat mengingatkan saya waktu akhir pengumpulan Tugas Bahasa Inggris	✓				
16	Saya tertarik belajar melalui Quipper School karena saya dapat mengetahui secara detail bagian pembelajaran Bahasa Inggris saya yang masih kurang	✓				

17	Saya selalu datang tepat waktu dikelas apabila guru menggunakan quipper school sebagai media pembelajaran	✓				
18	Saya tertarik pada pembelajaran quipper school karena materi pembelajaran quipper school ter-update dan menarik		✓			
19	Saya bersemangat belajar apabila guru setiap saat menggunakan quipper school dibandingkan media lain	✓				
20	Diluar pembelajaran sekolah, saya tertarik untuk belajar kelompok atau sendiri menggunakan quipper school	✓				

Source : Pengaruh Minat belajar, Cara belajar, dan Kreativitas Guru dalam Mengajar Terhadap hasil belajar IPS Terpadu Siswa Kelas VIII SMP Islam Terpadu Fitrah Insani Bandar Lampung Tahun Ajaran 2013/2014



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 0108/FKIP/A.1-II/III/1440/2019  
Lampiran : 1 (Satu) Rangkap Proposal  
Hal : Pengantar LP3M

Kepada Yang Terhormat  
LP3M Unismuh Makassar  
Di-  
Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah  
Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang  
namanya di bawah ini :

Nama : WAHFIUDDIN JAMIL  
NIM : 10535597214  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : BTN Minasa Upa


Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian  
skripsi.

Dengan judul : **The Students' Learning Interest of Quipper School Used  
by the Teacher in Teaching English in Lab SMP School  
Unismuh Makassar**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar, 30 Maret 2019

Dekan  
  
Eny M. M. P. Ph.D.  
NBM 860 934



Nomor : 164/Izn-5/C.4-VIII/X/37/2019  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian

5 Sya'ban 1440 H  
05 April 2019

Kepada Yth,  
Bapak / Ibu Kepala Sekolah  
Lab School SMP Unismuh Makassar  
di -  
Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1280/FKIP/A.1-II/X/1440/2019 tanggal 11 April 2019 menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : Wahfiuddin Jamil  
No. Stambuk : 1053559714  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa  
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Students' Learning Interest of Quipper School Used by The Teacher in Lab School SMP Unismuh Makassar"

Yang akan dilaksanakan dari tanggal 14 April 2019 s/d 27 April 2019

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Assalamu'alaikum Warahmatullahi Wabarakatuh

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**  
NBM 101 7716



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
 FAKULTAS KEGURUAN DAN ILMU  
 PENDIDIKAN  
 PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Abdulidin No. 259 Makassar  
 Telp. : 0411-860037/860132 (Fax)  
 Email : fkip@unismuh.ac.id  
 Web : www.fkip.unismuh.ac.id



48 0255-18 50

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : **WAHFUDDIN JAMIL**  
 NIM : **10535597214**  
 Judul Penelitian : **"THE STUDENTS' LEARNING INTEREST QUIPPER SCHOOL USED BY THE TEACHER IN TEACHING ENGLISH IN LAB SCHOOL SMP UNISMUH MAKASSAR"**  
 Tanggal Ujian Proposal : **14/02/2019**  
 Tempat/Lokasi Penelitian : **Lab School SMP Unismuh Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	16/4/2019	observasi	Hj. Lurah Spd. M.Pd	
2	20/4/2019	Konsultasi dengan guru penerap	"	
3	23/4/2019	Membagikan lembar pengisian	"	
4	27/4/2019	konsultasi	"	
5				
6				
7				
8				
9				
10				

29 April 2019

Mengetahui,

Ketua Jurusan,

Umami Khaerati Syam, S.Pd., M.Pd  
 NBM. 977 807

Pimpinan Kepala sekolah,

Prof. DR. IRWAN AKIB, M.Pd.  
 NIP. 19630502 199203 1 002



Terakreditasi Inatitui





Lab. School Universitas Muhammadiyah Makassar  
**SMP UNISMUH MAKASSAR**  
Jl. Tala'salampang No. 40 D. Makassar | Telp. 0812.4350.2177  
NSS: 200-19600-127 | NPSN: 40313847



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT KETERANGAN TELAH MENELITI**

Nomor: 071/SMP-Unismuh/IV/2019

Yang bertanda tangan dibawah ini, Kepala SMP Unismuh Makassar menerangkan bahwa :

Nama : **WAHFIUDDIN JAMIL**  
NIM : 10535 5972 14  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Adalah benar telah melaksanakan penelitian di SMP Unismuh Makassar yang berlangsung pada 30 Maret sampai 30 Mei 2019 dengan judul

*"The Students' Learning Interest of Quipper School Used by the Teacher in Teaching English in Lab. SMP UNISMUH MAKASSAR."*

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 30 April 2019  
Kepala Sekolah

Prof. Dr. H. Bayan Akib, M.Pd  
NIP. 19630802 199203 1 002





Picture : 4.5 Students are answering the questionnaire



Picture : 4.6 the researcher is evaluating the students' answer



Picture : 4.7 The researcher is giving an instruction the questionnaire to the students



## CURRICULUM VITAE



The Researcher, Wahfiuddin Jamil was born on June 18<sup>th</sup> 1996 in Parekaju, Luwu. He has one brother. He is the second child of two siblings from a lovely couple of her parents Abdul Latief Jafar and Jasmia M.

He began his study at SDN 551 Tampa and graduated in 2007.

Then He joined at SMP Negeri 1 Bua Ponrang and graduated in 2010. Afterwards, He continued his study at SMA Negeri 1 Palopo and graduated in 2013. After finishing his study from senior high school, He was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University. In the university, He is active in his class Expressive Class to pursue academic achievement and Organization UKM Bahasa to serve social dedication and pursue non-academic achievement.