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QUIPPER APPLICATION FOR TEACHING DESCRIPTIVE TEXT: CONCURRENT MIXED METHODS STUDY AT MAN 3 BANYUWANGI

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ABSTRACT

This study aims to evaluate the effectiveness of using the Quipper application in improving the comprehension of Descriptive Text among Grade X3 students at MAN 3 Banyuwangi. The study employed a Mixed Methods Concurrent approach, with quantitative data collected from pretest and posttest results, and qualitative data gathered through interviews and observations. The findings indicate that the use of the Quipper application had a significant impact on students' understanding. The average accuracy of students increased from 47% in the pretest to 63% in the posttest, with notable improvement across nearly all question categories. Quipper's interactive features, such as video lessons and quizzes with immediate feedback, proved effective in helping students grasp text structure, grammar, and vocabulary in Descriptive Text. However, some students continued to face challenges in technical aspects, such as grammar, which require additional guidance from teachers. This study concludes that combining educational technology like Quipper with conventional teaching methods is an effective strategy to enhance student learning outcomes.

KEYWORDS *Quipper Application, Teaching, Descriptive Text, Concurrent mixed method*

INTRODUCTION

Technology has become an inseparable part of human life, including in the education sector (Rahmawati et al., 2021). Digital transformation opens up new opportunities to improve the quality of education through the adoption of innovative learning technology. Various studies show that the use of technology in learning can increase student engagement, provide flexibility, and support a more personalized learning approach (Cheng, 2019; Degambur et al., 2022; Gerard et al., 2019; Gupta, 2022; Kusumo & Sutrisman, 2024; Yin et al., 2021). According to a report from (UNESCO, 2023), developing countries that consistently integrate technology in their education systems experience an increase in student learning motivation by 70%. This data illustrates how technology can have a significant positive impact on the quality of global education.

Digital transformation education in Indonesia is starting to be seen from the adoption of various online learning platforms that facilitate interaction between teachers and students, especially in the last few years (Anghelo Josué et al., 2023; Sepúlveda, 2020). These platforms offer flexibility of time and place, which is highly relevant to the needs of modern students. Based on data from the Ministry of Education, Culture, Research and Technology, by 2021 around 85% of schools in Indonesia will use digital-based technology to support the learning process (UNICEF, 2021). One platform that has received widespread attention is Quipper, which is known for providing learning materials in accordance with the national curriculum as

well as various interactive features such as learning videos, quizzes and student performance analysis.

Many schools in Indonesia have used Quipper as a learning aid to support various subjects, including English. Based on a survey conducted by the Indonesian Educational Technology Association (ATPI) in 2023, around 62% of high school students in Indonesia use Quipper to support their learning process (Gai Mali et al., 2023). This platform is considered an effective solution for increasing student involvement in learning because it is able to present material with a more interesting approach compared to conventional methods. Apart from that, Quipper's analytical features make it easy for teachers to monitor individual student progress.

One of the important materials in learning English at the secondary school level is Descriptive Text. This material aims to train students in describing a person, place or object in detail and in a structured manner. Mastery of Descriptive Text is very important because it is the basis for writing skills that are more complex and relevant to global communication needs. However, many students in Indonesia have difficulty understanding and applying the concept of Descriptive Text effectively. This can be seen from the 2022 Computer Based National Examination (UNBK) results data, where the average student writing competency score for Descriptive Text only reached 58 on a scale of 100. This data shows the need to improve students' understanding of the material (Rosidin & Herpratiwi, 2022).

Based on the results of observations made at MAN 3 Banyuwangi, it was found that class X3 students faced various challenges in studying Descriptive Text. This class consists of 35 students with diverse academic backgrounds. Observations show that students often have difficulty in choosing the right vocabulary to describe objects in detail. Many students are still confused about applying appropriate text structures, such as using simple present tense and logical sequence in compiling descriptions. This problem is exacerbated by students' low motivation to learn because teaching methods tend to be monotonous. Students admit that Descriptive Text learning often only focuses on theory without involving interesting learning media. The learning carried out mostly uses the lecture method with material taken from textbooks, without any variations in methods such as the use of pictures, videos or other interactive activities (Taat et al., 2020). Classroom observations show that most students tend to be passive during learning. They do not participate enough in class discussions and only complete the assignments given without really understanding the concepts being taught. Interviews with several students showed that many of them found it difficult to understand Descriptive Text because the material was presented in a way that was not relevant to their learning style. Students who have a visual learning style, for example, admit that they find it difficult to understand the material without supporting illustrations or videos. Students who have a kinesthetic learning style also feel less involved because there are no activities that allow them to learn directly through experience. This condition reflects the need for innovation in teaching methods to meet diverse learning needs.

Using Quipper as an interactive learning media can be a relevant solution (Kamarullah et al., 2013). Quipper provides various features that can help students understand Descriptive Text better. For example, through learning videos, students can see real examples of how Descriptive Text is used in everyday life. In addition, the interactive quizzes available on this platform can help students practice and measure their understanding of the material. With

analytical features, teachers can also monitor student progress more effectively and provide specific feedback according to individual needs. This research aims to evaluate the extent to which using Quipper can help class X3 MAN 3 Banyuwangi students understand descriptive text. With this research, it is hoped that the results of this research can make a real contribution to the development of technology-based teaching methods in Indonesia.

RESEARCH METHOD

This research uses an approach Mixed Methods Concurrent, which integrates quantitative and qualitative methods together to provide a comprehensive understanding of the use of the Quipper application in learning Descriptive Text. This research was conducted in class X3 MAN 3 Banyuwangi, which consisted of 35 students. Quantitative methods are used to measure the increase in students' understanding of Descriptive Text through pre-tests and post-tests given before and after learning using Quipper (Sugiyono, 2020). This data was analyzed using descriptive statistics to see the significance of differences in learning outcomes. Qualitative methods are used to explore the experiences of students and teachers during the learning process. Qualitative data was collected through semi-structured interviews with students and teachers, as well as direct observation during learning activities. The interview aims to identify supporting factors and barriers that influence the effectiveness of using Quipper. Observations were made to record student interactions, participation levels, and their responses to interactive features on the Quipper platform. The results of these two methods are then synthesized to produce findings that can be used as practical recommendations in technology-based teaching.

RESULT AND DISCUSSION

This research aims to evaluate the effectiveness of the Quipper application in improving class X3 MAN 3 Banyuwangi students' understanding of Descriptive Text material. Based on quantitative data from pretest and posttest as well as qualitative data collected through interviews and observations, this research reveals significant results related to increasing student abilities.

Pretest Results

Table 1. Pretest Results

Questions	Pretest Accuracy (%)
What kind of tenses which use for descriptive text?	50
The man check the patient. He ..... a doctor.	62
The Purpose of descriptive text is	40
Dea has good personality. Dea is an independent girl. She rarely ask for help from others.	30
What is the schematic structure of the descriptive text?	38
How about our class today?	70
Choose the suitable description from the picture!	58
What is descriptive text?	40
Look at the picture! He is	50
Please describe him!	48
Which one is an adjective?	40
… computer is a MacBook.	60

My friends … camping every summer.	55
Miss Salsa is a teacher. She ..... every day at school.	42
The language features of descriptive text, except?	42
Average	**47**

Source: by Researcher

The pretest results show that the average student accuracy only reached 47%, which indicates that students have an initial understanding of Descriptive Text material, but there are still many shortcomings. The question with the highest accuracy was “How about our class today?” with a score of 70%, which shows that students find it easier to answer questions that involve simple opinions and are often used in everyday communication.

In contrast, the question with the lowest accuracy was "The language features of descriptive text, except?" with a score of only 22%, which reflects that students do not understand the language features used in Descriptive Text. This shows the need for more intensive learning in understanding the concepts of grammar and text structure which are an important basis in Descriptive Text.

Descriptive questions, such as "Look at the picture! He is...." and "Please describe him!" also has low accuracy, namely 50% and 48%. This shows that students face difficulties in connecting Descriptive Text theory with practical contexts. Overall, the results of this pretest highlight the challenges students face in understanding the concept of Descriptive Text as a whole.

Posttest Results

After carrying out the pretest, the author used the Quipper Application as a learning medium to help students improve their understanding of Descriptive Text material. The Quipper application was chosen because it provides various interactive features that can support the learning process, such as interesting learning videos, practice quizzes that provide immediate feedback, and analytical features to monitor student progress (Diva et al., 2022). During learning using the Quipper application, students are given access to learning videos that explain the basic concepts of Descriptive Text in a visual and interesting way. This video includes explanations of text structure, grammar used, and how to best describe a person, place, or thing. This feature is expected to help students understand the material in more depth compared to conventional learning methods which usually only use textbooks and lectures.

Students are given an interactive quiz which aims to test their understanding after studying the material from the learning video. This quiz is designed to train students directly with questions that are appropriate to the competencies they want to achieve, such as choosing the right vocabulary, understanding text structure, and identifying language features in Descriptive Text. Immediate feedback from quizzes allows students to catch their mistakes and provides an opportunity to improve their understanding. During the learning process, teachers also utilize the analytical features on Quipper to monitor the progress of each student. This feature allows teachers to view student quiz results, identify areas that still need improvement, and provide additional guidance if needed. In this way, the learning process becomes more personalized and focused on the individual needs of students.

Using the Quipper Application not only helps students understand Descriptive Text material in theory, but also gives them a more fun and interactive learning experience. This is expected to increase students' motivation to learn, especially for those who were previously less enthusiastic about lecture-based learning. After using the Quipper application in several learning sessions, a posttest was carried out to evaluate the effectiveness of this learning media in improving students' understanding of Descriptive Text.

Table 2. Posttest Results

Questions	Posttest Accuracy (%)
What kind of tenses which use for descriptive text?	69
The man check the patient. He ..... a doctor.	80
The Purpose of descriptive text is	60
Dea has good personality. Dea is an independent girl. She rarely ask for help from others.	43
What is the schematic structure of the descriptive text?	60
How about our class today?	89
Choose the suitable description from the picture!	77
What is descriptive text?	57
Look at the picture! He is	63
Please describe him!	66
Which one is an adjective?	57
… computer is a MacBook.	80
My friends … camping every summer.	74
Miss Salsa is a teacher. She ..... every day at school.	60
The language features of descriptive text, except?	40
Average	**63**

Source: by Researcher

After using the Quipper application, the posttest results showed a significant increase in students' understanding of Descriptive Text. The average accuracy increased from 47% on the pretest to 63% on the posttest, reflecting that the integration of technology in learning, especially through Quipper, had a positive impact on students' abilities.

The question with the highest accuracy, namely "How about our class today?", increased from 70% on the pretest to 89% on the posttest. This shows that students become more confident and able to understand questions that involve simple opinions and everyday communication contexts. This improvement not only indicates better understanding, but also shows that technology-based learning methods provide an engaging and relevant learning environment for students.

Meanwhile, the question with the lowest accuracy in the pretest, namely "The language features of descriptive text, except?", also increased from 22% to 40%. Although the accuracy is still relatively low compared to other questions, an increase of 18% shows that students are starting to understand the language features used in Descriptive Text. This indicates that the Quipper application, especially the learning video feature, provides more systematic and interactive explanations, although students still need additional guidance from the teacher to explore more technical concepts.

Descriptive questions such as "Look at the picture! He is …" and "Please describe him!" which previously indicated student difficulties, experienced an increase from 50% to 63% and from 48% to 66% respectively. This increase shows that the interactive quiz feature in Quipper is effective in helping students connect theory with practical applications. Practice with immediate feedback allows students to correct their mistakes and understand how to better describe objects or situations.

Comparison of Improvement in Pretest and Posttest Results

Table 3. Pretest and Posttest Results

Questions	Pretest Accuracy (%)	Posttest Accuracy (%)	Improvement (%)
What kind of tenses which use for descriptive text?	50	69	19
The man check the patient. He ..... a doctor.	62	80	18
The Purpose of descriptive text is	40	60	20
Dea has good personality. Dea is an independent girl. She rarely ask for help from others.	30	43	13
What is the schematic structure of the descriptive text?	38	60	22
How about our class today?	70	89	19
Choose the suitable description from the picture!	58	77	19
What is descriptive text?	40	57	17
Look at the picture! He is	50	63	13
Please describe him!	48	66	18
Which one is an adjective?	40	57	17
… computer is a MacBook.	60	80	20
My friends … camping every summer.	55	74	19
Miss Salsa is a teacher. She ..... every day at school.	42	60	18
The language features of descriptive text, except?	42	40	18
Average	**47**	**63**	**16**

Source: by Researcher

Based on the results of the pretest and posttest, there was an increase in the average accuracy of students' answers from 47% on the pretest to 63% on the posttest. This data shows an increase in student understanding by 16%. This increase reflects that the use of technology in learning, especially the Quipper application, is able to make a real contribution to improving student learning outcomes. This increase occurred in almost all question categories, with variations in percentages indicating the success of learning through a technology approach.

The question that showed the highest increase was "What is the schematic structure of the descriptive text?", with an increase of 22%. This shows that students succeeded in

understanding the basic structure of Descriptive Text, namely identification and description, after using Quipper. The learning video feature in Quipper provides visual and easy-to-understand explanations, so that students can differentiate between the object introduction and description parts more clearly compared to conventional methods. Before using Quipper, many students felt confused in identifying these components, but after the learning process took place, they were able to answer questions related to structure more accurately. In addition, questions related to practical applications such as "Choose the suitable description from the picture!" and "Please describe him!" also showed significant increases of 19% and 18% respectively. These questions require the application of theory into a practical context, so this increase shows students' success in applying the concept of Descriptive Text after being given practice through interactive quizzes on Quipper.

However, questions related to grammar, such as "Which one is an adjective?" and "Miss Salsa is a teacher. She ..... every day at school," showed a relatively lower increase, namely 17% to 18%. This indicates that grammar is still a challenge for students, even though they have shown progress. Many students feel that the grammar exercises on Quipper are not in-depth enough to train them to understand grammar concepts thoroughly. Teachers may consider adding hands-on learning or additional exercises to strengthen students' understanding in this aspect. In addition, descriptive questions such as "Look at the picture! He is...." showed the lowest increase, namely 13%. This shows that students still need more practice in describing objects or situations based on visualization, even though they have shown progress after using Quipper.

From interviews with students, the majority stated that they felt more comfortable and motivated in learning using Quipper compared to conventional lecture methods. The learning video feature is considered to really help them understand the material more deeply, because the videos provide clearer and more interesting explanations. One student stated, "I understand better how to create Descriptive Text because the video on Quipper provides real examples and is not boring." Additionally, the interactive quiz feature provided by Quipper allows students to practice independently and receive immediate feedback on their answers. This feedback helps students understand their errors and provides guidance to improve their understanding.

However, the interviews also revealed some weaknesses. Some students feel that they still have difficulty understanding grammar, especially the use of simple present tense and descriptive vocabulary. They felt that the exercises in Quipper were not specific enough to help them understand these concepts thoroughly. Some students face technical obstacles, such as limited device access and internet connections, which impact the effectiveness of their learning. Teachers involved in this research noted that although Quipper was very helpful in providing students with a basic understanding, direct guidance was still needed to overcome weaknesses in certain aspects. Teachers also find Quipper's analytics features helpful, which allow them to monitor individual student progress and provide more specific feedback.

Observations during the learning process show that students are more active and involved when using Quipper compared to conventional learning methods. Before using Quipper, many students seemed passive and less enthusiastic during learning. However, after Quipper was used, students asked and discussed questions more often with classmates. This interaction reflects that the use of digital media can increase student motivation in learning. One striking example is when students take practice quizzes on Quipper. Students look more focused and

enthusiastic about completing their assignments, because they feel that the learning media used is more relevant to their needs.

The results of this study are in line with (Balalle, 2024) which shows that the use of technology in learning can increase student engagement and their learning outcomes. The Quipper app, with features such as learning videos, interactive quizzes, and live feedback, provides a more engaging and relevant learning experience for students. However, this research also highlights the importance of a combination of technology and conventional learning methods. Technology cannot completely replace the role of the teacher, especially in aspects of learning that require direct guidance, such as grammar and vocabulary. Teachers are advised to use Quipper as a complement to conventional learning methods, so that students can gain a more comprehensive understanding.

This research reveals the importance of considering students' learning styles in designing learning methods. Students with visual and kinesthetic learning styles tend to benefit more from using Quipper. Learning videos provide visual images that help students understand the material better, while interactive quizzes provide an active learning experience. However, students with an auditory learning style may require additional media, such as audio recordings or group discussions, to support their learning. Although the results of this research show significant success, there are several challenges that need to be overcome to increase the effectiveness of technology-based learning. One of the main challenges is access to technology. Some students face difficulties accessing devices or internet connections, which may impact their participation in learning. Learning materials on Quipper need to be further adapted to cover technical aspects such as grammar and vocabulary that require more attention

CONCLUSION

Based on the research results, the use of the Quipper application has proven to be effective in improving the understanding of *Descriptive Text* material among class X3 MAN 3 Banyuwangi students. This can be seen from the increase in the average accuracy of students' answers, which rose from 47% on the pretest to 63% on the posttest, with a significant improvement in almost all question categories. Quipper's interactive features, such as learning videos, quizzes with live feedback, and analytics to track student progress, provide a more engaging, relevant, and personalized learning experience for students. However, the research results also indicate that technical aspects, such as grammar and vocabulary, still require additional guidance from teachers to achieve a deeper understanding. Thus, the combination of learning technology like Quipper and conventional teaching methods is an effective strategy for improving the quality of learning. It is hoped that this research can offer valuable insight for educators and educational institutions to utilize technology in supporting the teaching and learning process, particularly in enhancing student learning outcomes in the digital era.

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