

**THE CORRELATION BETWEEN STUDENTS'
POETRY APPRECIATION AND ARCS MOTIVATION
AFTER LEARNING BY USING
AN ONLINE LEARNING SERVICE**

A THESIS

**By
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2016**

ABSTRACT

IMPROVING STUDENTS' POETRY APPRECIATION BY USING AN ONLINE LEARNING SERVICE

By

Suti Irsan

The research was conducted in order to find out whether there is any significant effect of Quipper School on students' poetry appreciation, whether there is any correlation between ARCS motivation and students' poetry appreciation, and whether the students have positive perception toward the implementation of Quipper School.

This is a quasi-experimental research with one group pre-test post-test design. It applied the poetry understanding and poetry expression. The subjects, who were taken purposively, were 38 students of grade eleven. The instruments used in this study were poetry appreciation pretest and posttest, ARCS motivation questionnaire, and perception questionnaire.

The result of the data analysis showed that there was significant effect of the implementation of online learning service on students' poetry appreciation since $t_{value} > t_{table}$ (the $t_{value} = 8.735$ is higher than $t_{table} = 2.0262$). Furthermore, this study analyzed the students' motivation using Keller's ARCS motivation. After the students learnt through Quipper School, it showed that there was any significant correlation between students' relevance and satisfaction with their poetry appreciation since the significance scores of relevance and satisfaction were 0.049 and 0.032. However, there was no significant correlation between students' attendance and confidence with their poetry appreciation since the attendance and confidence scores were 0.075 and 0.724.

Finally, it could be concluded that learning by using Quipper School improved students' poetry appreciation. Moreover, it had significant correlation with Relevance, Satisfaction and positive perception as well. However, there is no correlation with Attention and Confidence.

Keywords: poetry appreciation, ARCS motivation, online learning service, students' perception

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**Submitted in a Pratial Fulfillment of
The Requirements for S-2 Degree**



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LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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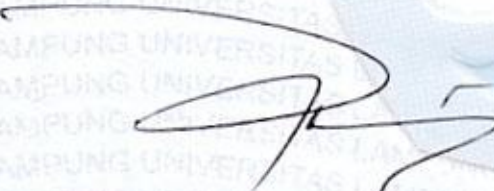
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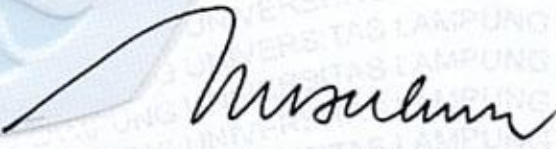
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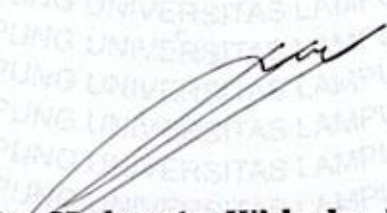
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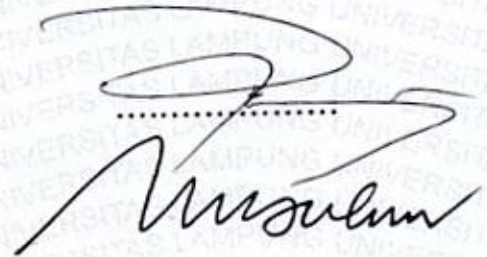
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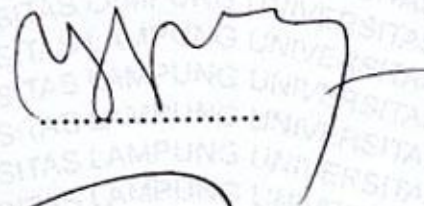
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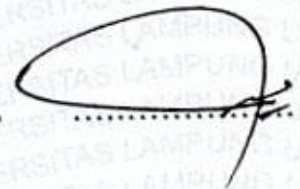
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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Suti Irsan. She was born on June 21, 1975 in Teluk Betung, Bandar Lampung. She is the second child of six children of the late Mr. Irsan and the late Mrs. Kima Susanti.

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Bandar Lampung, December 2016

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessings to me, I would proudly dedicate this piece of work to:

- My beloved husband, Nurhadi
- My oldest beloved beautiful daughter, Wardah Hany ‘Afifah
- My most beloved handsome son, Ahmad Haidar Murfid
- My youngest beloved pretty daughter, Shofwah Radhiyah Hadi
- My wonderful friends of the 1st batch of Master of English Education.
- My Almamater, Lampung University.

MOTTO

**“INDEED, ALLAH KNOWS THE UNSEEN OF THE HEAVENS
AND THE EARTH. AND ALLAH IS SEEING WHAT YOU DO ”**

- THE HOLY QUR'AN: AL HUJURAAAT (18) -

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, December 2016

The writer,

Suti Irsan

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I. INTRODUCTION

This chapter describes the background of the problem which includes the reasons for conducting the research, the problems in developing students' poetry appreciation, and learning poetry by using Quipper School. This chapter also describes the formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

In 1980s it was clearly marked by an explosion of work in literary and cultural theory, providing a strong basis for further research on the relationship between literature, language and education. Thus, a whole new paradigm involving the integration of language and culture, being literature a part of culture, emerged in the late 80-s and has developed throughout the 90-s. Not surprisingly, in recent years, there has been a strong move towards the study of literature, mainly as culture, and its reintegration into the academic curriculum. Therefore, many studies claim the need to include literature into the second or foreign language education (J. Collie and Slater, 1987; Maley, 1989; Lazar, 1993; Carter and McRay, 1996).

In 2013 literature was introduced in the English Language syllabus under the Indonesian Integrated Curriculum for Schools (henceforth identified as *Kurikulum 2013*, an Indonesian acronym for the secondary schools' curriculum). Literature has been one of the English materials in our curriculum for students who take *lintas minat* or *peminatan* in English (Kementerian Pendidikan dan Kebudayaan, 2016 revision edition).

In addition, many teachers express their thought about teaching using literature. They consider the use of literature in language teaching as an interesting and worthy concern (Sage, 1987). Moreover, Keshavarzi (2012) states that English teachers have to teach various kinds of material to their students and fulfil the four skills (reading comprehension, writing, listening and speaking). Therefore, he suggests to use literature since it has proved a good source that fulfils these four skills. Literature also had important things to teach us, was already familiar in antiquity and see it repeated time and again over the ages (Bertens, 2001).

In spite of the fact that many teachers have used literature as teaching and learning materials, they inevitably find themselves facing serious problems that include key factors as lack of preparation in the area of literature teaching in EFL, absence of clear objectives defining the role of literature and a lack of the necessary background knowledge and training in literature, or shortage of pedagogically-well-designed materials (Edmonson, 1997; Lima, 2010; Khatib & Nourzadeh, 2011). According to Sukirlan (2001) some teachers think that a number of features of literary language that are found such as double or multiple meaning of a word,

unusual syntactic pattern and mixing of styles/registers are also too difficult for students.

Besides that, teaching and learning using literature has been difficult because of some obstacles during the teaching and learning process of this subject. Teaching and learning literature have always been regarded as uninteresting and tough by students. A study on literature learning among secondary school students conducted by Gurnam (2003) reveals that students found the teachers dull and boring and the activities introduced unexciting. She also discovered that teachers tended to use only worksheets and workbooks in teaching literature. This finding was reinforced by Marzilah's and Sharifah Nadia's (2010) study for Malaysian students. They stated that generally the students only viewed studying literature as reading ordinary text and did not really discover the underlying principle of learning literature. They reiterated that the reasons for students' disinterest in learning literature stemmed from the teachers' uninteresting techniques of approaching the subject which focused primarily on the language part of literature such as grammar and vocabulary when teaching literature and failed to teach the subject for its aesthetic value.

Poetry is a writing art to express thoughts, ideas, opinions, and feelings based on situational context the students face. It is the expression of ideas and feelings through a rhythmical composition of imaginative and beautiful words selected for their sonorous effects (Lynch-Brown and Tomlinson, 1999 as cited in Setiyani, 2014). Alan Maley in W. M. Rivers (1993) as cited in Sukirlan (2001) said any poem means more than one thing. It motivates the students to share their ideas

among other. The students can contribute their own interpretation without a risk of being “wrong” or “right”. As they feel free to express their own perception, they will be stimulated to speak and write in their own words responding the content of the poem.

Words in the poetry are economical, solid but connected. The content is about human life. Poets said further that poems use everyday language and concluded that everyday language gives a lot of information. On the other hand, in poetry there are some words are missed which are called *elliptical*. Bertens (2001: 22) stated that a poem had to be fully experienced in order to be effective. However, analysing a poem is not a must to be similar with the writer’s want.

The poem in fact offers a wholesome attitude to life in all its stages. It presents two contrary states of life – a past of fame and a present of anonymity, the past of involvement in the social life and the present of withdrawal from its pressures (Chatterjee, 2006).

At the senior high school level of education, students have so much difficulty with their analysing poems in English so that they cannot function effectively in the learning use of English. As a result of these factors, there are some physical structures influenced: books, libraries, computer centres, and science/language laboratories are either non-existent or unequipped here by making the teaching of English language more difficult. These sad situations in the education sector gave the motivation to research into means of improving the teaching of English

language and an insight that internet resources can help in solving the problem of inadequate teaching materials in English language.

Therefore, as a result of the importance of English language, the need to improve the teaching and learning of the language and a need for learners of the language to achieve proficiency in it, this study has conducted a research on internet resources that can facilitate the effective teaching and learning of poetry at senior high school levels of education in Indonesia and other countries where the language is used as a foreign language.

The researcher chose Quipper school as a learning platform because it is number 1 online learning service in Indonesia (based on Google Search Indonesia).

E-learning activities by using Quipper School attract students' attention. When they use conventional learning method or speech method, only a few students are active. This method is very boring for students because there are a few varieties in teaching and learning process. That is why some students do not pay attention when teaching and learning process runs. The coming of online learning service or e-learning service on Quipper School can give a new way of learning in education world in Indonesia.

In an effort to address this distressing trend and make the learning of literature especially poetry more meaningful, the researcher would exploit Quipper School focusing on literature particularly poetry.

Therefore, as a result of the importance of literature especially poetry, the need to improve the teaching and learning of poetry and the need for EFL learners to have motivation in learning it, this study has conducted a research on Quipper School that can facilitate the effective teaching and learning of poetry at senior high schools.

Quipper School was used to learn poetry to complement the traditional classroom approach. The researcher specifically designed the poetry lessons and questions for grade XI students. In the first year of the implementation of Quipper School, the feedback from teachers and students appeared to be positive. However, no empirical study has been undertaken to determine its effectiveness hence the relevance of this study. In addition, the dearth of research pertaining to literature learning and technology in the Indonesian secondary school context makes this study crucial and timely.

On the other hand, students at school come from different and distant areas. If they live in the city they are used to using computer and internet. However, students living in the village are usually blind with internet. Therefore, the role of teachers is essential in teaching using information and communication technology (ICT). Although there are some problems found when learning by using Quipper School, students gradually can be accustomed to learning by using it. It is the same as what has been said by Wells (2001), "Given the right opportunities and resources, many teachers will use ICT very effectively in school and at home. Some do not understand some of the very basics of the computer systems they use

but if they are effective users of the technology, good facilitators and can deliver a good lesson in their own subject area using ICT, then they are making progress.” By teaching students by using ICT learners can get knowledge and skill: learning the subjects and computer programs.

Talking about motivation in language learning, Gardner (1985) considers motivation and attitudes to be important because they influence how active the individual will be in learning the second language. In foreign language learning context, there are various factors that influence the learning process such as motivation and attitudes (Tavil, 2009). According to Fakeye (2010): Motivation is acknowledged as one of the most important factors that impact on language learning.

In learning language by using media, researchers stated that motivation is a critical issue in both blended learning course (Dzakiria, Mustafa, and Bakar, 2006) and full e-learning course (Craig & Perraton, 2003).

In addition to learning poetry by using Quipper School, Keller’s ARCS Model is expounded to examine the motivational design of Quipper School in this study. It will look into “the process of arranging resources and procedures to bring about changes in motivation to learn. Keller classifies the main concepts and theories of motivation into four aspects, gaining learner attention, establishing the relevance of the instruction to learner goals and learning styles, building learner confidence in determining the learning success and ensuring satisfaction in the

instruction by managing learners' intrinsic and extrinsic outcomes (Poulsen, 2008 and Malik, 2014). The acronym ARCS (Attention, Relevance, Confidence, Satisfaction) is derived from this motivational process. That is why ARCS model is suitable for learning through media online (e-learning).

1.2 Research Questions

This study which attempts to improve the teaching of poetry through Quipper School for literary product is guided by the following research questions:

- a. Is there any significant effect of online learning service on students' poetry appreciation?
- b. Is there any correlation between ARCS motivation and students' poetry appreciation?
- c. Do the students have positive perception toward the implementation of the online learning service?

1.3 Objectives of the Study

The objectives of this research are to:

- a. find out whether there is any significant effect of online learning service on students' poetry appreciation.
- b. find out whether there is any correlation between ARCS motivation and students' poetry appreciation.
- c. find out whether the students have positive perception toward the implementation of online learning service.

1.4 Significance of the Study

The significance of the study is explained as follows:

1. This study describes whether there is any significant effect of online learning service on students' poetry appreciation.
2. This study describes whether there is any correlation between students' ARCS motivation and poetry appreciation.
3. This study exploits online learning service for learning poetry by designing materials for students included in the teacher's wall in order that the students have positive perception toward learning through the online learning service.

1.5 The Scope of the Study

Generally, this study gives information on whether Quipper School improves the students' poetry understanding and expression. This is mainly proposed to be shared with English teachers how to keep with Quipper School and how to handle the difficulties found in it.

On the other hand, this study is proposed to anyone or programmers or teachers to upload materials to teach and learn, exercises and tests on on 'QCreate' (one of Quipper's features). Quipper School's materials are for elementary, junior and senior high school students. Quipper School system will make students fun and enjoyable to learn especially to learn poetry.

This research is a quantitative approach which will be conducted by one group of participants. At first the group will be taught by face-to-face tutorials without using Quipper School (non-technological learning). Next, the group will be taught

by Quipper School interactions (technological learning). This research will also be conducted through questionnaires to find out the students' motivation after learning poetry through Quipper School and questionnaire of perception to find out the problems the students face in learning poetry. The data collection will be collected from the students in the second grade students of SMAN 1 Kalianda as the subject of the research. The reason for choosing senior high school students as the subject of this research is because they are in the beginning period in learning poetry. Therefore, they need more concern.

1.6 Definitions of the terms

The terms applied by this study are explained as follows:

1. Poetry appreciation means an appreciation on poetry as the result of introduction, understanding, interpretation and enjoyment on literary works which are supported by spiritual sensitivity on values included in the poetry (Solina, 2015). According to Aminudin (1987): appreciation means an activity through feeling or soul sensibility and admission of beauty values expressed by the writers. Poetry appreciation includes the way to understand and express a poetry. Appreciation is improved by growing truly behaviour and doing poetry appreciation activities as a part of one's life and a need that can satisfy his/her soul.
2. Online learning service (also called electronic learning or e-learning) is the result of instruction that is delivered electronically using computer-based media. It is not just accessing information (e.g. locating web pages) but assisting learners with specific outcomes. In addition to delivering instruction,

e-learning can monitor learners' performance and report learners' progress.
(Smaldino, et al., 2008)

3. Quipper School is an education start-up (learning online service). Quipper School was created by Masayuki Watanabe because he wanted everyone, beyond their economic status and living place, can access the best education materials cheaply – or even freely. In Indonesia, it is arranged and designed by Indonesian teachers, programmers and practitioners who are involved and care with Indonesia education improvement. Like other social networking sites, www.quipperschool.com aims to gain friendship with some features.

II. LITERATURE REVIEW

This chapter describes the concepts which are related to the research, such as the concept of poetry appreciation, the components of Quipper School, the use of computers in language learning, motivation types and motivation design, studies on motivation to learn in an online context. This chapter also describes procedures of teaching literature through online support system, theoretical assumption, and hypothesis.

2.1 Literature in Language Teaching and Learning

The importance of using literature in teaching and learning English has been mentioned by some linguists. Maley (1989) gives seven reasons for using literature as a potent resource in the language classrooms. In his opinion, Literature has universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity. Furthermore, Collie and Slater (1990) mention four reasons for using literature as a resource for language teaching. Literature is 'an authentic material.' Each literary work is a world in itself, self-contained. The language of literature is highly contextualized, imbedded in the situations and the imaginative world that it seeks to recreate. Literature promotes cultural enrichment, language enrichment, and also personal involvement. Because of those reasons, that is why literature is a part of teaching materials.

Furthermore, literature is a good means to support the development of communicative English teaching and learning because it can invite multiple interpretations, and thus encourage much discussion among learners (Salimi, 2014). Literature, which includes different genres: poems, short stories, dramas films, and novels (Salimi: 2014), has become a required element of the English language paper and has been made compulsory for all students who take *Peminatan* in English. The literary texts for poems, short stories and novels have been introduced nationwide through the internet. Literature is a good material for teaching and learning.

The learning of literary appreciation aims to bring students to literary experience way (Sumardi as cited on Oemarjati's opinion) that the purpose of learning literary appreciation is to plant, grow, and develop sensibility to human's problem, introduction, and respect sense to sense of value, both individually and socially (as cited in Tyasititi et al, 2014). Therefore, it needs some strategies in order that students are able to appreciate literary works.

Furthermore. the learning of literary appreciation focus do not only on theories but also students' appreciation process. Teacher should give chance for students to get their own enjoyment to the literary works so that they can read, know, value, analyse and finally appreciate them. Teacher has big role in teaching and learning process. Teacher should locate himself in the process, one of the ways is by using the proper method. By using the proper method the learning process can run smoothly.

2. 1. Poetry Appreciation

Poetry (McRae, 1998) is

- Words with a frame round them.
- What oft was thought but ne'er so well express'd' (Alexander Pope, 1711 cited in McRae, 1998).
- The *best* words in the best order (Samuel Taylor Coleridge, 1827 cited in McRae, 1998).
- The words of the current number-one hit.
- Boring old-fashioned sappy stuff.
- The words inside birthday card.

The emphasis is using succinct, exact, and beautiful language to express thought and feeling. The beauty of language of a poem is not only the matter of diction but also caused by elements which make this literary work melodious and strengthen the meaning. What is being talked here is poetic device.

According to Davis, et al. (1977): Poetry stimulates our imaginations by demanding that we visualize events, places, and characters that are often outside the realm of common experience. Reading poetry is an activity which demands that we respond not only with our senses and emotions but also with our imagination and intellects.

Poetry is a form of communication and people use verses from poems in cards, in speeches, and as inspiration. Reading a poem can change your thinking on a topic, or it can describe how you are feeling.

Poem, for example is imaginative writing, which usually makes itself to a wide variety of interpretations. The translator needs to be very clever trying to make his translation as variously suggestive and as variedly communicative as the writer of the original text. According to Sukirlan (2001) poems used for teaching English can arise students' motivation. Setiyani (2014) also used poetry in teaching English for young learners. The students had more interest in learning English by using poetry.

According to Reaske (1966): Poetry has two levels of meaning: the literal and the symbolic. When we talk about analyzing poetry, we must always bear in mind the basic two-fold approach of all of our reading of poetry: we must understand both the literal sense of the poem and the symbolic or suggested meaning of the poem.

There are many different styles of poetry, from ballads to rhymes to lyrics - all are a great way to express your feelings. You may also want to be creative by writing your own, you might be surprised how inspirational and creative you can be! Find the thoughts of poets who are writers around the world who have shared their thoughts through poetry.

Poetry is too often neglected or ignored in the language classroom. The teachers commonly argue that poetry is not relevant material and too difficult for EFL young learners to grasp (Wyne and Jones, 2001; Munjin, 2008; Ngesti, 2011 as cited in Setiyani, 2014). The issues of relevance and language level actually can be solved by careful selection to material. Poetry written by children shows its significance that it includes children perspectives regarding their self-experience (Conrad, 2011 as cited in Setiyani, 2014) – a relevant material for the young learners.

Poetry isn't any one thing; there are many ways to write it, and many ways to read it. Poetry is simply 'Things You Can Do With Words' - and there are lots of things that you can do with words.

Appreciation means an introduction through a feeling or sensitivity of the inner, and the recognition of the values of the beauty that is expressed by the writer. Appreciation is developed by growing the serious stance and carry out the activities of appreciation as a part of his life and as one who is able to satisfy his spiritual needs.

Appreciating something doesn't have to mean that you like it. Appreciating something also means noticing or recognising something. So, poetry appreciation is really all about just that, recognising and noticing things about poems.

Impressions and Feelings

Poems are written to convey (communicate) impressions and feelings. Poems can make you feel sad, angry, calm, amused, inspired, reassured or even make you

feel numb. Also, most poems are written to be at least a bit mysterious, so if some do leave you a bit confused it's probably half the point! Just tell your reader or listener what your impressions are, and where in the poem you got them. You might find words to do with colour, or sound or sense.

Questions

Few poems make strict sense, so most will leave you with questions. Let these questions in your mind lead your curiosity. Investigate the poem in any way you can and see what you discover. Also, don't stop looking because you can't make something out. Look instead at something else. Your questions should be a starting point for study, not where you end up.

You can put questions to the examiner in your answers as long as you attempt to answer them. Speculate!

Try starting a sentence with:

"I wonder if...."

"Could it be that...."

"Is it possible that...."

What if...."

Be Confident

Many people fear looking stupid in poetry lessons, but it is a free topic so allow yourself the freedom to explore your thoughts. Don't worry too much about right and wrong; instead, trust your instincts - you have something worthwhile to say.

Try not to end up thinking to yourself:

"I thought of that but didn't think I should say it."

The Elements

The elements of poetry are meaning, sound and structure, and each plays a part in how a poem "feels." Consider all three and how they relate. Often you will find that they are linked in some way.

Vocabulary and Definitions

Students sometimes lack the words that they need to express the feelings and impressions that they get from reading poems. To make matters worse, there are a great deal of specialised terms and you'll need to learn enough of these to say what you want to say. Poetry tests your word power, so pick up marks for good use of vocabulary! Impress the examiner with abstract nouns and lots of juicy adjectives.

REMEMBER - More abstract nouns make you more able to form your ideas.

Abstract nouns - love, anger, hate, fear, etc.

(Nouns which refer to abstract ideas are those that denote a quality or condition or intangible thing rather than a concrete object.)

REMEMBER - More adjectives make you more able to describe.

Adjectives - words that describe nouns e.g. new, old, blue, bad, sad

Culture, Tradition and History

There are a great deal of old sayings, children's rhymes, word associations, phrases, fables and so on that are unique to the English language. Poems are sometimes based on these sayings and develop the ideas that these sayings create. Many stem from Christianity and characters and events in English history, so poetry can be hard if your cultural background isn't the same as that of the poet or the subject. This is where research and study comes into its own, find out all that you can!

Common Mistakes

Common mistakes in poetry appreciation:

1. Making statements of fact about poetry when you are really making statements of opinion or just speculating.
2. Not writing about the **impressions** or **feelings** you get from poetry.
3. Writing about rhyme scheme or some other technique without mentioning its contribution to the poem as a whole.
4. Calling verses '*chapters*,' calling verses '*paragraphs*,' calling the poet '*the author*,' calling the poem '*the book*.'

Appreciation of a work has levels. Waluyo (2002) splits level of appreciation include, (1) the level of fond, (2) level of enjoy, (3) the rate of reaction, and (4) the level of production. At the level of fond, reader's inner engagement has not yet strong. At the level of enjoy, the reader's inner engagement to the works of literature is getting deep. At the level of reaction, critical attitude towards

literature is increasingly prominent because he is able to interpret carefully and to declare the beauty and show where its beauty lies. At the level of production, poetry appreciators are able to criticize, produce, recite, or review a poem.

To perform a poetry appreciation, deep understanding of an appreciation of poetry is indeed necessary. In order not to do wrong in the appreciation of poetry, concept of appreciation should be understood carefully. The appreciation of poetry is associated with a number of activities related to poetry. The activities can be reading and listening to poetry through earnest comprehension (Waluyo, 2002). Appreciation is the complex physical and spiritual experience (Ichsan, 1990 as cited in Febrianto, 2012). One's appreciation of a poem can be developed from a simple level to high level. The first level of appreciation occurs when someone understands or experience the event exists within a poem. Second level of appreciation occurs if reader's intellectual resource works more actively. The third level of appreciation, the reader is aware of the working relationship with the outer world of literature, so that any understanding is broader and profound.

The appreciation of poetry related to activities attributable with poems, namely, listening or reading poetry by comprehending seriously, writing poetry, and reciting. This activity causes a person to understand the poetry deeply, feel what a poet wrote, is able to absorb the values contained in the poem, and appreciate poetry as a literary work of art and beauty flaws (Febrianto, 2012).

Poetry appreciation activities cannot be released from understanding the poem structure. The activities of appreciating a poem can be done by understanding the structures of the text which establish poetry. Thus, to get to know, understand, and appreciate poetry, can be done by knowing the structure of the poem, both regarding the contents or form elements. Based on Waluyo (1987): elements or physical structure of poetry can be analyzed by poetry method, that is aesthetic elements which build outer structure of a poem. The elements are diction, image, concrete words, figurative language, versification, and poetry face.

Types of poetry

There are many kinds of poetry in English literature. They may be grouped based on forms, syllables and so on. Below are seven forms and types of poetry among others. The sources were taken from McFarland, et al. (1978) and Reaske (1966).

1. Riddles

In riddles, things are described in terms of other thing, as in this poem which answer is teeth in our mouth. This riddle was written by J. R. R. Tolkien.

Thirty white horses on a red hill
First they champ,
Then they stamp,
Then they stand still.

There are no rules on how to structure a riddle poem. A riddle can be funny or it can rhyme, depends on the person purpose.

2. Narratives

The narrative poem relates to a particular event or episode or tells a long tale. The requirement to be so-called narrative is that it must tell a story. Even it can be

found in a lyric, a sonnet (Reaske, 1966: 23), or in a free verse. Below is the example:

Ozymandias

I met a traveller from an antique land
 Who said: `Two vast and trunkless legs of stone
 Stand in the desert. Near them, on the sand,
 Half sunk, a shattered visage lies, whose frown,
 And wrinkled lip, and sneer of cold command,
 Tell that its sculptor well those passions read
 Which yet survive, stamped on these lifeless things,
 The hand that mocked them and the heart that fed.
 And on the pedestal these words appear --
 "My name is Ozymandias, king of kings:
 Look on my works, ye Mighty, and despair!"
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare
 The lone and level sands stretch far away.'

3. Free Verse

It is a relatively recent form which is free from formal metrical design. Poets began writing free verse at the beginning of the twentieth century, perhaps in an effort to make poetic expression less formal and measured, closer to people's way of speaking. Example:

Chairs
 Seem
 To
 Sit
 Down
 On
 Themselves, almost as if
 They were people,
 Some fat, some thin
 Settled comfortably
 On their own seats
 Some even stretch out their arms
 To
 Rest

4. Haiku

It is a poetic form that originated in Japan. The poem is usually unrhymed and consists of seventeen syllables set in 3 lines (5 – 7 – 5).

A Beaver

I have no hatchet
And yet I fell a forest
My teeth are my tools
(Jack Perlutsky)

5. Acrostics

It is a simple form in which each line is composed by spelling each letter of a word. Acrostics may be rhymed or unrhymed.

Sun

Shining brightly
Under the sky
Nothing can escape (Swarbick)

6. Limerick

It is a challenging form, for it is written with precise rhythm. Freak spelling, oddities, and humorous' twists characterize this form of poetry.

To A Young Girl

by William Butler Yeats

MY dear, my dear, I know
More than another
What makes your heart beat so;
Not even your own mother
Can know it as I know,
Who broke my heart for her
When the wild thought,
That she denies
And has forgot,
Set all her blood astir
And glittered in her eyes.

7. Shape Poetry

Concrete or shape poetry uses words to fill in or outline a shape. Words may describe the shape in creative ways or use repetition for effect.

i have found what you are like

by e e cummings

i have found what you are like
the rain,

(Who feathers frightened fields
with the superior dust-of-sleep. wields

easily the pale club of the wind
and swirled justly souls of flower strike

the air in utterable coolness

deeds of green thrilling light
with thinned

newfragile yellows

lurch and.press

-in the woods

which

stutter

and

sing

And the coolness of your smile is
stirringofbirds between my arms;but
i should rather than anything
have(almost when hugeness will shut
quietly)almost,

your kiss

POETRY ASPECTS

According to McFarland et al. (1960) here are the poetry aspects needed to appreciate a poem:

IMAGERY (also in Davis et al., 1977; Waluyo, 1987; and McRae, 1998)

Language reflects not only our thoughts and emotions but also the experiences of our senses. Imagery is the term we use to describe a vivid picture created by precise and colourful language. Through imagery, a writer re-creates experience – how it looked, felt, tasted, smelled, sounded or as the poet John Ciardi expresses it, imagery is “the total sensory suggestion of poetry”.

An image is often based on a comparison between two things that are essentially different except for a particular shared quality. When a comparison is directly stated, using like or as, it is called a *simile* (also in Reaske, 1966). Here is a simile from “The Eagle”: “Like a thunderbolt he falls.” The sudden downward flight of the eagle is compared to the force and shock of a flash of lightning.

When a comparison is expressed indirectly, it is called a metaphor (also in Reaske, 1966). Look at this metaphor from “Notes for a Movie Script”: “Now doorbell nudges the lazy morning.” The sound of the doorbell in the quiet morning is compared to a gentle poke that rouses someone from sleep or lethargy. But the comparison is not stated directly; it is implied – that is, it is understood without being openly expressed. In both simile and metaphor the comparison is not intended to be taken literally.

As you read the poems, observe the careful diction, the poet's specific choice of words. Notice how the poets create vivid pictures by using precise words that appeal to the senses and emotions. Be alert to the process of comparison by which the poets help us to see, feel, hear and understand the experience they have captured for us.

SOUND (also in McRae, 1998)

Many poems attract us because of their verbal music. We like the way they sound when we read them aloud. There are several devices which can contribute to the unique sound of a poem.

Rhyme (also in Reaske, 1966: 18) is the repetition of the same stressed sounds at the end of the words. Usually when rhyme is used in a poem, the end of one line will rhyme with the end of another line nearby:

And the tents were all silent,
The banners alone,
The lances unlifted, the trumpet unblown
 "The Destruction of Sennacherib"

METER

It refers to the pattern of stressed and unstressed syllables in a poem. For convenience, we talk about a metrical foot, which consists of one stressed syllable and one or more unstressed syllables. The most commonly used metrical foot in English poetry is *iambic*, an unstressed syllable followed by a stressed one: "one, two! One, two! And through, and through" ("Jaberworky").

ALLITERATION

It is the repetition of consonants (generally initial consonants) in words close together, as in this line from: “cargoes” – sandalwood, cedarwood, sweet white wine.”

ONOMATOPOEIA

It refers to the use of words that sound like what they mean, for example, zoom, clank, buzz. A phrase or a whole sentence may be onomatopoeic, when the sound echoes the sense, as in this line from “monotone”, which echoes the sound of rain: of the long multitudinous rain.”

All of these devices contribute to the rhythm of a poem – the flowing sound of words together, the pace and the beat, the rise and the fall, which make up the poems melody.

ATTITUDE AND TONE

Poetry begins with re-created experience but it goes much further. It conveys an attitude toward that experience. The attitude can be that of any human emotion or mental attitude – love, anger, bitterness, nostalgia, remorse, ecstasy.

That attitude is revealed by the poet’s implied tone of voice. Since we cannot actually hear the poet’s voice, it is not always easy to determine the tone of a poem. We must look for it in the poem’s diction, imagery and rhythm, as well as what the poet actually says. By being sensitive to the clues the poet gives, you can re-create the poet’s speaking voice for yourself.

IDEAS

Not every poem has an “idea” buried somewhere in it. Some poems are games played with language or sound. Some simply point a picture with words. But many poems are about ideas.

If you want to “decode” a poem, one of the first things to look at is the words.

The idea of meaning of a poem emerges from the kind of words the poet chooses (why these and not others?) from the sound of the poem (Is it quick and catchy? Slow and smooth? Rough and hard to say?), and from the structure (Is it tight or does it ramble?).

Another way a poem can “mean” is through images. Sometimes a series of images can be more precise than a paragraph of prose. You can feel what the writer means because you experience the poem in your imagination.

Metaphor is another way ideas are expressed in poetry. A metaphor is a figure of speech in which a word or phrase is taken out of its usual setting and placed with another word to suggest a likeness. It is like “I have been a black bell ringing” puts together a concrete thing (here, a bell) and an abstract idea (here, the way a girl feels about herself). The result is a new way looking at something and a meaning that would not be the same expressed any other way. Metaphor does not use the word “like / as” as in similes.

The best way you can determine a poem's meaning is to read it with an open, eager mind, alert to all the ways a poem can reveal its meaning to you.

TOTAL EFFECT

How did poetry get started? As far as we know, the first poetry in the western world was in the form of stories recited in some kind of rhythmic verse. In most of the poetry written now, rhythm and image are two major things that come together to make a poem.

What is important about rhythm and image? Rhythm is the physical part of poetry. Our hearts beat rhythmically, we breathe rhythmically, and we respond emotionally to rhythm in music and in poetry too. Image and metaphor are more mental. They give poetry its wholeness, its surprise, by bringing things and ideas together, so that both are seen in a new way. T. S. Eliot was talking about this aspect of poetry when he said that poetry is "felt thought". Poetry can bring all the parts of our experience together – our feelings, our thoughts, what we see and hear and taste and smell. Poems can open our eyes to things around us, remind us of things we have forgotten, and make us feel our own experiences more intensely. These are some of the reasons poetry has been important to people for so many thousands of years.

2.3. The Use of Information and Communication Technology (ICT) in Language Teaching

The technology and information develop from years to years around the world. The development is not only on e-commerce but also in education world. Therefore, many educational media and online learning platforms appear with various types and styles and have their typical characters and unique. Computer programs were found to be most effective in supporting student centred learning if programs can provide scaffolds for students with special needs, support factual knowledge acquisition, and emphasize the capacity of technology in creating new learning experiences for students (Pederson and Liu, 2003).

Technologies have become an integral part of all educational systems worldwide. The use of technology as a tool to develop the different language skills has received great attention (Dudenney, 2000; Chapelle, 2001; Young, 2003; Melor Md Yunus, 2007) so that ELT teachers are frequently exposed to new practices (Salehi and Salehi, 2012). Learning by using web or internet is called e-learning. E-learning is a complement to and sometimes overtaking conventional classroom teaching methods. Various organizations and institutions across the world are moving toward adopting e-learning as their principal teaching and training method (Tucker, et al. 2002 and Yang & Ho).

Besides that, Abu Naba'h, Husain, Al-Omari, and Shdeifat (2009) argue that 'There is no doubt that just as the computer has established itself firmly in the world of business and communication technology, it has also succeeded in

acquiring a fundamental role in the educational process. This role is becoming more powerful as computers become cheaper, smaller in size, more adaptable and easier to handle.” Bekleyen and Yilmaz (2011) add that the technological improvements have changed every field of study, among which language teaching is the one that has been affected.

Furthermore, higher education at the dawn of the twenty-first century is experiencing many changes, not the least of which are changes regarding the use of technology in the classroom. Students, parents, employers, and general public are demanding that educational curricula utilize technological advancement to their fullest (Gumport and Chun, 1999). Technology here refers to the use of computer-mediated communication, the internet, and online educational programming (Boris and Hall, 2005).

In accordance with the explanation above, in this study the researcher refers to instructional technology, which is the specific use and knowledge of tools and crafts in education. Instructional technology is usually viewed from the perspective of the teacher. When the teacher is using the computer, distance education hardware, or the Internet for instruction, these tools are referred to instructional technology (Smaldino, et al, 2008). According to The American Society for Training and Development (ASTD), 2009 as cited in Rusman, et al, 2012 stated that it is e-learning. E-learning is a broad set of applications and processes which include web-based learning, computer-based learning, virtual and digital classrooms.

UNESCO (2011) ICT Competency Standards Framework for teachers stated that teachers need to highlights that they need ICT competencies and the ability to teach them, and also that they must support students in developing deep learning skills such as problem solving, collaboration, and creativity (presented by Itje Chodidjah on 2016 Quipper Teacher National Conference). So, teachers should master ICT and use it in teaching and learning process.

Therefore, instructional technology and media provide teacher with the tools to engage students in learning. As a teacher, we must be prepared to choose the best technology and media for our students. For learning language especially literary appreciation, learning by using media is useful to help teacher and students in the learning process. It helps students get knowledge about learning literary appreciation for themselves from the media.

Moreover, there are now several online virtual learning sites aimed at improving learners, since technological advancements have allowed educators the opportunity to bring the international world to the student body (Donald, 2010; Gardner, 2010; Kessler, 2012; Eakins, 2012). Online virtual learning sites means learning by using internet sites such as social media, startups, google and many others. The need to use technology in teaching and learning process is improving year by year.

The importance of using technology in teaching and learning also stated by Matijevic (2012): Satellite TV, the internet, and all forms of social networks (e-mail, Facebook, Twitter, forums, etc.) allow for an enhanced and stimulating

learning environment, which meets the development needs of young people and adults better than the media environment of 50 or 100 ten years ago. He also added that the internet, multimedia, mobile phones, and satellite TV as communication solutions and accompanying possibilities reach far beyond the framework offered by the subject-class didactic model.

Besides those instructional media, education start-ups are growing fast in Indonesia. They are interested in expanding to our country because our elementary to high school students amount to around 50 million spreading in more than 200.000 schools with 3 million teachers teaching there. Quipper School is one of them.

Social networks or startups have also proved to be an internet resource centre for the teaching of English language. Google plus, Twitter, Facebook, Kaskus, Skype, Ruang Guru and Edmodo are examples of social networks where relevant resources, materials and ideas can be gotten for the teaching of English language. According to Yunus & Salehi (2012), online social networks have captured the attention of educators and policy-makers as an alternative tool for language teaching and learning. In their study, they notice that Facebook page enables proficiency in the use of the English.

Apart from this observation, Mason and Frank (2008) observe that the popularity of a wide range of social networking, particularly with young people, has led many educators to think that this practice and enthusiasm could be turned to educational use. Meanwhile, Buzzetto-More (2015) suggests that targeted YouTube videos

enhance the engagement, depth of understanding, and the overall satisfaction of students. In another study, Akinjobi (2013) suggests that social network sites as a potential interactive learning access and recommend their use by English language teachers as complements to the physical classroom activities to enable extensive and effective knowledge transmission as well as self-motivated learning. In addition to these, Ivanovic (2012) opines that teachers of English can use the Facebook social network as a tool to motivate students to learn the language. As opined by him, if teachers don't have access to Internet at schools, they can, nevertheless, recommend the links during class and in this way give students the freedom to explore them on their own at home while on Facebook. He adds that as feedback exercises, teachers can, after a few days re-initiate the discussion in classrooms either through group discussions or as a part of a writing exercise.

The previous study using networking site for learning literature has been done by Moodle (2010). She designed Literature online support System (LitOSS) operating on a platform in Malaysia. Taha and Ming (2014) are teachers in Malaysia who have used and done research about the effectiveness of using LitOSS to improve motivation for learning literature. Sivapalan and Wan Fatimah (2010) also used a web-based multimedia approach for learning literature.

Besides that, Lie (2013) examined the use of Edmodo as a social media to teach a course in Pedagogy to a class of digital natives. The media is used as an out-of-class communication form to post/submit assignments and resources, discuss relevant issues, exchange information, and handle housekeeping purposes. The decision to use Edmodo was based on the need to break through the digital divide

between the teacher and students and to connect with students beyond class time in digital-native-friendly ways. The tool has proven to be mutually beneficial for both the teacher and students to help achieve the course objectives. In addition, Pratama (2015) has made use of Edmodo in teaching reading comprehension.

2.4. The Description of the Components of Quipper School

Technologies have become an integral part of all educational systems worldwide. The use of technology as a tool to develop the different language skills has received great attention (Dudenney, 2000; Chapelle, 2001; Young, 2003; Melor Md Yunus, 2007) so that ELT teachers are frequently exposed to new practices (Salehi and Salehi, 2012). Learning by using web or internet is called e-learning. E-learning is a complement to and sometimes overtaking conventional classroom teaching methods. Various organizations and institutions across the world are moving toward adopting e-learning as their principal teaching and training method (Tucker, et al., 2002 and Yang & Ho). Quipper School (or can be shortened by Quipper) is an e-learning platform. Like other e-learning services, www.quipperschool.com aims to gain friendship with some features. The site quipperschool.com also combines facebook and twitter capabilities in order that it is a proper social media for students and wide society.

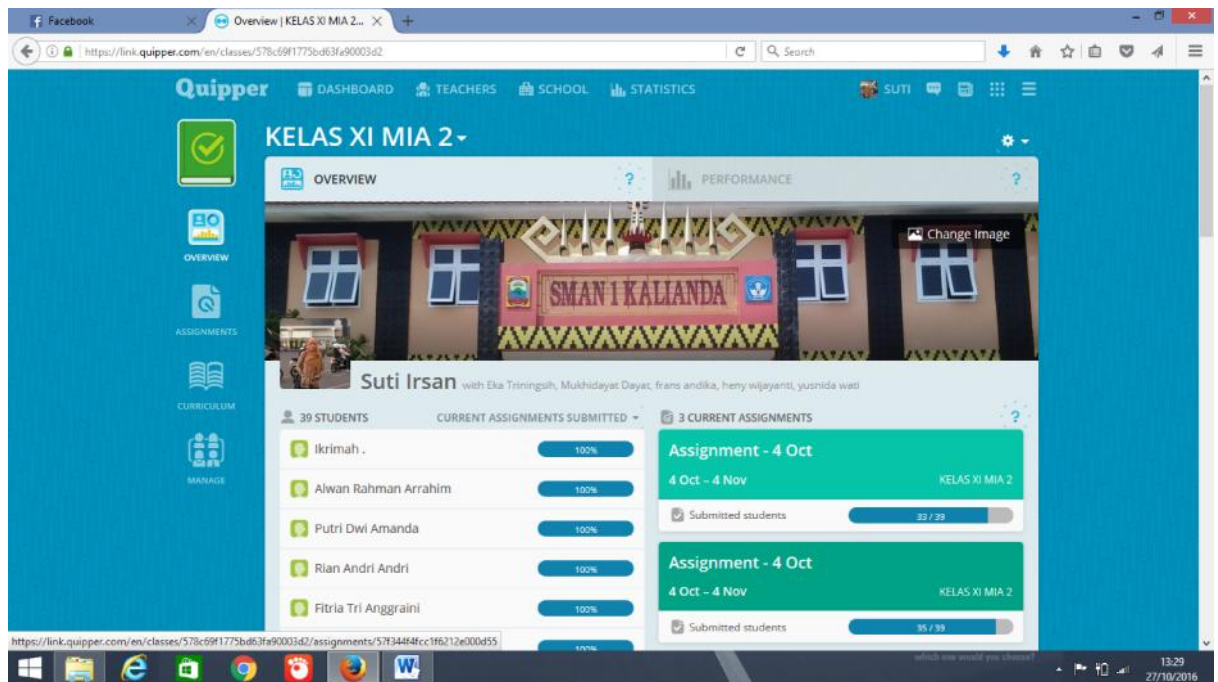
Quipper School was founded by Masayuki Watanabe in London in December 2010. The purpose of Quipper establishment is to support students' activity. With online learning or e-learning using Quipper, students are able to learn independently. They can explore virtual world to search knowledge. Learning in

digital world is also interesting. It presents with colourful pictures, animation and audio visual. Students will be excited in learning than learning by books. Besides, e-learning can also sharpen the 21st century skill which emphasizes operating computer skill. Due to the advantages of e-learning, it stimulates Indonesian educators to develop this potential social media.

Quipper comprises poetry topics following the Indonesian education syllabus. All learning activities for each topic are either text-based materials or multimedia resources using graphics and videos. The materials uploaded onto Quipper can be classified into three categories: (1) compulsory materials such as poetry notes and exercises provided by the Curriculum Development Centre; (2) additional materials developed by teachers and (3) materials obtained from the World Wide Web used for enrichment purposes. The online materials provided to students comprised a good mix of poems. All materials are either uploaded using MS Words, Power Point and PDF files or hyperlinked to other sites in the World Wide Web such as YouTube and the authors' own blogs.

Learning tools available on Quipper such as "overview", "assignment", "curriculum", "manage", "dashboard" and others, which allow the integration of a wide range of resources to create and upload materials, are also utilized to enhance literature learning.

Figure 2.1
Learning Tools Available on Quipper

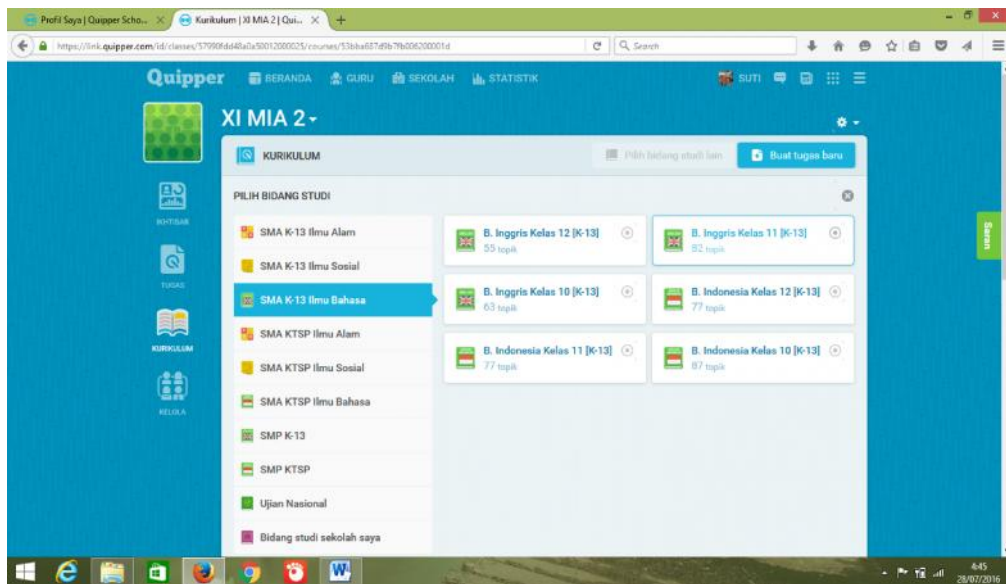


2.5. Quipper School's features

Quipper School is one of education startups which provides three major services:

1. **Quipper Learn (Q-Learn)** is a special students' portal where they can access or read subject matters, answer question items, send messages to the teacher, and see their classmates' learning results.

Figure 2.2
Quipper Learn



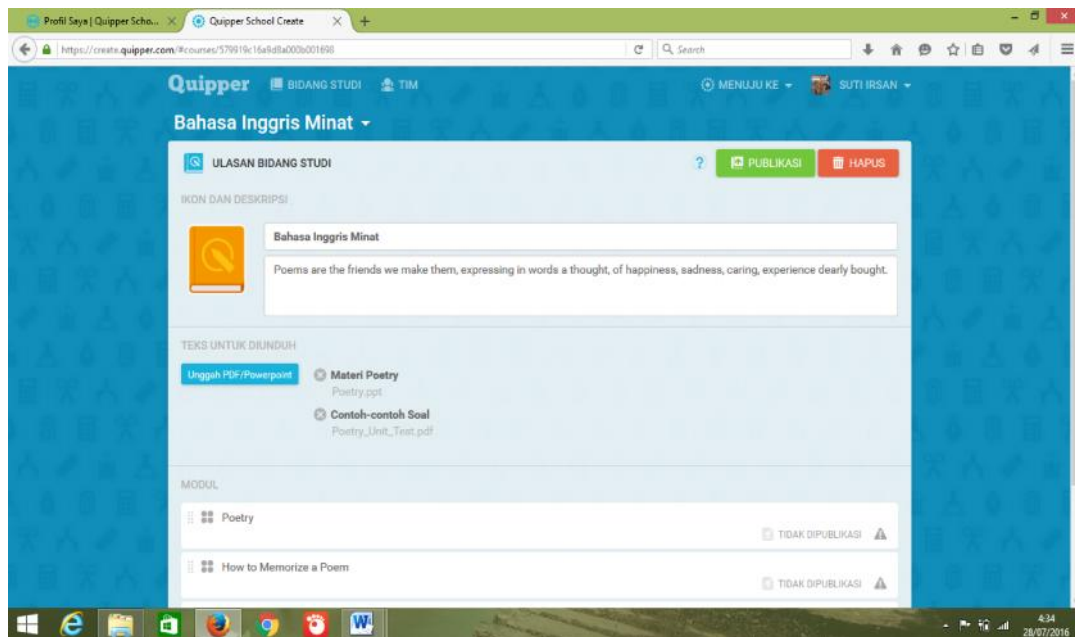
2. **Quipper Link (Q-Link)** is a special teachers' portal where they can prepare assignments, see the students' progress, send messages to the students, manage the classes, and make online classes.

Figure 2.3
Teacher's Portal called "Quipper Link"



3. **Quipper Create (Q-Create)** is a teacher's portal where they can create lessons and questions for the students for learning or assignment. Since the lessons for English *Peminatan* are not available on Quipper School Learn, teachers can create the lessons on Quipper School Create.

Figure 2.4
Quipper Create



3. **Quipper Video** is a learning video provided by Quipper which contains of lecture videos presented by best tutors in Indonesia, practice questions, and downloadable material. Students can learn through videos anytime and anywhere. However, this feature is not free. Students should register and pay the charge to watch the video tutorials.

Figure 2.5
Quipper Video



2.4. Literary Lessons on Quipper School

Identify tone and meaning in literary texts

Tone can change the meaning of what a person is saying. For example, tone can turn a statement like, "You're a big help!" into a genuine compliment or a cruel and sarcastic remark.

Tone is the attitude that an author takes toward the audience, the subject, or the character. Tone is conveyed through the words used, punctuation and/or other things like the events surrounding a certain key moment or leading up to it.

Some common adjectives used to describe the tone of a story or text are: Formal, informal, explanatory, serious, humorous, amused, angry, playful,

neutral, satirical, gloomy, conciliatory, despairing, hopeful, sad, resigned, cheerful, ironic, clear, detailed, imploring, suspicious, witty...

There are generally two types of tone:

- Objective: The tone is impartial. It does not show feelings for or against the topic; quite often an objective tone is formal, uses higher-level words and avoids the usage of pronouns such as *I* and *you*. Textbooks are normally written in an objective tone because they are stating facts in a matter of fact way.
- Subjective: The subjective tone is always personal, biased, emotional, and quite often informal. Most nonfiction novels are written in a subjective tone.

Example of Questions

What is the tone of this poem by Philip Henry Savage?

Even in the city, I
 Am ever conscious of the sky;
 A portion of its frame no less
 Than in the open wilderness.
 The stars are in my heart by night,
 I sing beneath the opening light,
 As envious of the bird; I live
 Upon the payment, yet I give
 My soul to every growing tree
 That in the narrow ways I see.
 My heart is in the blade of grass
 Within the courtyard where I pass;
 And the small, half-discovered cloud
 Compels me till I cry aloud.
 I am the wind that beats the walls
 And wander trembling till it falls;

The snow, the summer rain am I,
In close communion with the sky.

a. Subjective

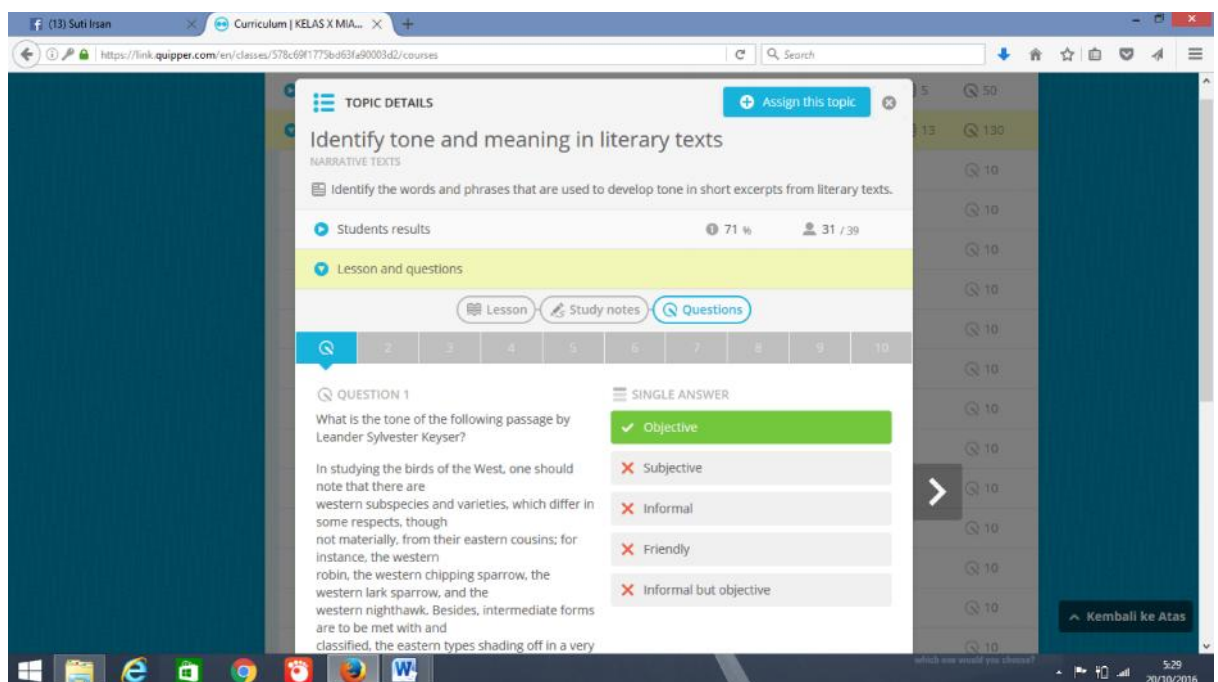
b. Objective

c. Sarcastic

d. Formal

e. Neutral

Figure 2.6
Question of Identify Tone and Meaning



Understanding similes (1)

It's dinnertime and my mother is busy as a bee in the kitchen. She has a lot of cooking to do. Although my brother Pete is thin as a reed, he can eat like a horse!

The lines above have some special expressions: as busy as a bee, thin as a reed, eat like a horse. These expressions compare a person or a situation to something else, and tell you more about that person or a situation. These expressions are called similes.

Let's look at them in detail.

Mother is busy as a bee. If you've seen a bee at work, you know it's always buzzing about and working hard, without a moment's rest. Mother is doing the same in the kitchen. So she is as busy as a bee.

Pete is thin as a reed, but he eats like a horse. A reed is a stalk of grass, and we all know how thin one single stalk of grass is! Pete is not really as thin as that, but this is just a way of saying that he is thinner than most people. He eats like a horse, and if you've ever seen a horse eating, you'll know that horses like to eat quite a lot.

It's easy to spot a simile in a sentence. The simile usually begins with "like _____" or looks like this "as _____ as _____." Some examples:

Like sunshine

Like a fairytale

Like a pig

Or

As slow as a snail

As sharp as a knife

As cold as ice

When you look at a full sentence or paragraph, you'll be able to understand the meaning of a simile easily. Let's try with one example.

When I woke up on my birthday, my mother surprised me with a cake, a gift, and a trip to the beach! It was like a fairytale!

Lots of nice and unexpected things happened on my birthday, so "like a fairytale" means very nice and magical.

When the teacher asked our class what the capital of Bahrain was, everyone was quiet as a mouse.

Mice are very quiet creatures usually, and you could have one in the room and not know it is there at all! The students were all as quiet as that, because nobody knew the answer!

So now we have a good idea of what similes are, and how they work. Remember these things about similes:

- They give us information about a person, thing or situation by comparing it to something else
- They often begin with "like ____" or "as ____ as ____"
- They are quite direct and become easier to understand when we read the whole sentence or passage.

Figure 2.7

Example of Lesson Understanding Simile (1)

The screenshot shows a web browser window displaying a lesson page on Quipper.com. The page title is "Understanding similes (1)" under the category "NARRATIVE TEXTS". The lesson objective is to "Identify the function and purpose of similes as used in literary texts." The page shows "Students results" as 77% (32 / 39) and a section for "Lesson and questions". The lesson content includes a paragraph: "It's dinnertime and my mother is busy as a bee in the kitchen. She has a lot of cooking to do. Although my brother Pete is thin as a reed, he can eat like a horse!". Below this, it explains that these are similes and asks the user to identify their function and purpose. The page also has navigation buttons for "Lesson", "Study notes", and "Questions".

Example of Questions

I was not sure if there was enough pizza for eight guests, so I ate like a bird.

What do you think eating like a bird means?

- Eating without using your hands
- Eating all day long
- Eating in small bites
- Eating very little
- Eating while jumping around

Understanding common metaphors

Books overflowing with words are great food for thought! You need to digest every idea and absorb the message to have truly read a book!

Did you notice anything strange about the two sentences above? Let's look again, and this time pay attention to the highlighted words:

Books overflowing with words are great food for thought! You need to digest every idea and absorb the message to have truly read a book!

Do books really overflow like a jug or bottle would? Do thoughts really eat books for lunch? How do you digest ideas in your tummy? Unless you're a sponge, how do you absorb an idea? Is this the writing of someone who doesn't understand the meanings of these words? The answer is no! All these words are being used here as "metaphors."

Metaphors are a figure of speech (or a tool of language) that compare one thing with another, completely different thing, in order to highlight some quality of the thing being compared. This will become easier with some examples.

Josh's room was a sty.

A sty is a pig's home and is usually very dirty. Do you think Josh was actually living in a sty? Actually, what the writer is trying to say is that Josh's room was as dirty as a sty.

Josh's room was (as dirty as) a sty.

The sty is a “metaphor” for a dirty room. We don't need to say “as dirty as,” because the metaphor alone does the job for us. Let's see a few more examples.

The house was a furnace.

Time is money.

London is a melting pot.

In all these cases, we are saying A is B, whereas in life A and B are not the same at all. We are just using B to highlight some quality of A. Let's see what the metaphors have let us leave out in each of these sentences.

The house was (as hot as) a furnace.

Time is (precious and limited and useful like) money.

London is (a place where different cultures come together and mix with each other just like things do in) a melting pot.

So now we know how metaphors work. You must have noticed a few things:

1. Metaphors depend on lots of people understanding what they mean. If you went up to a friend and called him a dog because he was as loyal as a dog, he'd probably never speak to you again!
2. Metaphors don't need words such as “like” and “as ___ as.” You can say up front that Mary found the house a prison.

3. If you know one metaphor, you won't automatically know 10 of them. As you learn more and more metaphors, we'll help you with some tricks to figure out the ones you come across.

Let's see how we can identify the meanings of metaphors that are new to us:

Words are arrows, so use them carefully.

Arrows are things that point in directions, and also weapons that are used for hunting etc. When you read the whole sentence, you realize the arrows being referred to are the pointy ones that can hurt. That's why you must use them carefully. How are words like arrows? Are they pointy or do you need a bow to shoot words? No. But arrows can hurt, and so can words. And once you shoot an arrow, you cannot stop it midway, just like once you've said something, you cannot take it back. For both these reasons, words are like arrows!

And this is how, by reading the full sentence and making logical connections, you can figure out what a new metaphor means!

Example of Questions

Sue asked me if I ever lied, and I said I'm not an angel!

What do you think being an angel is a metaphor for?

- a. Having wings
- b. Dressing in white
- c. Hating devils

- d. Having a halo
- e. Being perfect

2.7. Motivation to Learn in an Online Context

This study integrated Keller's ARCS Model in its lesson's design and implementation. This model revealed that students were optimistic about the innovative learning approach. This finding proposed that good motivational design of an online course is crucial in enhancing students' motivation.

ARCS Theory of Motivation (Keller – 1987)

Keller (1987, 1988) elaborates a macro theory of motivation and instructional design that included “a model of motivation, performance, and instructional influence” and “a systematic approach to designing motivating instruction.” His model presented a synthesis of motivational influences from behavioural contingency design and management; cognitive accounting of individual abilities, skills and knowledge; and the expectancy-value theory of motivation typically applied in the context of social learning theory. Keller viewed this contribution as adding the *heart* to general understanding of the nature of the learner.

Keller's model of motivation, as conceived in 1987, was organized in terms of person inputs, outputs, and environmental inputs. A graphical representation of this model can be found in Keller (1988). According to the model, motives and expectancy, as well as “any systematic effort to influence motivation” determine level of effort expended. Effort, together with the application of individual

abilities, skills, and knowledge, plus any effort to design or manage the learning experience, determine performance. Performance, along with any design of contingencies, determines consequences. Dotted lines in the model represent feedback that is available to the learner at each step in the process. The diagram also represents feedback from consequences as being subject to cognitive evaluation.

“Building on this conceptual foundation, the ARCS Model was created by generating a large list of motivational strategy statements, and sorting them to see whether the four categories of the model provided a conceptually valid typology” (Keller, 2000). In the process, some of the components of the model were renamed “to strengthen the central feature of each and to generate a useful acronym.” The acronym of the revised model stands for (a) attention, (b) relevance, (c) confidence, and (d) satisfaction.

Attention is assumed to be both an element of motivation and a pre-requisite for learning. For learning to occur attention must be obtained, sustained, and directed to relevant stimuli. Attention is further defined by three subcategories:

1. *Perceptual arousal* – “Almost any sudden or unexpected change in the environment will activate a person’s perceptual level of curiosity....a change in voice level, light intensity, temperature, or a surprising piece of information” (Keller, 1987). This is the first step in the attention process but it does not last long because people adapt fairly quickly.

2. *Inquiry arousal* – “A deeper level of curiosity may be activated by creating a problem situation which can be resolved only by knowledge-seeking behaviour.”
3. *Variability* – “To sustain attention it is beneficial to incorporate variability.”
This helps to prevent learners from adapting and tuning out.

Relevance emphasizes the importance of learners understanding why they should expend effort on a given task. The three subcategories of relevance are

1. *Goal orientation* – “Generally speaking, people will be more motivated to learn if they perceive that the new knowledge or skill will help them achieve a goal in the present or future.”
2. *Motive matching* – “Understanding the students’ personal motive structures can lead to the development of compatible learning environments.” People with a high need for achievement typically enjoy setting goals for themselves. They also like to control the means by which goals are obtained, and are often uncomfortable in group work, because of a dependence on others in planning and achieving results. People with a high need for affiliation, on the other hand, enjoy being with others in non-competitive situations. Some people are motivated by a combination of the two factors.
3. *Familiarity* – People “tend to be most interested in content that has some connections to their prior experiences and interests”. “Instructional material that confirms the learner’s pre-existing beliefs and interests will be seen as relevant.”

Confidence highlights the importance of students feeling confident in their ability to succeed. Keller's three subcomponents of confidence are

1. *Learning requirements* – “Letting the learners know what is expected of them is one of the simplest ways to help instill confidence.” Note that this assumes students already possess prerequisite abilities for the task.
2. *Success opportunities* – “After creating an expectation for success, it is important for the learners to actually succeed at challenging tasks that are meaningful”. For learners at a new task, the level of challenge should be fairly low and frequent feedback should be given “that helps them succeed or confirms their success”.
3. *Personal control* – “Confidence is often associated with perceptions of personal control over being able to succeed at a task”. Corrective feedback that helps students see the causes of their mistakes and take action to correct them improves confidence.

Satisfaction emphasizes the contribution of feeling satisfied after a learning experience in order for motivation to continue. This is the final step in the motivational process. The three subcomponents of satisfaction are

1. *Natural consequences* – It can be very satisfying for a student to be able to successfully perform a challenging task that he or she could not do before and the use of newly acquired skills is, in and of itself, rewarding. Another type of natural consequence is genuine praise that “focuses on specific aspects of performance that are praiseworthy”.

2. *Positive consequences* – “Incentives in the form of awards, monetary bonuses, trophies, and special privileges are satisfying outcomes...provided they are used appropriately according to the established principles of using reinforcements”. Extrinsic rewards are useful when students are not intrinsically motivated, when the task is inherently monotonous, or in highly competitive situations. Intrinsic and extrinsic methods should be used in combination, maintaining the learner’s a sense of control, but also recognizing their efforts and accomplishments.
3. *Equity*– “Sometimes a person will feel very good about the outcomes of an achievement until he or she finds out what someone else received”. Equity is perceived when outcomes are consistently commensurate with accomplishments.

2.8. Advantages and Disadvantages of Utilizing Quipper School in Learning Poetry

As a matter of fact, every media bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective.

2.8.1. The Advantages

Quipper School can be an alternative medium to teach literature because it has many advantages. The advantages of utilizing Quipper School in learning poetry can be described as follows:

- 1) Since Quipper School can be accessed in a relatively accessible way, it enables teacher to assess their tasks. More importantly, as long as the students have internet connection, they can have more time to practice their language skills by listening to, reading, speaking and writing poems on their Quipper School's account anytime and anywhere.
- 2) The students are able to receive comments or responses to their performances instantly, so they can share idea and knowledge each other.
- 3) More importantly, the students can get the feedback not only from the teacher, but also from their friends who watch their performance.

2.8.2. The Disadvantages

Besides the advantages, Quipper School has disadvantages that should be considered. Since the students write their paragraph on their Quipper School's account, everybody can read, comment, and give feedback. Thus, if the feedback is positive, the students' self-esteem will be boosted and they will be more motivated to learn and have reading poetry practice more. Conversely, if the feedback is negative, the students' sense of self can be affected, de-motivating them from expressing again.

In brief, those are several points of theories and previous studies which should be reviewed. Additionally, this chapter has also discussed about understanding and expressing poetry, social networks and Quipper School. Quipper School utilization in understanding and expressing poetry, Quipper School in poetry appreciation activities, procedures of utilizing Quipper School in poetry expression activities, and advantages and disadvantages of utilizing Quipper School for learning poetry.

2.9. Students' Perception

According to Struvyen (2013), perception as the awareness of things that we have by means of our senses, especially the sense of sight, refers to the cognitive psychological movement.

Students' perception are the beliefs or opinions that students have as a result of realising or noticing something, especially something that may not be obvious to other people, for example, teachers, parents, or outsiders. Students' perceptions are the result of direct experiences in the educational context. These experiences can be different from teachers' experiences in educational context. Students in this respect, construct their own world. Not all students experience the same educational context too. Hence, students' perception can be different among other groups of students.

In short, students' perception is their awareness of things happening while learning, by means of his senses, especially the senses of sight and feeling that change their cognitive state (from not knowing to knowledgeable).

2.10. Theoretical Assumption

Based on the literature review above, some theoretical assumption could be drawn as follow:

First, since literature can be considered as one of subjects in learning a language; therefore, it is an important aspect of learning and it should be introduced as early as possible to develop the students' English literature; for example, by giving the students, as the beginners, lots of literature materials. Quipper School is a website created by the researcher for learning literature in *Lintas minat* subject of grade XI Senior High School students. Poetry is one of the materials. It is hoped that learning by using Quipper School would improve students' poetry appreciation since it provides interesting features and suitable lessons and questions to learn.

Second, learners' motivation has always been related to successful learning. Motivation refers to "the reasons underlying behavior" (Guay et al., 2010). A review of motivational literature in online contexts indicates the usefulness of the web-based systems in motivation enhancement. A study by Piteira and Costa (2006) on the usability of the LMS Moodle implemented in an online course in relation to motivation in a university in Portugal revealed that the online course using Moodle platform as well as Moodle-facilitated provided activities such as

quizzes, lessons and chats were well accepted by students. This was due to the interesting features offered by the web tools in Moodle. Likewise, Chan Lin (2009), in her study of a 12-week web-based course at Fu-Jen Catholic University, Taiwan discovered that the design and implementation of web-based activities were useful in motivating students to learn online. This study which integrated Keller's ARCS Model in its lesson's design and implementation revealed that students were optimistic about the innovative learning approach. This finding proposed that good motivational design of an online course is crucial in enhancing learners' motivation. In examining motivation types, Radovan (2011) who conducted a study on a distance-learning programme at the University of Ljubljana, Slovenia had discovered the prominence of two motivation types among online learners, namely task value and self-efficacy (expectancy). Motivational factors such as intrinsic goal orientation, task value and self-efficacy in the context of a distance-learning course were also perceived as significant.

Third, studies regarding to students' perception of learning literature through online learning service there were three of such studies could be found in the Malaysian secondary school context. One study on Malay literature, was undertaken by Zamri and Nur Aisyah (2011) which investigated the perceptions of a group of students towards the use of a multimedia application in the learning of a Malay novel called "Istana Menanti." Their findings revealed that the system was able to diversify the teachers' teaching methods and attract the students to learn Malay literature. The second study was on the learning of English literature by a group of other students using a web-based multimedia approach (Sivapalan

& Wan Fatimah, 2010). Similarly, they discovered that technology use in literature learning was indeed a promising alternative in enhancing the students' interest to learn. The third study was done by Taha & Ming (2014): LitOSS (Literature Online Support System) would significantly enhance students' motivation to learn literature due to its highly motivating design.

2.11. Hypothesis

In relation to the theoretical assumption; therefore, the hypothesis can be formulated that learning poetry by using Quipper School as a process of habit formation which it will be easier for the students to remember and learn; thus, it will improve the students' poetry understanding and expression.

This research is done by giving pre-test and post-test for the students. From the result, are there any significant differences in appreciating poems before and after learning using Quipper School? Then, it will be analysed by SPSS system.

The writer has six presupposition to be formulated to be formulated as hypotheses of this present research:

1. Quipper School can improve students' poetry appreciation.
2. Quipper School cannot improve students' poetry appreciation.
3. There is a correlation between ARCS motivation and students' poetry appreciation.
4. There is no correlation between ARCS motivation and students' poetry appreciation.

5. The students have positive perception toward the implementation of Quipper School.
6. The students have negative perception toward the implementation of Quipper School.

III. RESEARCH METHODS

This chapter describes the design of the research, how to collect the data from the subject of the research and how to analyze the data. This chapter also describes research procedure, schedule of the research, validity and reliability of the test instrument, data treatment, and hypothesis testing.

3.1. Research Design

This study was a quasi-experimental design. The researcher tried to fulfil experiment criteria by using one group pretest-posttest design. It measured the result from the tests and had the control group. The researcher could use experiment group as control group so the two groups were from the same subject. The participants in this study were not selected randomly but through predetermined criteria of selection (Campbell and Stanley, 1966). The participants were also given 'treatments' through some predetermined conditions set for the study.

The research design was as follows:

$T_1 \ X \ T_2$

(Setiyadi, 2006)

T₁ : Treatment 1; that is learning poetry through conventional way (face-to-face activities) and followed by pre-test of poetry appreciation

X : Learning Poetry through Quipper School

T₂ : Treatment 2; that is Post-test of poetry appreciation

3.2. Research Variables

There are three operational variables in this study. They are as follows:

1. Independent variable

Quipper School is the independent variable (X) in this study. It refers to the learning activities done by the students which combine conventional learning in the classroom and online learning through internet.

2. Dependent variables

The dependent variables of this present research are:

- a. The students' poetry understanding pretest, poetry expression pretest, poetry understanding posttest, and poetry expression posttest.
- b. The students' motivation for learning poetry.
- c. The students' perception toward Quipper School.

3.3. Participants

The participants of this study consist of 38 students. They are selected purposively. At first the group was taught by face-to-face tutorials without using Quipper School (non-technological learning process). Next, the group was taught by an e-learning approach: using Quipper School interactions (technological

learning process). The participants are in their eleventh grade which was meant to guarantee an acceptable level of maturity in responding to the questionnaires.

3.4. The Procedures of the Research

In conducting this research, all the students in the experimental group were given a treatment by the use of Quipper School, that is, the use of online learning through internet, namely www.quipperschool.com. The site allows for teachers to facilitate collaboration among a class or group of students. The research procedures of this study are explained as follows:

1. Selecting instrument of materials

The instrument materials of poetry appreciation test were chosen by the researcher. The selecting process considers the materials that were taught to the students in the eleventh grade. One of the four basic competencies from the first and second semester of SMA curriculum for *lintas minat* is chosen, i.e. poetry appreciation. It consists of understanding and expressing poetry. The selecting process for the questionnaire test was considered based on classification of students' motivation in learning English. In order the respondents understood the instrument of measuring the motivation, every item of questionnaire was translated into Indonesian. Obviously, it facilitated them to answer the questions easily.

2. Determining the sample of the research

A sample is a smaller group chosen from the population which consists of some members. The sample of this research was determined by using purposive sampling. There are nine classes of eleventh grade of SMAN 1 Kalianda academic year 2015/2016. However, only two classes had English *peminatan*. Therefore, a class of XI MIA 2 was determined to be the sample of this research.

3. Administering the pre-test of poetry appreciation to the chosen sample.

4. Quipper School was employed to the chosen group.

The rotation model of Quipper School was applied to the chosen group. The students were explained how they were going through using Quipper School.

5. Administering the post-test of poetry appreciation to the chosen group.

6. Administering the motivation questionnaire to the students of the chosen group.

6. Analyzing the data from the instruments.

The output data from the pre-test and post-test of poetry understanding and poetry expression test were analyzed by using the Repeated Measured t-test to find out the significant difference of the progress and contribution before and after the treatment was given. To find whether there is any association between their motivation and poetry appreciation within the application of Quipper School, the correlation analysis of SPSS program on the Pearson product moment coefficient correlation was used.

3.5. Technique for collecting the Data

In collecting the data, the techniques used were pre-test and posttest of poetry appreciation and motivation questionnaire. To collect the data for the students' motivation, a thirty six item questionnaire was distributed to the samples of this research to fill in. The items of questionnaire were constructed based on ARCS Keller's motivation. The questionnaire was tested after the treatment.

Furthermore, to collect the data in the students' poetry appreciation, the sample was tested by asking them to do English test on the basic competency of poetry appreciation both in understanding and expressing poetry. The test was given in forms of pre-test and post-test, before and after the treatment of Quipper School.

3.6. Instruments

The instruments used in this research are:

➤ **ARCS Motivation Questionnaires**

The researcher used Keller's ARCS Model because this model is used to examine the motivational design of an online learning system. It will look into "the process of arranging resources and procedures to bring about changes in motivation" to learn (Keller, 1988). ARCS stands for Attention, Relevance, Confidence and Satisfaction.

The questionnaire adopted the 7-points of the Likert's Scale from 1- *not at all true of me* to 5- *very true of me*. These questionnaires are used to collect information on the students' motivation for learning poetry.

**Classification of Statements in ARCS Keller's Motivation Questionnaires
Based on Specification and Condition**

**Table 3.1
The Specification of Motivation Questionnaire Test**

No	Condition	Positive Statement Numbers	Negative Statement Numbers
1	Attention	2, 8, 9, 11, 17, 20, 23, 24, 28	12, 15, 22, 29
2	Relevance	4, 6, 16, 18, 30, 33	26, 31
4	Confidence	1, 13, 25,35	3, 7, 19
5.	Satisfaction	5, 10, 14, 21, 27, 32, 36	34

The thirty six item questionnaire asked about the students' motivation in learning English. The students gave their answers as factual and real information about themselves or the information that is close to the fact as provided in the five alternative answers.

➤ **Poetry Appreciation Test**

An English test was used as one of the instruments to collect the data for students' poetry appreciation. The English test was conducted before and after the treatment. The students in the group were asked to do the test in the basic competency of poetry appreciation both in understanding and expressing poetry.

Table 3.2
The Specification on English Achievement Test

No	Test Items	Question Types	Number	Total	Allocated Time (minutes)
1.	Poetry Understanding (Pretest)	Multiple Choices	1 - 20	20	45 minutes
2.	Poetry Expression (Pretest)	Reading Poetry			5 - 10 minutes
3.	Poetry Understanding (Posttest)	Multiple Choices	1 - 20	20	45 minutes
4.	Poetry Expression (Posttest)	Reading Poetry			5 - 10 minutes

The poetry expression is scored holistically. To maintain the reliability, these performances were scored by pronunciation, rhythm, and imagery (Huck et al, 1989; Kennedy and Kennedy, 1999; Lynch-Brown & Tomlinson, 1999).

Table 3.3
Reading Poetry Rubric

	Mastery 100-90 points	70-90 Partial Mastery	50 - 70 Basic	30 - 50 Unsatisfactory
Imagery	The poem is very well illustrated.	The poem is well illustrated.	The poem is quite well illustrated.	Poem is not neatly illustrated.
Rhythm/ Pronunciation	The student followed the proper format for the style of rhythm and pronunciation.	The student usually followed the proper format for the style of rhythm and pronunciation.	The student sometimes followed the proper format for the style of rhythm and pronunciation.	The student did not follow the proper format for the style of rhythm and pronunciation.
Movement	The student uses very suitable movement.	The student uses suitable movement.	The student uses quite suitable movement.	The student uses tough movement.

Adapted from : <http://berbahasa-bersastra.blogspot.com/2011/11/penilaian-pembacaan-puisi.html#ixzz3l7BtIDmB>

➤ Perception Questionnaire

Students' perception questionnaire was the questionnaire to collect the data of students' perception on learning by using an online learning service. This instrument was an adaptation of Taha and Ming (2014).

3.7. Data Analysis

To know the increase of students' English achievement of poetry appreciation, the pre-test was administered before applying Quipper School. Afterwards, after applying Quipper School, the post-test was administered. To analyze the data, Kuddler's formula was used to compute the result of pre-test and the posttest which is described below:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = mean or average scores

$\sum X$ = the scores of all students

N = number of students

To know the gain, the pre-test and post-test were compared. Then, matched t-test was employed to test whether or not the difference between pre-test and post-test was significant. Hatch and Farhady (1982:115) state that we need to use t-test which is appropriate for sets of paired data when we have those data.

After getting the mean from the two tests, the data were analyzed by using Repeated Measures t-test. This technique is used when one wants to compare the

mean of a group from two tests. According to Setiyadi (2006: 171), the basic assumption of Repeated Measures T-Test can be described as follows: data must be interval or ratio data, source of the data is taken purposively from a population (not absolute), and data has a normal distribution.

In order to analyze the data, some steps were done. The questionnaire items of motivation were analyzed by counting each answer. The scores were then computed. Relating to the data on poetry appreciation in the lesson of poetry understanding and poetry expression, the data of the students' pre-test and post-test scores were analyzed to find out the mean scores obtained by the students.

The data obtained were statistically compared to find out the significant difference of their poetry appreciation between the pre-test and the post-test by using Repeated Measures t-test. The computation was analyzed by using SPSS version 15 for Windows. The following procedures are as follows:

1. The scores of the pre-test and post-test of the poetry appreciation of the chosen group were analyzed to find out the mean of the scores.
2. The results of the pre-test and post-test of the poetry appreciation of the chosen group were compared by using Repeated Measures t-test to find out the significant difference of the progress and contribution before and after the treatment is given.

3. The thirty six item questionnaire of motivation was analyzed by counting the answers of each item from the experimental group, given after the treatment.

A statistical analysis was done to test whether or not the use of Quipper School can significantly improve students' poetry appreciation (understanding poetry and expressing poetry). The criteria are:

1. H_1 is *accepted* if t-value is bigger than t-table, or (t-value > t-table).
2. H_2 is *rejected* if t-value is smaller than t-table, or (t-value < t-table).

Thereby, in calculating the data, the SPSS (Statistical Program and Solution) version 15 for windows was used to prove whether the hypothesis is accepted or rejected.

In this research, the poetry appreciation pretest and post-test and motivation questionnaire consisting of a thirty item questions were administered to one different class of the research subjects. In order to prove whether the tests have a good quality or not, level of difficulty, discriminating power, validity and reliability were analyzed.

3.7.1. Level of Difficulty

A good test item is the one which is neither too difficult nor too easy.

The formula is:

$$P = \frac{R}{S}$$

P : the difficulty index

R : the number of the testees who answer correctly

S : the whole number of students who take part in a test

According to Arikunto (1992), the criteria of difficulty level of a test are as follows:

- 1) A hard item ranges from 0.00 to 0.30
- 2) A fair item ranges from 0.31 to 0.70
- 3) An easy item ranges from 0.71 to 1.00

3.7.2. Discriminating Power

Discriminating power is the capacity of a test item to discriminate a group of the upper and that of the lower.

The formula:

$$D = \frac{RU - RL}{SU + SL}$$

D : discriminating power

RU : the number of the test takers of the upper who answer correctly

RL : the half number of the test takers from the upper who take part in a test

SU : the number of the test takers of the lower who answer correctly

SL : the half number of the test takers from the lower who take part in a test

The criteria are as follows:

- 1) A negative item is bad: < 0.00
- 2) A poor item ranges from: $0.00 - 0.20$
- 3) A satisfactory item ranges from: $0.21 - 0.40$
- 4) A good item ranges from: $0.41 - 0.70$
- 5) An easy item ranges from 0.71 to 1.00

3.7.3. Validity and Reliability

Joppe (2000) provides the following explanation of what validity is in quantitative research: Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

Pretest and posttest used content validity. The test items are suitable with the syllabus. The validity of the two questionnaires used construct validity. The validity which is suitable with the theories of motivation and perception. Theory of motivation was created by Keller and theory of perception was created by Sivalan.

Joppe (2000) defines reliability as: ...The extent to which results are consistent over time and an accurate representation of the total population under study is

referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Kirk and Miller (1986) identify three types of reliability referred to in quantitative research, which relate to: (1) the degree to which a measurement, given repeatedly, remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period (pp. 41-42). Charles (1995) adheres to the notions that consistency with which questionnaire [test] items are answered or individual's scores remain relatively the same can be determined through the test-retest method at two different times.

Reliability of the pretest and posttest uses the degree to which a measurement, given repeatedly, remains the same. The motivation questionnaire uses rank order correlation. The researcher ranked the result of students' motivation, whether their results were considered as low, medium or high motivation. After that, they were related to the result of pretest and posttest.

3.9. Hypothesis Testing

In testing the hypothesis that the learning literature facilitated by Quipper School will improve the students' poetry appreciation significantly, *Repeated Measure t-test* was used. The hypothesis is also statistically tested by using ANOVA, in which the significance is determined by $p < 0.05$. Therefore, the hypothesis which can be cited is as follows:

- H_0 : There is no significant improvement of the students' poetry appreciation.
- H_1 : There is a significant improvement of the students' appreciation.
- H_3 : There is a correlation between ARCS motivation and students' poetry appreciation.
- H_4 : There is no correlation between ARCS motivation and students' poetry appreciation.
- H_5 : The students have positive perception toward the implementation of Quipper School.
- H_6 : The students have negative perception toward the implementation of Quipper School.

V. CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestion.

5.1. Conclusion

Considering all data gathered after finishing the research which had been held in the eleventh grade of SMAN 1 Kalianda, this study has drawn up some conclusions. They are as follows:

1. Quipper School as one of online learning service in senior high school indeed successfully improve the students' poetry appreciation (poetry understanding and poetry expression). It provides a lot of opportunities to explore their needs and potentials, as well as place and time flexibility for learning. There is an outstanding improvement of the eleventh grade students' poetry appreciation after being taught by Quipper School. Based on the paired-sample test it was found that the $t_{\text{value}} = 8.735$ and the $t_{\text{table}} = 2.0262$ (df=37). Since $t_{\text{value}} > t_{\text{table}}$, it means that there is significant improvement after learning by using Quipper School. The problems hinder their progress on learning poetry are the lessons complexity which needs to be simplified in such more interesting and interactive digital forms; and the other is the unstable internet connection when they need to explore the lessons at school. Overall, Quipper School significantly improves their achievement of poetry appreciation.

2. The result of ARCS motivation questionnaire after the students learnt through Quipper School showed that they got high attention, relevance, confidence and satisfaction. Meanwhile, by looking at the result of Pearson Correlation and Anova the significance scores of relevance (Sig. = 0.049) and satisfaction (Sig. = 0.032) are below 0.05. Correlation is significant at the 0.05 level (2-tailed). Therefore, students' poetry appreciation has correlation with their relevance and satisfaction. On the other hand, the result of Pearson Correlation and Anova of attention (Sig. = 0.075) and confidence (Sig. = 0.724) show the significance scores are above 0.05. This means that there is no correlation between students' poetry appreciation with their attention and confidence.
3. The students' perception on poetry appreciation toward Quipper School is positive. By looking at the mean (3.2) it is categorized as positive perception. Students' positive perception was gained because the materials uploaded onto Quipper School can be classified into three categories: (1) compulsory materials such as literature notes and exercises provided by the Quipper's Curriculum Development Centre; (2) additional materials developed by teachers and (3) materials obtained from the World Wide Web used for enrichment purposes. The online materials provided to students comprised a good mix of poems. All materials are either uploaded using MS Words, Power Point and PDF files or hyperlinked to other sites in the World Wide Web such as YouTube and the authors' own blogs.

5.2. Suggestion

Based on the result of this research, here are some following suggestions proposed by this study as the consequence by the application of Quipper School to improve the students' poetry understanding and poetry expression.

1. Teachers are leaders in bringing students to use technology effectively and creatively (Watanabe, 2016 in Konferensi Nasional Guru Quipper). Therefore, It is advised that the teachers give particular attention to those who need personal approach both in face-to-face meeting and virtual classroom, so that their motivation of learning English will be high. Since Quipper School is something new to the students, the teacher should be patient in explaining how they should do during English lessons. Additionally, students should not only be called and notified about their weaknesses and mistakes of their learning or tasks, but more personal consultation about how they get through Quipper School is a necessary point that should be taken into account.
2. Related to the materials provided particularly in virtual classroom, the teachers should be creative in simplifying the lessons in e-hand-outs and tutorial videos, and give more feedbacks to what the students have done for their learning, so that they know their path to study further for their lessons. School should support this kind of learning mode, at least by providing sufficient bandwidths of internet connection so that the students who are not equipped by internet access will still be able to follow this way of English learning, either during or after school. Clearly, when they

get something easy to learn and feel fun of learning English, it is expected that their achievement will surely be better.

3. Referring to the correlation between the students' motivation and English achievement, it needs to be investigated further on the correlation of those variables within the use of online learning service, e.g. Quipper School in secondary levels particularly for learning poetry.
4. Sitting pupils in front of computers and giving them access to the internet will not on its own produce authentic learning. It needs to be structured and supported (Selinger, 2001).
5. It needs a further research to know why a few students with positive perception get low score on poetry appreciation and a few students with negative perception get high score on poetry appreciation. The further research can use qualitative method such as interview to the chosen students.
6. Technology is nothing. What's important is that you have a faith in people that they are basically good and smart, and if you give them tools, they'll do wonderful thing with them (Steve Jobs).
7. Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important (Bill Gates).

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