

# BOOSTING STUDENTS' HARMONIOUS PASSION THROUGH QUIPPER SCHOOL IN EFL CLASSROOM

Awaluddin, Kisman Salija, and Maemuna Muhayyang

[awaluddin.s2unm@gmail.com](mailto:awaluddin.s2unm@gmail.com)

[maemarasyid@yahoo.co.id](mailto:maemarasyid@yahoo.co.id)

[kismansalija@unm.ac.id](mailto:kismansalija@unm.ac.id)

## ABSTRACT

This research aimed at boosting students' different harmonious passion through Quipper School in English learning via online at [www.quipper.com](http://www.quipper.com). The researcher applied a descriptive qualitative method. The data collection was done using observation and semi-structured interview by taking 28 students of SMP Negeri 1 Kahu as the participants of this study. The result of the analysis showed that to boost the students' different harmonious passion for the purpose their success in English language learning covering four aspects, namely 1) students interest, 2) students' social interaction, 3) students' psychology factors, and 4) students' access to the English material. The findings revealed that (1) the use of QS features with easy access could boost the students' interest in learning as it can be done from anywhere and anytime placing them in learning enjoyment in available signal area, a transparent scoring system grew up their' desire to compete, so they need to study and become active in the classroom, system repetition of material and quizzes strengthened their understanding; (2) An attractive material supply system, complete with tasks and discussion providing personal notes for students made the needs of student learning material fulfilled; (3) The system of providing rewards for all activities carried out by students in QS, and the scoring system that can be seen by all students, grew up the students' motivation to be the best, and (4) the use of this QS stimulated students' social interaction through many activities done collaboratively to find some answers for the questions provided.

**Keywords:** *Harmonious Passion, Quipper School*

## 1. INTRODUCTION

The development of advanced technology has provided excellent opportunities for teachers and students to experience English language teaching and learning activities beyond traditional classrooms; that is, through online learning. Internet communication eases students to study, teachers to teach English by offering a wide range of social connections and to give them access to many information they need.

The information and social connection are covered in a form of application. Some applications provided for students and teachers as a user to explore more about English learning and teaching such as Quipper School, Edmodo, and Kahoot. The applications provide systems that the students can enjoy learning English in a

recommended way, for example Quipper School providing feature that makes the learning safe and fun. Students can work on specific topics proscribed by the teachers or study any part of the curriculum independently. The feature rewards students with redeemable coins, allows them to customize their learning environment, and check how their classmates are getting on the timeline. Internet users such as the students may devote a substantial amount of time in their daily routine to access the applications that they can find interesting and important things to reach their highest achievement in learning English and become passionately involved in those learning activities.

The strong inclination toward the learning activities, that the students will spend amount of time to access the

applications in internet for studying English is called as passion or specifically named as harmonious passion (HP). The passion would lead them to pursue achievement goals in learning, because the students are in control of their passion and they will be more active in learning process. To reach the highest level of achievement during and after the learning process, the passion should be boosted by using ways of teaching which is suitable with their times. It is all about the use of technology now days.

The students' inclination in studying English have some limitations categorized as different harmonious passion. First, the students were limited by social interaction. They felt difficult to work in group and to share knowledge to each other. Second, the students were limited by information access. The materials which they would like to study are difficult to find. Third, the students were limited by psychology factors. The student felt bored and lazy when they did not find the best ways to study English. If those problems last continuously, then there will be more things which can obstruct student development in learning. Such were the situations happened in SMP Negeri 1 Kahu , grade VIII A.

The passion consists of harmonious and obsessive passion. Harmonious passion is characterized by high positive affect, satisfaction, flow experience, vitality and purposeful control in choosing to start and halt an activity. Instead, obsessive passion is characterized by lack of positive affect, satisfaction, flow experience, the presence of shame, guilt or anxiety with forced effort to start an activity and difficulty in stopping (Moè, Pazzaglia, & Ronconi, 2010:1146). By following and growing up the students' harmonious passion, the teachers will not spend lot of time during teaching process to motivate and control them. There will be much time used to explain materials being given to make the students understand.

The development of advanced technology such as internet has influenced mankind in almost all aspects of life including the field of English Language Teaching (ELT). In response to the situation, English teachers should make use of it to enhance the quality of their teaching. Through the use of information technology, the students are no longer difficult to find easy learning materials through internet access. In addition, they can interact and discuss with each other whenever and where ever they are through social media. With the ease of information access through internet, then it cannot be denied that many facilities are available to be accessed

which give learning services both online and offline (Divayana & Sanjaya, 2017:149).

One of the online learning services is Quipper School, a popular educational online platform focusing on helping teachers and students dealing with internet use in the teaching learning. Quipper School contains a smart management tool that helps teachers and students get involved in teaching learning in more interactive ways. It also provides an assessment program that enables teachers to evaluate and monitor the students' progress. Most students feel excited and amazed as they experience a new mode of English learning. Quipper School was introduced in Indonesia in 2013, and now gains its fast popularity.

Quipper School aims to empower teachers to help their students by combining quality learning content with an advanced online platform. The platform also provides practical experience for students in using technology in their daily life. It has two kinds of portals namely teacher (or tutor) portal and student portal. Each portal has different functions and benefits. Particularly, for English subjects, Quipper School covers materials which focus on the English skills, namely, listening, speaking, reading and writing. Accordingly, it is assumed that the shortage of time for EFL learning in Indonesian secondary schools could possibly be solved by adopting the advantages offered by integrating English learning with Quipper School as an extended learning platform.

## 2. REVIEW OF LITERATURE

Serin (2017) conducted study "The Role of Passion in Learning and Teaching" Focusing on the differences passionate teachers make, and pointing out the effects of passion on effective learning and teaching. The researcher found that Passion is a significant factor that can contribute to student achievement. Passionate teachers who are strongly committed to their work can make a positive difference in student achievement. Being a motivating factor, passion can influence learning and teaching positively by creating excitement and action. it is a significant need for high quality learning and teaching.

Bélanger et al., (2013) conducted a study "Driven by Fear: The Effect of Success and Failure Information on Passionate Individuals' Performance" focuses on performance of individuals through harmonious and obsessive passion. Obsessive passion,

characterized by a rigid and defensive mode of functioning, predicted greater performance in domains both related and unrelated to the passionate activity in response to exposure to failure information. Conversely, harmonious passion, characterized by a flexible, non-defensive mode of functioning, was found to be unaffected by success or failure information. The result of this study shows that the type of passion, obsessive or harmonious, predicts whether performance will be elicited in response to fear of failure instigated by failure information. Obsessive passion, associated with defensiveness, predicts performance aimed at avoiding failure, whereas harmonious passion, associated with a secure self-concept, predicts stable performance. Harmonious passion refers to a strong desire to freely engage in the activity, wherein the person regards the activity as a significant, but not overwhelming, part of their identity. With harmonious passion, the person is in control of the activity and may decide whether or not to engage and pursue it.

Quipper, also known as Quipper School, is a web-based online learning application. It was originally developed by Quipper Ltd. located in London. Quipper opens its representative offices in four countries, namely Japan, the Philippines, Indonesia and Mexico.

Quipper has been used by millions of teachers and learners around the world, including those in the Philippines, Indonesia, Thailand, Mexico, the United Kingdom, India, Russia and Turkey. This may be why some languages available on Quipper correspond to those countries, including English, Japanese, Filipino, Bahasa Indonesia, Mexican-Spanish, and Thai.

Mulyono (2016) conducted a study *“Using Quipper as an Online Platform For Teaching and Learning English as A Foreign Language”* focuses on the extent to which features available in Quipper may correspond to fundamental components of Computer-Assisted Language Learning (CALL) pedagogy. The study shows that quipper is affordable for use as an online teaching and learning EFL platform. More importantly, it corresponds to the three conditions of CALL pedagogy, thus making it a potential aid for activities used in teaching and learning foreign language. This online learning platform particularly useful for promoting independent learning for the students, with support from teachers as well as from their peers. Quipper, as an online platform, to be a feasible alternative for teachers to assign learning tasks to students outside the classroom. This is because

Quipper grants teachers access to monitoring students' engagement with the task and enables them to evaluate their achievements, particularly in the areas of students' learning to read, listen and write English.

Agustina & Cahyono, (2017) conducted a study *“Perceptions of Indonesian Teachers and Students on the Use of Quipper School as an Online Platform for Extended EFL Learning”* focuses on the contribution of Quipper School toward students and teachers during learning process. The result of this study shows that Quipper School is beneficial for EFL learning. Either teachers or students perceived that Quipper School is helpful to support the mastery of English skills. More particularly, Quipper school is beneficial for practicing listening and reading skills.

The capability of Quipper School in providing liable materials eases the teachers and students in coping with limited time. Score analysis, deadline setting, trustworthy materials and feedback provision are believed to be some of the benefits that can be earned from Quipper School. Moreover, this platform can also be used by all English teachers and learners who need additional learning materials and exercises. the students were motivated to learn English through Quipper School especially for practicing listening skill since the limitation of time made them unable to practice listening in the classroom.

Kamarullah, Yusuf, & Meutia (2016) conducted a study *“The Use of Quipper School with Computer-Assisted Language Learning (CALL) For Teaching ESL Writing”* focuses on finding out if students' skills in ESL writing could be improved by using Quipper School with Computer Assisted Language Learning (CALL). Also, it was aimed to identify factors that could trigger improvements in the ESL writing skills of students through using CALL. Participatory Action Research (PAR) was used as the methodology in this study. The study attempted to overcome some language problems faced by students at SMKN 1 Langsa, in eastern Aceh, particularly in mastering ESL writing skills. The result of the study shows that almost all of the students achieved the highest score (100) in the three tests. In addition, more than half of the students agreed that Quipper School improved their skills in English, especially their writing skills. From the questionnaire, they also agreed that Quipper School offered them enjoyment, willingness, and easiness to learn English.

Quipper School creates a virtual classroom for the processes of interactional teaching and learning. In

other words, it is a face-to-face platform between the educators and the learners in order to achieve the teaching-learning objectives by utilizing internet-connected media. Moreover, the use of Quipper School provides flexibility of teaching-learning outside of the classroom for both the teacher and the students. Consequently, it may even be able to replace the physical presence of the teacher for the teaching. In Quipper School, the students were freely able to express their thoughts, and the teacher was able to monitor the work of students anytime and anywhere.

Kusumawardani & Faizah (2017) conducted a study “Teachers and Students Voices Toward the Use of Quipper School on English Subject in SMP N 40 Semarang” focuses on the investigation of how Quipper School has been used. Furthermore, it also focuses on teachers and students’ perception toward the implementation. The result of the study shows that Quipper School makes teaching-learning process more fun for the students. Students views this learning more effective and very helpful compared with the previous way of learning. Quipper School elevates both teachers and students’ motivation in teaching learning process of English. this platform motivates the students to learn English more actively compared with the conventional one. They may practice the materials everywhere and anytime.

Learning though online such as using Quipper School also elevates various characters building. Students are taught to be discipline and responsible to what is assigned by the teachers. Teachers use due date strategy to awaken students’ awareness toward their responsibility. This way, students try to fulfill their duty, to be on time in submitting the tasks. Moreover, both individual and group work is assigned by the teacher. This is meant to make the students familiar with group work.

### **3. METHOD**

This research employed a descriptive qualitative design that emphasizes on the aspects of students’ harmonious passion in learning English solved by implementing Quipper School. The purpose is to examine the students’ different harmonious passion in terms with students’ interest and social interaction. The primary data source of this research has been provided in Quipper School completely. The participants of this research consisted of 28 students of junior high school

who will learn English through Quipper School via online. It is available at <https://www.quipper.com/id/>. The independent variable in this research was Quipper School as an online application based learning. By using QS was expected to solve the students’ problems through its components or features. Quipper School consists of two parts: link for teachers, and learn for students. Quipper School link is where teachers manage their classes online and check students' progress.

The dependent variable in this research was students’ different harmonious passion. The problems concern with the passion solved by using Quipper School. Harmonious passion is characterized by high positive affect and purposeful control in choosing to start and halt an activity such as making preparation, accessing English material from many sources, looking for a suitable way of learning, and trying to make themselves to feel enjoyable in learning English. The passion enables students to have a good achievement.

The source of data used by the researcher is the aspects of students’ different harmonious passion to boost up their learning English in terms with their interest and social interaction. To gain the data, the researcher used semi structured interview and observation concern with their different harmonious passion in learning the language.

The data were collected by using observation in the form of the result of students’ active learning based on the general elements provided in the Quipper school. To try to start to overcome this problem, the researcher involved the 28 students in teaching learning process by integrating an internet connected network in a virtual classroom called Quipper School. Only 28 ESL students selected to be the participants for this study which will be carried out following the procedures below:

1. The researcher, the English teacher and the ESL students discussed the problems concern with the four aspects of the harmonious passion in English learning.
2. The researcher, the teacher, and the students discussed possible solutions to these problems.
3. The researcher and teacher introduced and familiarized the Quipper School system to the ESL students through a training program.
4. The researcher and teacher taught the students using Quipper School for three meetings and observe the teaching learning processes.
5. The researcher and teacher gave the students the evaluation of Quipper School learning interaction.

Based on the procedures above, there were several techniques which used to get the data, namely observation and semi-structured interview. By getting relevant data and information from these techniques, the results obtained for further analysis.

#### 4. FINDINGS AND DISCUSSION

The findings deal with the way to boost up the students' harmonious passion in English learning through the Quipper School by maximizing the aspects of students' harmonious passion specifically for students' interest and social interaction.

Those aspects were solved by implementing the online based learning called Quipper School during 11 meetings, including 3 specific meetings for training were given to the student to know the features inside it and how to operate them. The learning and teaching process were supported by facilities in the form of language and computer labs to facilitate them in accessing the online based learning application. The following findings of this research show how the Quipper School described as in the following lines.

##### A. The Use of Quipper Features Can Stimulate Learning Interest

The students' interest in learning based on the data analysis, it is found that the Quipper School promotes learning interest are indicated by; 1) the feeling of students' enjoyment to study, 2) students' need to study, 3) greater attention to the things they've learned, 4) and the active participation in activities. Those indicators can be seen in the following features of the Quipper School specifically indeed are made to make the students feel interested in learning English.

##### 1. The Feeling of Students' Enjoyment to Study English

AZ : Jika kita berada di tempat lain selain di rumah ataupun di sekolah, kita dapat mengakses Quipper School dengan membuka materi pembelajaran seperti bahasa Inggris dan menurut saya Quipper School itu sangat bagus untuk digunakan oleh anak-anak jaman sekarang karena mungkin anak-anak jaman sekarang tidak ingin membuka buku lagi dan mereka hanya membuka gadget masing-masing

AZ : If we are elsewhere, other than at home or at school, we can access Quipper School by opening learning materials such as English and in my opinion Quipper School is very good to be used by children today, because it may be children today don't want to open a book again and they just open their each of gadget.

AP : Kita tidak perlu lagi membawa buku, pulpen dan lain-lain, dan kita bisa mengerjakan soal-soal itu dimana saja.

AP : We no longer need to bring books, pens and so on, and we can work on these questions anywhere.

In the extract 1 above, the students explained that they felt interested in learning process using Quipper School. AP said that "*we no longer need to bring books, pens and so on*". It made the learning becomes more simply. The reason was because the convenience provided by the application itself makes the learning becomes easy. The application can be accessible from anywhere and anytime when there is a network signal from HP or laptop, and certainly very in accordance with the current technological development. AZ said that "*Quipper School is very good to be used by children today, because it may be children today don't want to open a book again and they just open their each of gadget*". What makes it particularly more interesting to be used for the students was the presence of the Quipper School features such as Students Course, Theme Shops, Missions and Class activities. Those features of the application made the students felt had to present in the class room, because they had felt enjoyable to learn English.

##### 2. Students' Need to Study English

NA : Saya itu mempunyai teman yang bahasa Inggrisnya lebih daripada saya. Jadi, saya itu termasuk irilah. Iri karena banyak teman di luar sana lebih banyak bahasa Inggrisnya daripada saya. Jadi, maka saya ingin belajar terus dan terus.

NA : I have a friend whose English is more than me. so, I feel envy. Envy because many friends outside there their English is more than me. So, I want to keep learning more.

NA	: Dengan menggunakan Quipper School dapat meningkatkan bahasa Inggris saya, karena disitu dapat kita mengetahui jawaban yang benar bila kita memilih jawaban yang salah.
NA	: Using Quipper School can improve my English, because there we can know the correct answer if we choose the wrong answer.
MN	: Dengan Quipper School kita dapat bertanding dengan teman-teman mengerjakan kuis yang dapat mengadu kecerdasan kita
MN	: With Quipper School we can compete with friends working on quizzes that can compete our intelligence

In the extract 2 above, Students felt they need to study generally because of competition. NA said that *“many friends outside there their English is more than me. So, I want to continue learning more”*. It became a strong reason for them to have good skills in English. MN said that *“With Quipper School we can compete with friends working on quizzes”*. Quipper School led the students to spend much time working on it to have a good understanding about English they are studying. Here they used all of their ability to complete the mission provided in the application related to material given by their teacher.

All students wanted to be the best among their friends. The way they have to do is finding ways and learning media that are good to use in learning, and the only application that has been synchronized with the national curriculum today is Quipper School. That means using this application, students will be directed to achieve the learning objectives that exist during the learning activities.

### 3. Greater Attention to The Things Students Have Learned in Studying English

AN	: Perkembang bahasa Inggris saya setelah belajar Quipper School berbasis online sudah meningkat dari biasanya, karena di dalamnya kita diberi penjelasan dari materi sesuai soal yang diberikan. Quipper School menjadikan saya untuk giat belajar dan mengulangi terus soal yang saya jawab yang salah dalam Quipper School.
AN	: My English language development after studying Quipper School, which is based online, has increased from usual, because in it we are given an explanation of the material according to the questions given. Quipper School made me study hard and keep repeating the questions that I answered incorrectly on Quipper School.

AJ	: Karena Quipper School hanya menggunakan laptop atau HP, dan ketika salah dalam Kuis, kita dapat mengulang soal sampai kita benar-benar memahami soal.
AJ	: Because Quipper School only uses laptops or cellphones, and when wrong in the Quiz, we can repeat the question until we really understand the Quiz.
AS	: Belajar bahasa Inggris dengan menggunakan Quipper School, saya mampu mengingat dan memahami betul materi, soal, yang ada di dalamnya, dan kita juga mampu mengulang-ulang soalnya sampai kita memahami betul pelajaran yang ada di dalamnya.
AS	: Learning English using Quipper School, I am able to remember and understand the material, the questions in it, and we were also able to repeat the questions until we fully understand the lessons in it.

In the extract 3 above, students were focused on repetition for each lesson item they have learned before. Quipper School had recorded all the activities students have done in strengthening material and quiz training, and this has attracted more students' attention to master the material they are learning. AN said that *“Quipper School made me study hard and keep repeating the questions that I answered incorrectly in Quipper School”*. This indicates that Quipper School can boost students' success in learning through repetition that can be done at all times. AJ said that *“when wrong in the Quiz, we can repeat the question until we really understand the Quiz”*. This repetition directed students in detail to certain points they didn't understand, so students' attention becomes focused only on what they need to learn. AS said that *“Learning English using Quipper School, I am able to remember and understand the material, the questions in it, and we were also able to repeat the questions until we fully understand the lessons in it”*. This signifies the success of Quipper School as an online-based application for student success in learning. Quipper School has indeed provided features that can be used by students to see all the progress they have made during learning. Then, if there is student feels lacking about things which have been learnt, they just repeat the items they don't understand.

#### 4. The Students' Active Participation in Studying English

MA	: <i>Saya tertarik, karena berlomba-lomba dengan teman untuk mendapatkan poin yang lebih banyak.</i>
MA	: I am interested, because competing with friends to get more points.
AZ	: <i>Yang paling menarik itu pada saat ada kuis dan apabila kita benar, kita mendapat poin. Itu yang membuat saya tertarik, karena dengan poin kita bisa membeli tema.</i>
AZ	: The most interesting is when there is a quiz and if we are right, we get points. That is what makes me interested, because with points we can buy themes.

In the extract 4 above, the appearance of Quipper School which can be said have items that are already complete, including the very clearly stated who has the highest rating that can be seen through the "Class Activities" feature, can also be directly seen through the "Level" feature which also shows the level student success in mastering learning material. MA said that "*I am interested, because competing with friends to get more points*". This shows that the desire to compete between students with the existence of this online learning system made the student and others became active and participate in the teaching and learning process in the classroom.

A transparent scoring system from this application made students felt didn't want to have low ability among others in the class. AZ said that "*The most interesting is when there is a quiz and if we are right, we get points*". Students raced to get as many points as possible, because it also affects the amount of coins they have. The more coins they had, the wider the chance to beautify the page views they had with shopping themes using the coins. This was also a strong reason for students to become active in class. This Quipper school application made them active during the learning process. Most of them did not stay quiet, if they didn't understand, they immediately asked their classmates or sent teachers a short message to ask through the "message" feature that Quipper school has provided.

#### B. The Use of Quipper Features Can Facilitate Classroom Interactions

AZ	: <i>Semenjak menggunakan Quipper school saya lebih dekat dengan teman saya dan lebih sering berkomunikasi entah materi pelajaran atau mengajaknya berlomba menyelesaikan soal tersebut, dan penggunaan Quipper school tidak jauh beda dengan cara komunikasi lainnya karena di Quipper school bukan cuma materi pelajaran yang disediakan melainkan juga menyediakan chat untuk berkomunikasi dengan teman.</i>
AZ	: Since using Quipper school, I am closer to my friends and communicate more often with subject matter or invite them to compete in solving the questions, and using Quipper school is not much different from other ways of communication because Quipper school is not only the subject matter provided but also provides chat for communicate with friends.
AZ	: <i>Saya juga belum terlalu lancar berbahasa inggris. misalnya kalau saya kerja tugas dan saya tidak tau, saya bisa bertanya kepada teman yang mungkin mengetahuinya dan sudah tidak menggunakan aplikasi lagi melainkan saya hanya menggunakan Quipper school.</i>
AZ	: I also don't speak English too well. For example, if I work a task and I don't know, I can ask friends who might know it and don't use the application anymore but I only use Quipper school

In the extract above shows that the student easily communicated with friends in the classroom through the system provided by Quipper School. AZ said that "*since using Quipper school, I am closer to my friends and communicate more often with subject matter or invite them to compete in solving the questions*". The system in Quipper School stimulated students to interact with one another, because if students were not active a lot, because they did not understand the material, then everything will be seen in the "status level" and will also be seen in the "class activities" feature. Material that cannot be understood can be asked to friends or can invite friends to compete to finish the questions. The more questions they finish, the more opportunities to get rewards. AZ also said that "*I also don't speak English too well. For example, if I work a task and I don't know, I can ask friends who might know it and don't use the application anymore*". Some of those who usually choose to stay silent in their studies are greatly helped by the Quipper School application. This application has

changed their class conditions for the better during the learning process. They are invited to interact with their other friends, one way is to give quizzes to compete with

friends. The desire to be the best makes these students seek as much additional information as possible to support their learning.

## CONCLUSION AND SUGGESTION

### Conclusion

In terms of students' interest, the technology existence covered in Quipper School application has already been accessible anywhere and anytime when there is a network signal, and certainly very is suitable with the current technological development. The Quipper School stimulates the students' interest deals with; 1) the feeling of students' enjoyment to study, 2) students' need to study, 3) greater attention to the things they've learned, 4) and the active participation in activities. What makes it particularly interesting for the students are the display which is better than other applications and the presence of coins as a reward given for each of the missions have been completed. It can save much time to be used in learning.

In terms of students' social interaction, it can appear from their curiosity to learn highly by inviting their friends to do the competencies available in the online application, and of course also it will be more fun if they are done in groups. They are freely to ask anyone whose friend has the same material topicalization stages, which they already have. The student can easily communicate with his friend in the classroom through the game system provided by Quipper School. Another thing that can be done by the students are to do a personal communication with their teacher through "message" feature.

### REFERENCES

Agustina, E., & Cahyono, B. Y. (2017a). Perceptions of Indonesian Teachers and Students on the Use of Quipper School as an Online Platform for Extended EFL Learning. *Journal of Language Teaching and Research*, 8(4), 794–800.

Agustina, E., & Cahyono, B. Y. (2017b). Perceptions of Indonesian Teachers and Students on the Use of Quipper School as an Online Platform for

### Suggestion

1. This current study suggests to use the technology in learning and teaching process. The reason is because mostly the factors which make the students are not successful in learning lays on the lack of the teacher preference on choosing the suitable learning model which will be given to the students.
2. The researcher suggests to the future researcher who would like to conduct the same research, it is too important to know the students' mastery in operating a computer.
3. In implementing the online based learning, the researcher must check how many users who connect to the network. the more users connected will affect the access speed of the application. Before learning begins, the teacher must check the speed of internet access available.
4. Before starting the learning, the teacher must provide a detailed explanation of the appearance of QS that is not the same between the use of HP and laptop. this can affect students' level of passion for learning.
5. Teachers must have a good understanding about computer and the application when giving instruction to the students in learning process to maximize their achievement in learning.

Extended EFL Learning. *Journal of Language Teaching and Research*, 8(4), 794–800.

Bélanger, J. J., Lafreniere, M.-A. K., Vallerand, R. J., & Kruglanski, A. W. (2013). Driven by fear: The effect of success and failure information on passionate individuals' performance. *Journal of Personality and Social Psychology*, 104(1), 180.

Kamarullah, K., Yusuf, Q., & Meutia, C. I. (2016). The use of Quipper School with Computer-Assisted

Language Learning (CALL) for teaching ESL writing. In *Proceedings of English Education International Conference* (Vol. 1, pp. 166–178).

Kusumawardani, A. D., & Faizah, A. (2017). Teachers' and Students' Voices Toward The Use Of Quipper School on English Subject in SMP N

40 Semarang. In *UNNES-TEFLIN National Seminar* (pp. 47–55).

Serin, H. (2017). The Role of Passion in Learning and Teaching. *International Journal of Social Sciences & Educational Studies*, 4(1), 60–64.