QUIPPER SCHOOL-BASED ENGLISH TEACHING

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Abstract: **This pre-experimental study aims to find out the effectiveness of Quipper School in the enhancement of the reading comprehension competencies in English 8 (3rd Quarter). The researcher uses the research instrument, 50-item researcher-made entry and exit tests to determine the reading performance level of the students. The researcher conducts a 6-week Quipper School exposure in the implementation of the study. Research revealed that Tisa National High School respondents' reading performance exposed in Quipper School belongs to "Did not Meet Expectation" scale based on the DepEd's Grading Scale. However, it is evidently shown that there is an increase in mean from the TNHS respondents' entry level reading performance to the exit level reading performance. Thus, this study concludes that Quipper School enhances the reading comprehension competencies of the students. Moreover, the instructional guide proposed is necessary to guide teachers on what to do during the Quipper School implementation.**

Keywords: **Quipper School, Reading Comprehension, Reading Performance, Effectiveness, Instructional Guide.**

I. INTRODUCTION

English is one of the major subjects in the K-12 curriculum in Philippines. One of the macro skills in English is reading. Its main purpose is comprehension. High schools students are anticipated that once they reached the high school level, their comprehension in reading is already enhanced. They are highly expected that they have mastered the skills of comprehension, analysis, synthesis and evaluation of large amounts of information. Rayner, Foorman, Perfitti, Pesetsky & Seidenberg (2001) as cited by Suarez (2015) emphasized that comprehension in reading occurs when written words interact with each other and create meanings. Thus, constant reading practice can enhance comprehension.

Poor reading comprehension leads to poor academic performance. In a 2010 article in Philippine Star, the head of the Bureau of Elementary Education, Dr. Yolanda Quijano, emphasized that student's low performance in National Achievement Test is caused by difficulty in reading, an indispensable skill that is also used in other areas. Thus, reading affects the performance of the students in other areas as well.

Based on the data gathered, Tisa National High School has the average Mean Percentage School, 47.83 in the National Achievement Test in English of the school year 2014-2015 and 50.27 in the National Career Assessment Examination in Reading Comprehension of the school year 2016-2017. These results are far from the target of the Division of Cebu City as well as the Department of Education Central Office. It shows that the target competencies in the curriculum grade particularly in reading comprehension are not being fully attained by the students. With this, the researcher believed that teaching strategy should be improved. One of the teaching strategies is ICT integration and one of its aspects is an online platform that serves as a supplemental tool. The most widely used supplemental tool is Quipper School. Quipper School has teachersand students' portals that offer several features, which can be accessed on a web any time and anywhere. Quipper School enables teachers to access varied subjects contents and it also enables them to send ready-made contents and quizzes to students. Quipper School gives a quick and real data obtained by the students, which is the basis of teachers in determining the strengths and weaknesses of the students from assigned lesson. On the other hand, Quipper School enables students to access the assigned lesson and answered its assessments. Students can also enjoy using Quipper School since its platform is structured like a game.

The introduction of Quipper School in the Philippine educational system has pushed onward the use of unified learning and teaching in the K-12 classrooms. Quipper School is an online learning system that provides smart management tools with engaging educational content to support teachers and students all over the world - 150,000 teachers and 1.5 million students in 8 countries. It is launched in the Philippines in 2014 through the online platform *https://school.quipper.com*. The Philippines has been provided a free eLearning platform suited towards assessment based on the K-12 Basic Education Curriculum to nearly 30,000 teachers and 600,000 students ranging from grades 4 to 10 and 1,965 schools with over 100,00 unique monthly active users. As of November 2015, more than 20,000 Filipino students are studying English, Science, Math, Araling Panlipunan, Filipino, and ICT in Quipper School every day (Quipper, 2016, cited by Pitagan, 2017).

The effort of promoting 21st century education delivery in the classroom gave way to the Department of Education to become a partner of Quipper School, Lt, an eLearning platform. According to Yuki Naotiri, Quipper Country Manager, Quipper School's main priority is to provide public schools with tools that are innovative and equip teachers in teaching (Quipper School Philippines, 2017).

DepEd Makati Assistant Schools Division Superintendent, Maria Theresa Namoro recognized Quipper School for it helps improve the National Achievement Test scores by twenty to thirty percent of the schools, East Rembo Elementary School and Makati Science High School in 2016. Namora stressed out that Quipper improved students' proficiency in English, Science and Mathematics. Moreover, DepEd Makati Schools Division Superintendent, Rita E. Riddle stayed firm that the Division of Makati can consistently be in the top rank in NAT examination (Quipper School Philippines, 2017). With these deemed scenarios, the researcher believed that Quipper School should be studied since many are using it as an emergent supplemental tool. Since English is a broad subject, the researcher selects only the Reading Comprehension, since it is one of the least mastered competencies based on the NAT and NCAE results.

At present, there has been no research done on Quipper School in the Philippines with regard to its effectiveness in enhancing the reading comprehension skill of the 21st century learners in the English subject. So, it became imperative to assess and evaluate its effectiveness in education.

Thus, the observations above strongly motivated the researcher to find out the effectiveness of the eLearning platform, Quipper School as a supplemental tool in the enhancement of the reading comprehension skill in English towards the Grade 8 students in Tisa National High School.

II. THEORETICAL AND CONCEPTUAL BACKGROUND

The study in eLearning anchors on the theory of Connectivism (Siemens, 2004), an emerging theory in the educational technology that explains how Internet progresses and offers people opportunities to share through the World Wide Web. On the other hand, the reading skills anchor on the theory of Schemata (Rumelhalt, 1980), a theory that explains the important role of "prior knowledge" in reading comprehension.

The increasing numbers of emerging technologies for teaching, specifically in social networking and online space, gives way to the birth of a new learning theory, connectivism, which offers ways of constructing and assessing learning in social networks where information is distributed through networks of connection nodes (Siemens, 2004; Downes, 2007 cited by Kizito, 2016).

In the connectivist perspective, collaboration is where individuals mutually help one another to achieve the desired goal. In this manner, interaction is necessary to gain new knowledge. Collaboration makes efficiency in learning due to the principle that concepts and ideas exist in networks. Thus, students can be engaged in individual or group activities (Garcia & Ferreira, 2014 cited by Kizito 2016).

Kizito (2016) emphasized that connectivism enables the teacher/facilitator to engage students to different learning activities to establish significant connections and helps them access the appropriate experts and learning resources, and provide continuous learning.

Furthermore, Siemens, (2004); Garcia & Ferreira, (2014) as cited by Kizito (2016) have agreed that technology has a crucial role in the education process for it creates an impact to the cognitive functions of the learners.

Moreover, Kizito (2016) emphasized that in a connectivist learning context, each learner ought to be assisted by a facilitator, peers, experts, and non-human support mechanisms to construct and sustain a personal learning network (PLN) absorbed in other networks. This is developed through the four phases: operational interaction is a stage where the students use technology and social networking sites to involve themselves in the process of learning; wayfinding is a stage where the students navigate the networking terrain by recognizing the right resource nodes (people or information). Authentic connectivistic learning begins here in the learner-content and learner-group interactions; the sensemaking is a stage where learner–content and learner–group interactions exist at a deeper level. In this phase, the technological, social and conceptual grid are tightened as learners combined, construct decisions, reflect, and build a logical understanding of information collaboratively; The highest level of cognitive interaction and engagement occurs at the innovation interaction when learners create or modify artifacts, and engage deeply with others while reflecting on these artifacts.

Connectivism is student-centered parallel to constructivism. However, the meaning of networking in connectivism is to enhance the dimension to the social context where, in collaboration, there is an increase in the construction of knowledge in a slightly different way. On the other hand, learning in constructivism perspective is determined through complex interaction among learners' background knowledge, the social context, and the problem to be solved (Tam, 2000, cited by Kizito, 2016). In connectivism, the focus is more in understanding the distribution of expertise and intelligence over the learning network, and the role of technologies in assisting the learner to construct knowledge (Ng'ambi, 2013 cited by Kizito, 2016).

In designing a learning activity in connectivism, identifying the rationale for learning is a challenge. The learning activity must be designed in a manner that develops, supports, and maintains network formation and human connections. There are two characteristics, which are essential to the learning activity design in connectivism: The first is simulating and motivating learning activity-enables learners to make artifacts in personal networks connected to other social networks. The second is a technologically supported setting-supports a significant interaction and cooperation(Kizito, 2016) .In this study, an attempt is made to link the connectivist theory to the prevailing supplement tool, Quipper School.

In reading, the researcher used the theory of Schema to let the students understand certain texts in a global perspective. Its main principle emphasized that meaning is not carried by the text. This theory believed that the directions on how readers reclaim and create meanings give a straight path to the readers to successfully understand certain text using their prior knowledge or schemata (An, 2013).

There are varied types of schema according Urquhart and Weir (1998), Carrell, (1988) as cited by An (2013) namely formal, content, socio-cultural, and linguistic.

Formal refers to the text's structure. Students are exposed to Quipper School texts. The Quipper School text is assumed to develop comprehension among students since Quipper School experts design the text format. The structure of the text in Quipper School varies in terms of its font style, size and color. Quipper School sees to it that the text is readable and can create interest among students to fully develop the required competencies in reading comprehension.

Content refers to the essential substance of the text. Students are exposed to English 8 topics particularly in reading. The content of the text is assumed to help students improve their understanding level in reading. The content in Quipper School is assumed to enhance the reading performance of the students.

Socio-cultural refers to the meaning that is generated from interactions. Students interact with their classmates and teacher. Thus, it is assumed students learn from the ideas obtained from their classmates and the feedback they receive from the teachers in relation to their individual reading performance.

Linguistic refers to students' awareness in the structure of language. Students are exposed to English contents. So, it is assumed that the students have a prior knowledge in the basic grammar of the English language to fully understand the assigned contents to be read.

Schema theory stated that the capacity of the individual to connect the text read successfully to his/her self leads effective comprehension. (An, 2013).

The researcher believed that schema theory is an accurate theory since this study focuses on reading comprehension.
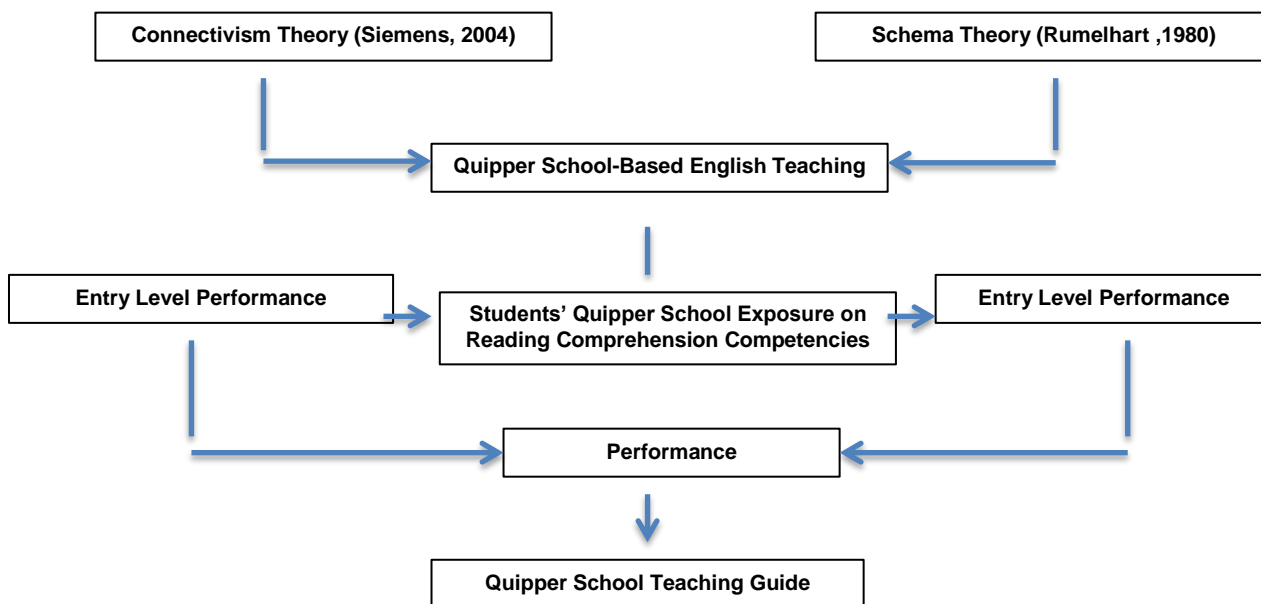
Figure 1: The Schematic Diagram of the Theoretical – Conceptual Framework of the Study

Statement of the Problem

This research study determines Quipper School's effectiveness as a supplemental tool in the enhancement of the reading comprehension of the Grade 8 English students of Tisa National High School.

Specifically, this answers the following questions:

1. What are the students' entry and exit levels of reading comprehension?

2. What is the significant difference between the entry and exit levels of performance?

3. How is Quipper School implemented?

4. What instructional guide maybe proposed based on the findings?

Statement of the Null Hypothesis

There is no significant difference between the entry level and the exit level performances in reading comprehension of Grade 8 students exposed to Quipper School.

There is no significant difference between the mean gain scores of the entry and exit level performances in reading comprehension of Grade 8 students exposed to Quipper School.

Significance of the Study

The results of this research study are very important to the people who in one or the other are concerned with students performance and needs: *Grade 8 students* are given highly appropriate learning experiences in order to prepare them to become more creative and productive individual; *English Teachers* can select appropriate teaching techniques in teaching English; *School Administrators* have the chance to persuade the teachers to adapt to the new teaching strategy; *Curriculum Researchers* enable them to redesign or restructure curriculum materials that facilitate the English subject particularly in reading comprehension better through the result of this study.

Definition of Terms

The following terms are defined in the way they are used in the study:

ELearning is learning through online. In this study, Quipper School is used as eLearning to determine its effectiveness in the enhancement of the Reading Comprehension competencies in English 8.

Effectiveness is the indicator that the reading performance of the Grade 8 students is enhanced by Quipper School. This study determines how effective is Quipper School in the enhancement of the reading comprehension skill of the Grade 8

students in English. The effectiveness of Quipper School can be determined through the performance of the grade 8 students.

Instructional Guide is the instructional resource proposed in the study. The instructional guide or teacher's guide contains instructions on what teacher should do on the following phases: Pre-Quipper, a phase where teachers are given instructions prior to the Quipper School exposure. During Quipper, a phase where teachers are exposed to instruction what to do during the Quipper School implementation; Post Quipper, a phase that contains instructions for teachers on what to do after the Quipper School exposure.

Quipper School is the Quipper's flagship product. It is a free eLearning platform. In this study, Quipper School is used to enhance the reading comprehension performance of the students.

Reading Comprehension is the main focus of this study. It is composed of the following competencies: *Identifying claims in Advertising*; *Distinguishing facts and opinions*; *Reading Strategies*; *Interpreting Texts*; *Evaluating Details*; *Author Bias*. In this study, students' reading comprehension performance is the basis whether Quipper School is effective or not.

Reading Performance is the basis in determining whether Quipper School is effective or not in the enhancement of the six reading comprehension competencies covered in the 3rd quarter of English 8 namely *Identifying claims in Advertising*, *Distinguishing facts and opinions*, *Reading Strategies*, *Interpreting Texts*, *Evaluating Details*, and *Author Bias*.

III.   REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature

To foster the language and literacy towards the 21st century learners is the prime objective of English teachers. Continuous search of applicable teaching strategies was made in order to suit the needs of students and achieve better learning. Several interventions were made by different researches in the quest of finding which one is the best. One of these interventions is integrating ICT into teaching. One of the commonly used ICT program, is eLearning, which revolutionize traditional teaching and learning into innovation.

The study of the effectiveness of ICT-based teaching is evident on the studies of Soroudi and Heidar (2016), Schlager (2016), Irawan et. al (2017), Charoenwet and Christensen (2016), Fralinger and Owens (2009), and Kabilan (2010).

Soroudi and Heidar (2016) examined in their research study the effects of English instruction using IT System-Based Instruction and Traditional Instruction towards the reading comprehension ability of the 60 Iranian low-intermediate high school EFL learners. These homogenous respondents took the Solution Placement Test. There were two groups, the experimental group (students who are exposed in IT System-Based Instruction) and control group (students who are exposed to Traditional Instruction). RC was given to the groups as pre-test and posttest. Results showed that students who are exposed in IT System-Based Instruction outperformed the students who are exposed to Traditional Instruction Thus, it is suggested to apply IT System-Based Instruction using the smart tools to foster interaction and assist the learners to express their thoughts freely in the eLearning environment.

Schlager (2016) investigated the opportunities and needs for the teachers handling mathematics in the secondary level in implementing Schoology. The respondents were 13 teachers, 98 students, 8 technology integration experts and 24 parents/families and to get a multitude of perceptions pertaining to Schoology that was used at the secondary level. From these four groups, the data was gathered in 8 weeks, analyzed and used to make recommendations with regards to the implementation of the school on Schoology. Findings revealed that the respondents have varied interests, aspirations, as well as recommendations in relevance to the use of Schoology.

Additionally, Irawan et. al (2017) also conducted a research study about Schoology. The study was quasi-experimental research. The 64 students that are used as respondents were identified through random sampling. Multiple-Choice Test was the research instrument used in data collection. Findings revealed major difference in the learning outcome of the students who have different levels of prior knowledge that had been exposed to "Problem-Based Learning" and Schoology. Findings also revealed that Schoology and prior knowledge had no interaction to the learning outcome.

Charoenwet and Christensen (2016) examined the perceptions, learning behaviors, and academic performance of the students using Edmodo that provides classroom that is virtual and secure. In this study, the researchers used entry and exit

tests to measure the academic performance of the students and questionnaires to check the students' insights upon the use of Edmodo. Findings revealed that Schoology improved the students' academic performance and behavior. Also, the perception of the students was positive towards Edmodo.

Fralinger and Owens (2009) stressed the use of You Tube, an Internet-based website learning tool. Its aim was to examine the perceptions of the students with regard to the effective use of the tutorials given by You Tube for its implementation in the student's workshop. In assessing the perceptions, a survey was given to sixty-one graduate and twenty undergraduates. The analysis led to the following themes: first, You Tube Application; second, You Tube Project's Major Strengths in the Learning Process; third, Effectiveness of the Instructor; fourth, Improvements for Learning Enhancement. Results revealed the positive perceptions of the students towards of You Tube.

Kabilan et al. (2010) emphasized in his study the use of facebook in enhancing English language learning of the 300 students from the undergraduate at USM using survey. Its purpose was to examine if Facebook supports students' English language learning. Findings revealed that Facebook may be used as a tool to expedite the learning of the English language. Thus, English instructors are suggested to integrate Facebook in English class.

The effectiveness of online learning is measured through the performance of the students. Quipper School's effectiveness in teaching and learning was cited by Agustina and Cahyono (2017), Viray (2016), Molyono (2016), Campos (2016), and Ezra (2014) on their respective articles and journals.

The analysis of results on the utilization of Quipper School towards extended EFL students has been shown by Agustina and Cahyono (2017) in their study. Quipper School has been applied by EFL teachers for more than a year already. Since Quipper School provides liable learning resources, there is already easiness in handling limitation of time. Setting of deadlines, analysis of score, learning resources' reliability, providing accurate and immediate feedback to the learners are the benefits of Quipper School. Furthermore, Quipper School learning activities can be utilized by the teacher as supplemental contents on a certain topics. Moreover, students are interested to learn English especially in the listening skill practice when they are exposed to Quipper School.

Viray (2016) emphasized that Quipper School needs to be utilized in the classroom. He cited the following authorities who give emphasis on why to use Quipper School in the classroom: Moron (2015) stated that by leveraging the mobile internet, the use of Quipper School aims to modernize the way people learn and share knowledge; Francisco (2014) suggested that teachers should use Quipper School to differ their instructional strategies. Quipper School offers a fun way of online learning since it is believed that students learn in different ways. Electronic Grading lessened all the paper works and in just a flash, the teacher can create a class and assignments. Quipper School absolutely saves time and effort on the part of the teacher and the students. Also, Quipper School, a one interactive way of ELearning, is definitely free.

Campos (2016) stated that Aguho Elementary School (one of the schools that implement Quipper School) NAT results increased up to 18 percent through Quipper utilization. Furthermore, Campos emphasized that Quipper School helped DepEd into its implementation of K-12 through its contents that are primarily based on the curriculum. There are already one million registrants in Quipper in the Philippines, seventy (70) percent from NCR as of 2015. The NCR study suggests that when there is a constant Quipper exposure to the students, their academic performance surely improves.

Additionally, Campos (2016) also emphasized the importance of Quipper School in the teaching and learning process. She explained that Quipper School is suitable to everyone since it uses the language of a certain country and adjusts to its system of education. Quipper School contains ready-made content, which serves assignment and exams. Quipper School is an easy access platform where students can answer anytime an anywhere as long as there is Internet connection. Teachers as well can easily access and monitor students' progress.

Ferraz (2014) expressed that the National Achievement Test (NAT) results was improved through Quipper School, the start-up claims. This eLearning emphasizes content for Math, English, and Science for standard subjects and Filipino and Social Studies localized content subjects. Furthermore, Quipper School employs fifteen to twenty professional editors and teachers from the Philippines to make sure that the curriculum is aligned with the national standards set by the Department of Education.

In an English as a Foreign Language class, Mulyono (2016) assessed the affordability of Quipper. The research study focused on Quipper School's features that have a correspondence to the important components of CALL or Computer – Assisted Language Learning. Findings showed Quipper School was not costly to use in online teaching and learning EFL.

Moreover, Quipper School corresponded to the three conditions of CALL's pedagogy, thus, Quipper school is suited to every EFL educational activities.

Related Studies

Another studies from ManggiasihNurdiana (2016), Viray (2016), Bang et. al. (2016), Kamarullah (2016), Munawaroh (2016) showed the effectiveness of Quipper School in teaching and learning in English.

ManggiasihNurdiana (2016) stated the effectiveness of using Quipper School in his study. He used descriptive qualitative to describe how Quipper School was used and what its advantages and disadvantages are. Interview and observation are used as techniques in the gathering of data. The results were the following: first, ICT-based learning initiated QS; second, the advantage of Quipper School was that it made learning activity fun and enjoyable, accessible, effective, and affordable; third, the only disadvantage of using Quipper School was the limitation of the Internet connection faced by the students during the implementation.

Bang et al. (2016) stated the effectiveness of Quipper School program in teaching English to Matthayomsuksa V students' English listening skill enhancement based on Surat Thani Province's local contents. Findings showed Quipper School enhanced the students' English listening ability. In terms of motivation, it was in a high level. The researchers stressed out that Quipper School was an accurate tool in the English listening skill enhancement of the Matthayomsuka V students and a means in the increase of the student's motivation level.

Kamarullah et al. (2016) stressed out the effects of using Quipper School in his study. The study utilized the Participatory Action Research. The study endeavored to overcome some language issues faced by students at SMKN 1 Lamgasa, in eastern Aceh, particularly in acing ESL writing skills. The researchers involved the teacher and the students in the application of Quipper School for the teaching learning of ESL writing. Because its aim is to test the achievement of the students, several tests have done. The students were given a multiple-choice questionnaire to find out their responses in using Quipper School with CALL for teaching ESL writing. To record the significant observation, field notes were prepared by the researchers. Particularly, the field notes recorded the different troubles that occurred in school's computer laboratory. Findings showed that almost all students attained the highest score (100) on the three tests. Moreover, more than half of the students affirmed that Quipper School enhanced their skills in English, especially their writing skills. The students also confirmed that Quipper School offered enthusiasm, enjoyment, and ease to learn English based on the questionnaire given.

Munawaroh, (2016) also showed the effectiveness of Quipper School on her thesis. The study used descriptive qualitative method. Before she did the research, she had a preliminary research first. The data gathered was then described and analyzed. In this study, the researcher found out the following: first, the discourse of the facilitator occurred in the process; second, the discourse of the students happened every time he/she asked, wrote study note and answered the question. Moreover, using Quipper School in classroom interaction's pattern is not all essentially used; third, there are three patterns: facilitator's interaction to the whole class, whole class interaction to the facilitator, and learners interaction to learners are included in the teaching process. In this study, the researcher concluded that Quipper School was good for teaching English as a supplemental tool.

In his study, Viray (2016) has determined Quipper School's feasibility and its effectiveness on the English performance of Grade 8 students. The study used descriptive and quasi-experimental design (control and experimental group). To ensure that groups are comparable with each other, the students were organized in a heterogeneous manner. Control group has 41 students and experimental group has 40 students. The researcher utilized the Division of Pampanga standardized test as pre-test and post test. The raw scores from the pre-test were analyzed using t-test for comparability, which showed that the two groups were comparable with one another. The students who were exposed to Quipper School belong to the experimental group while those were exposed to traditional method of teaching belong to the control group. The raw scores from posttest were treated using t-test. The findings showed the following: first, the academic performance improvement of the experimental group showed that Quipper School was effective; second, respondents emphasized that Quipper School was feasible in terms of access, cost, and time of use. To save time on the part of the students and the teacher in the assessment and preparation of instructional materials, the study recommended that teachers should use Quipper School as ICT-based approach of teaching.

IV. RESEARCH METHODOLOGY

Research Design

The research study uses pre-experimental method of research, one group pre-test-post test design to find out the effectiveness of Quipper School in the enhancement of the reading comprehension skill of the grade 8 students in Tisa National High School. Pre-experimental in a manner that one group (grade 8 students exposed to Quipper School) is observed successively to check if the treatment used cause some changes. Since this is a single group entry and exit tests design, the group (grade 8 students exposed to Quipper School) is done by a two-time observations, pre-exposure and post exposure. The assumed outcome is the alterations of the exposure. In Pilot testing, random sampling is utilized in choosing 30 respondents from grade 9-Colossians (a heterogeneous regular section) to answer the entry and exit tests.

Research Environment

This study is conducted in one of the schools of Cebu City Division that belongs to South District V, which is Tisa National High School (TNHS). The school is still very young yet it is already classified as an extra-large school due to the continuous increase of enrollees in its three departments comprising the Junior High School both day and night and the Senior High School. It started as an integrated school, then soon the night high school was realized, followed by the day session and just this year the Senior High School was established. At this time, there are three thousand students approximately in the Junior High School. It caters students from the barangay itself and from the other neighboring barangays such as Punta Princesa, Labangon, Buhisan, and some from Guadalupe. Tisa National High School is a performing school too. As such, the school already won several contest in the district, division, and regional level both in the field of academics and sports. It has produced several quality and excellent graduates and young professionals equally competent with the graduates of the other prime schools through the years of its successful operation.

Research Instrument

Two research instruments are utilized in this study namely Entry and Exit Tests and Curriculum Guide in English 8 (3rd Quarter); First, the fifty items researcher-made multiple-choice tests with Table of Specifications based from Anderson's Taxonomy. The entry and exit tests have different items but the same competencies in 3rd Quarter reading comprehension in English 8. This instrument has undergone content and face validation by three English teachers. Two of these validators are residents of Cebu Normal University and one is a former English professor teaching Basic Education from a local university. This instrument is used as the entry and exit tests to the Grade 8 students exposed in Quipper School in English 8 topics in 3rd Quarter (Reading Comprehension). The result of the pilot test conducted to the Grade 9 students is interpreted using the Cronbach Alpha Reliability. Using the test-retest reliability, the coefficient of reliability of the research instrument is 0.77. This means that the research instrument has good reliability. Hence, the instrument is reliable. Since it is reliable, the instrument is used in the actual implementation of the experiment. The Curriculum Guide in Grade 8 English is used as reference and basis of the study. This contains the list of competencies in Reading Comprehension in the 3rd Quarter.

Research Respondents

The Grade 8 level of Tisa National High School comprises 544 students. Sectioning is heterogeneous with their general average grades from the previous grade level as basis. Mean Percentage Score (MPS) of the respondents is almost equal thus they have equal degree of understanding the subject. In this study, the researcher uses Random Sampling in choosing the respondents to minimize bias. There are 30 respondents exposed to Quipper School: 9 males and 21 females. These respondents come from Grade 8 (a heterogeneous regular section).

Data Gathering Procedure

A request of approval to conduct study is forwarded to the Office of the Schools Division Superintendent addressed to the Division Superintendent. A permission letter is given to the principal of Tisa National High School attached with the letter of approval from the Superintendent.

Pilot testing is done first. The researcher lets the 30 respondents from the Grade 9 level take the research instrument; Entry and Exit Test. Computation of reliability follows. The 30 respondents from the Grade 8 level take the fifty-item entry test for one hour and checking is done right after the test. The inventory of their concepts through a frequency of correct responses follows. The respondents are exposed to Quipper School for six weeks in the Computer Laboratory of

the school. Orientation about Quipper School is done first before the proper exposure. The schedule is every Monday of the week. The respondents are exposed to six competencies under reading comprehension in English 8 in the 3rd Quarter in Quipper School. After the six weeks of exposure to Quipper School, the respondents take the fifty-item posttest. Tallying of correct responses follows after.

Data obtained by the researcher is the basis to answer the problems of the study.

Statistical Treatment of Data

In the analysis of data, the following were the statistical measures that were used in analyzing the data gathered:

Percent to describe the entry and exit scores of the group exposed to Quipper School

The t – test for related samples is used to determine the significant difference between the entry and exit scores of the group exposed to Quipper School.

All computations are set at 5 % level of significance.

V. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

In this chapter, gathered data was analyzed and interpreted by the researcher's statistician. The findings presented in this chapter provide the answers to the problems stated in Chapter 1 in tabular and textual form. In particular, these findings present the entry and exit levels of students exposed to Quipper School.

The interpretation used DepEd Grading Scale as reflected in the DepEd Order No. 8 series of 2015 which stated the grading scale that shall be used in the assessment of the written works, performance tasks, and quarterly assessments. Seventy-five and above is the *Passed* remarks and 74 and below is *Failed* remarks (see Appendix C).

THE STUDENTS' ENTRY AND EXIT LEVELS OF READING COMPREHENSION

Table 1: The Entry and Exit Levels of Performance in Reading Comprehension

COMPETENCY	MEAN (ENTRY SCORES)	INTERPRETATION	MEAN (EXIT SCORES)	INTERPRETATION
Identifying Claims in Advertising	10.8	*Did not meet the expectations*	15.7	*Did not meet the expectations*
Distinguishing Facts and Opinions in a Discussion	10.4	*Did not meet the expectations*	14.6	*Did not meet the expectations*
Reading Strategies	13.8	*Did not meet the expectations*	18.8	*Did not meet the expectations*
Interpreting Texts	17.1	*Did not meet the expectations*	21.1	*Did not meet the expectations*
Evaluating Details	12.1	*Did not meet the expectations*	14.3	*Did not meet the expectations*
Author Bias	11.1	*Did not meet the expectations*	15.5	*Did not meet the expectations*
OVER-ALL PERFORMANCE	22.33	*Did not meet the expectations*	27.33	*Did not meet the expectations*

Table 1 displays the entry level, who at the time of conducting the exam are yet to be exposed to Quipper School and exit level that evaluates the reading comprehension skills acquired by the students after the exposure.

The entry test evaluates the current status of reading comprehension of the Grade 8 students in the 3rd quarter. The table shows the entry level of the students in Grade 8. The mean is based on the actual entry scores of the students.

Based on the table shown, the highest competency is *Interpreting Texts*, which has a mean of 17.1. On the other hand, the lowest competency is *Distinguishing Facts and Opinions,* which has a mean of 10.4. These competencies are included in the Grade 7 English curriculum guide. Thus, these two competencies are not new to the students. Based on the entry test result, tit appears that the students were able to grasp the essential ideas on the competency, *Interpreting Texts* when they were in Grade 7 level. Thus, the students have good background knowledge on this competency. On the other hand, the entry test result in the competency, *Distinguishing facts from opinions* is in contrast to the result in the competency, *Interpreting Texts.* Thus, this competency is not totally refined when they were in Grade 7. Since this is in the lowest rank, this serves as the focus of the researcher in the enhancement using Quipper School. Moreover, the entry test conducted helped the researcher identify the background knowledge level of the students. This supports the claim of Soroudi and Heidar (2016) that the main goal of the entry test was to provide cues to the researcher on what needs to be taught, what teaching strategies should be used, and what learning resources are to be utilized to support the learners with new teaching reading approaches/strategies to develop mastery over comprehension and to overcome the problems in comprehension as well.

In the overall mean of entry level, the table shown on page 28 revealed the variance (16.67) and the mean (22.23) of the entry level of performance of the students. Although the interpretation was labeled as "Did not meet the expectation", it is still evident from the mean that the students have little background knowledge of the competencies. Thus, entry test is necessary to be given first before the teacher engages the students to the actual lesson so that the teachers can identify the foundation level of the competencies that ought to be taught. This idea supports the claims of Viray (2016) and Bang et al. (2016) on conducting a pretest. In his study, Viray (2016) used the Division of Pampanga's' standardized test as pretest to get the baseline level and comparability of the students who are exposed to traditional teaching and students who are exposed to Quipper School in his research study. Moreover, Bang et al. (2016) used pre-test to identify the SuraThani students' listening ability prior to the use of Quipper School program based on local contents. Based from these propositions, the researcher believed that entry test was the accurate tool in determining the performance level of the competencies

In the exit level, the mean is based on the actual exit scores of the students. Based on the table shown above, the highest competency is acquired is *Interpreting Texts, which* has a mean of 21.1. This means, the students were able to comprehend well the different techniques in reacting to a text. The mean of the competency shows a relevance to the entry test mean where in the students got highest in this competency. Thus, the students' background knowledge on this competency was enhanced through Quipper School exposure. Since Quipper School is an IT system-based instruction, this supports the claim of Soroudi and Heidar (2016) in stating that the Iranian Low Intermediate EFL learners exposed to IT system-based instruction had a better performance in reading comprehension compared to those who are exposed to traditional instruction of teaching English. On the other hand, the lowest competency acquired is *Evaluate Details*, which has a mean of 10.4. Thus, the students do not have a deep understanding on the 3 R's in evaluating a text namely: real, reliable, and relevant. The main factor that affects this is student's attention in reading the notes given by Quipper School and assessment. As shown in Appendix F, half of the class failed to meet the passing level in their first time scores. However, the mean on this competency increased in the exit test compared to the entry test. Still, Quipper School enhanced this competency.

The table shown on page 28 revealed the variance (27.95) and the mean (27.33) of the entry level of performance of the students. Based on the actual result (see Appendix E), there is only one student who got the *fairly satisfactory (passed)* remarks out of 30 students. Therefore, students were not able to meet required passing remark of DepEd (see Appendix C). Although the interpretation was labeled as "Did not meet the expectation", it is still evident from the mean that the students have acquired the reading comprehension competencies. Based on the actual exit test result (see Appendix E), students' scores range from 20 to 37. Although this score range failed to meet the passing remarks of DepEd, it is still apparent to say that these scores are just close to the passing score thus, the mean increased. Hence, Quipper School is successful in enhancing the required reading comprehension competencies. This affirms the post test results of Vidal (2016), and Bang et al. (2016), the students' performance in English performance increased through Quipper School exposure. Additionally, Soroudi and Heidar (2016) were right when they stated that post test is used to check performance of the students in reading comprehension and observe the students' probable progress as an outcome of IT instruction.

THE SIGNIFICANT DIFFERENCE BETWEEN THE ENTRY AND EXIT LEVELS OF PEFORMANCE

Table 2: The Significant Difference Between the Entry and Exit Levels of Performance in Reading Comprehension

Group Variables	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
Entry Scores vs Exit Scores	5.10	5.30	0.97	3.12	7.08	5.27	29.00	1.2E-05

The table shows significant mean difference of the exit and entry levels of reading comprehension. The mean is based on the actual entry and exit scores of the students. The competencies are interpreted as "Did not meet the expectation". This means that the students were not able to meet the fairly satisfactory (passed) based on the DepEd Grading Scale (see Appendix C). These are the common factors that affect the students' performance: *1. Internet Stability*; Internet connection plays an important role in the implementation. It enables the teachers and the learners to access the Quipper School. During the implementation, there are times that the Internet connection was interrupted. Most of the time, it takes 10-15 minutes to regain the Internet connection. The researcher believed that this factor affects the performance of the students. The students' attention and focus is interrupted. So, there were times that students felt bored and uneasy because of the down time. Students promptly read the notes and answered the assessments quickly because they were worried that there might be a sudden loss of connection. This situation affirms ManggiasihNurdiana (2016) when he emphasized that Internet connection is disadvantageous in eLearning if it is not stable. Thus, the teacher may request to the school administrator to choose the best Internet Service Provider (ISP) that provides a high mbps to avoid interruption of Internet connection; *Students' focus is not on the content rather on the assessment part*, the First Time Score of the students is the basis of the mean so it plays an indispensable role in identifying the progress of the students. It serves as the basis to identify the mastered and least mastered items. The teacher can identify whether the students religiously read the notes given by Quipper School before they have answered the assessment part. First Time Score is the score obtained by the students in the First Round. Based on the actual result (see Appendix G), 16 students fall in the grading scale, "Did not meet the expectation". Hence, students did not do the task religiously. Most of these students did not read the notes provided and just answered the assessment promptly. Thus, it is important that the teacher should remind the students to read first the notes before the students answer. The scores the First Time Score they obtained is the basis of the real score they got from Quipper School. Constant reminder should always be there.

Based on the table on page 31, the highest competency is, Interpreting Texts, which has a mean of 19.1.Thus, the students have the highest knowledge background knowledge in this competency among the other competencies. The lowest competency is Evaluating Details, which has a mean of 12.5. Thus, the students have the lowest background knowledge in this competency among the other competencies. Both the highest and lowest competencies' mean increased. Thus, Quipper School enhanced these competencies. This is relevant to the findings of Viray (2016) that Quipper School is effective in the improvement of the academic performance of the students.

The performance of the students who are exposed to Quipper School shows significant improvement based on the entry test and exit test difference. The mean gain is 5.10.This means that after being exposed to Quipper School for six consecutive weeks, the students have acquired and enhanced the required reading comprehension competencies. Although all students belong to "Did not meet the expectations" grading scale (as shown in Appendix F), it is still evident that that there is enhancement of performance. As shown in the Appendix F, 23 students have increased the scores from the pretest and posttest. This means, that the six weeks exposure helped enhance the reading comprehension competencies. The result supports the findings of Bang et al. (2016) in their study about the effects of Quipper School program to Matthayomsuksa V students' English listening skill enhancement based on Surat Thani Province's local contents. They found out that Quipper School enhanced the students' English listening ability. In terms of motivation, it was in a high level. The researchers stressed that Quipper School was an appropriate tool in the English listening skill enhancement of the Matthayomsuka V students and a means in the increased of the student's motivation level.

Hence, Quipper School bridged the gap as it helped enhanced the least mastered reading comprehension competencies of the Grade 8 students. Another finding that is supported by this result is the findings of Vidal (2016) about the

effectiveness of Quipper School in the enhancement of the academic performances of the Grade 8 students in English 8. Also, after the treatment, the experimental group assessed the feasibility of using Quipper School in terms of access, cost, and time to use. Respondents assessed that Quipper School as feasible to use. These positive results affirm the statement of Molyono (2016) when he stated that Quipper School promotes independent learning with the support from their peers and their teachers. He emphasized that Quipper School is friendly to use and English subject is totally supported. Moreover, he stressed that Quipper is a practical teaching strategy for teachers can provide the Quipper's task beyond class hours and grants them access in checking the student's involvement in the task and lets them evaluate the achievements of their students particularly   in the areas that needs to be improved.

Furthermore, the effectiveness of Quipper School is also apparent in the studies of Morron (2015) as cited by Vidal (2016) that the Quipper School is effective in increasing the academic performance of students. It is also revealed that teachers must be proficient with ICT-based instruction such as the Quipper School. Moreover, Vidal (2016) emphasized that the use of ICT-based instruction in the classroom ought not be only limited to the use of PowerPoint presentations. Students should be engaged in using the ICT. Therefore, it is very important that teachers should be computer literate to integrate ICT-based instruction well. It is highly suggested that the school itself must have a computer literacy program to help "all" the teachers acquired this skill especially those teachers who hate using computers. Proper motivation is suggested to be done by the school to the teacher

THE IMPLEMENTATION OF QUIPPER SCHOOL

The implementation of Quipper School in the classroom is composed of three phases: *Pre-Quipper, During Quipper, and Post-Quipper.*

Pre-Quipper Phase is a starting phase where teachers can create his/her account, create a class for the students, and create students' task.
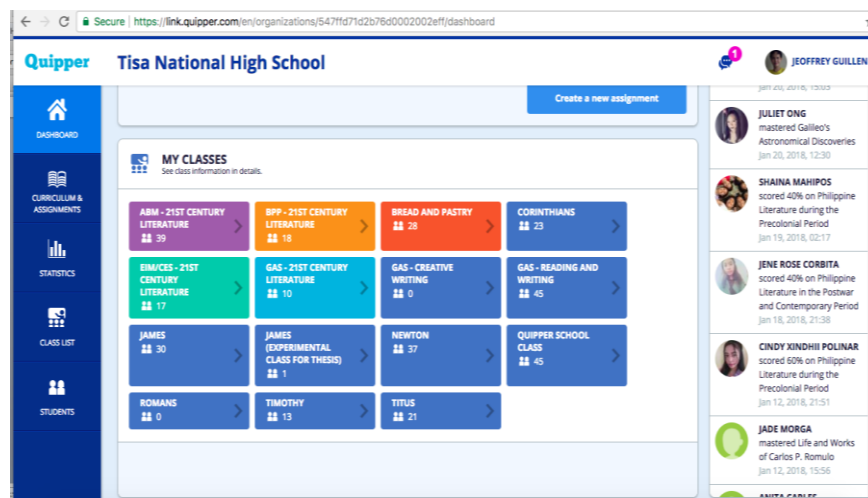
In creating an account, the teacher does the following four steps: First, go to Quipper School website, https://school.quipper.com/en-PH/index.html, Second, select Q-Link (Teacher Portal) for registration then, click the Sign Up button; Third, complete registration form by writing down information accurately. Type valid e-mail ad, password and mobile phone number. Then, type the name of the school. Fill out the school's address, district, and province. Click the button next. Make sure that you have filled out the information completely. Fourth, Click the "Sign Up Me" button and start creating your class.

(Source: https://school.quipper.com/en-PH/index.html)

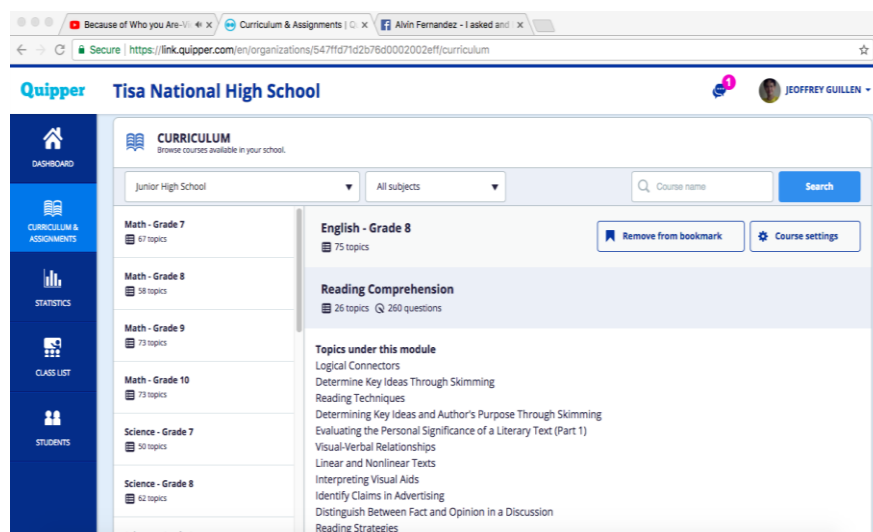**Figure 2: Quipper School's Registration Portal**

In creating a class, the teacher does the following four steps: First, click the Class List in the dashboard. Here, the teacher can see the active classes in his/her school; Second, click the Create a Class button. Third, select the grade level of the students and write the name of the class. The teacher can see the class he/she created in his/her dashboard. Fourth, Go to Class List again and search the class through typing the name of the class created. When the class appears, get the Code. This code is the student's ID in accessing the assigned tasks. Thus, the teacher needs to give the code accurately to the students.

(Source: *https://link.quipper.com/en/organizations/547ffd71d2b76d0002002eff/dashboard*)

Figure 3: Quipper School's Dashboard with List of Classes

In creating a task, the teacher does the following nine steps: first, in the dashboard, click Curriculum and Assignment; second, click the Junior High School in the box and select English 8; third, click the competency (e.g. Reading Comprehension) and click the topic (e.g. Identifying claims in Advertising"); fourth, click the button "Add this topic to the Assignment"; fifth, click the ASSIGNMENT button and choose the created class; sixth, click the "Assignment" in the "Type of Assignment" button; seventh, create the deadline by clicking the "Period". Type the date the task to be accomplished by the students; eight, Type the "Assignment Title and click "Send Assignment"; ninth, give the Class Code to the students.

(*Source: https://link.quipper.com/en/organizations/547ffd71d2b76d0002002eff/curriculum#curriculum*)

Figure 4: Quipper School's Curriculum and Assignment Gateway

During Quipper Phase is the phase where the students are exposed to Quipper School. In this phase the teacher does the following six steps: first, check the Internet connection of the school. The teacher should make sure that the connection is stable and uninterrupted; second, check whether all the students have Quipper School account. In an instance that the students don't have a Quipper School account yet, the teacher should let him/her create Quipper school account. The teacher should guide him/her to avoid delay; third, instruct the students to go to https://school.quipper.com/en-PH/index.html; fourth, Tell the students to sign in using their registered e-mail address and password; fifth, give the class code to them; Sixth, remind them to read and understand first the content of the assigned topic before they answer the assessment part and tell the students to accomplish the task in one hour.

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Post-Quipper Phase is the phase where teachers check the student's progress. In this phase, the teacher does the following three steps: first, check the number of students who completely answered the task. The number of students automatically appears in the dashboard once they are through answering the questions; second, check the student's First Time Score. Click the name of the student and his/her First Time Score appears automatically. The scoring system of the Quipper School is 10, 20,30,40,50,60,70, 80, 90 and 100. It means each item is worth 10 points; third, check the student's correct and wrong answers by simply clicking the topic and click the Questions button. Quipper School gives explanation on each item that the teacher can use during the feedbacking session.

INSTRUCTIONAL RESOURCES PROPOSED BASED ON THE FINDINGS

The teachers' guide entitled "Quipper School (a mini guide for teachers)" is intended for Grade 8 English teachers. It is a Quipper-based mini- guide, which means that the contents and the assessments used in the actual activity are from the Quipper School. Quipper School's contents and assessments are created by the teachers who are hired by the Quipper School to construct a valid and comprehensive contents and assessments.

Teacher's guide in Quipper School covers the Reading Comprehension competencies in the 3rd quarter in English 8. The reading comprehension competencies are as follows: *Identifying Claims in Advertising*; *Distinguishing Facts and Opinions in a Discussion*; *Reading Strategies*; *Interpreting Texts*; *Evaluating Details* and *Author Bias.*

The teacher's guide contains the following phases: Pre-Quipper that contains instructions for teachers on what to do before the Quipper School exposure; During Quipper that contains instructions for teachers on what to do during the Quipper School exposure. Post Quipper that contains instructions for teachers on what to do after the Quipper School exposure.

The teacher's guide uses the SAFE (Stimulating Activity, Actual Activity, Follow-up Activity, and Evaluation of Activity) method in the implementation of Quipper School in the classroom. The Stimulating Activity and Actual Activity belong to the During Quipper Phase while Follow-up Activity and Evaluation of Activity belong to the Post Quipper Phase. In the Stimulating Activity, the teacher gives an activity that motivates and leads students to the lesson proper. The teacher can present a song, an article, a picture, etc. which are relevant to the lesson itself. In the actual activity, the teacher exposes the students to Quipper School. This is the main focus activity so the teacher must a give sufficient time for the students to read the notes and answer the assessment part provided by the Quipper School. The teacher must remind the students that their First Time score is the basis for the feedbacking. This score helps the teacher determine the mastered and least mastered part of the lesson. In the follow-up activity, the teacher gives feedback on student's performance. The teacher gives an appropriate feedback to each student so that the students will be aware of the least mastered items based from their First Time Score. In the evaluation of activity, the teacher gives assessments to find out whether the students are able to master or learned from the topic. It is highly suggested that the teacher's evaluation is ICT-based. Thus, the teacher may use in the assessment, online videos, articles, poems, short stories etc…

VI. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

The summary of findings, conclusion, and recommendations are presented in this chapter. The assumptions mentioned in the theoretical background are the basis of conclusion while the problems of the study are the basis of the findings and recommendations.

Summary of Findings

The entry level reading performance of the Grade 8 students is labeled as *"Did not meet the expectation"*. Thus, the students have little background knowledge of the reading comprehension competencies. The highest competency is *"Interpreting Texts"* and the lowest *"Distinguishing Facts and Opinions in a discussion"* respectively. On the hand, exit level performance of the Grade 8 students is labeled as *"Did not meet the expectation"*. Thus, students' exit reading performance did not meet the passing standard of the DepEd. The highest competency is *"Interpreting Texts"* while the lowest is *"Evaluate Details"* respectively.

The significant difference between the entry and exit level of reading performance is evident in the mean. The mean gain is 5.10. This means that after being exposed to Quipper School for six consecutive weeks, the students have acquired and enhanced the required reading comprehension competencies.

The implementation of Quipper School in the classroom is composed of three phases, Pre-Quipper Phase is a starting phase where teachers can create his/her account, create a class for the students, and create students' task; During Quipper Phase is the phase where the students are exposed to Quipper School; Post-Quipper Phase is the phase where teachers check the student's progress and giving of feedbacks to students with regard to their performance.

The proposed instructional guide is a teacher guide entitled "Quipper School (A mini-guide for Teachers)". It is a Quipper-based mini- guide. It contains the three phases of implementation, Pre-Quipper, During Quipper, and Post-Quipper that give instructions on the things that must be done during the implementation. It uses the SAFE (Stimulating Activity, Actual Activity, Follow-up Activity, and Evaluation of Activity) method in the implementation of Quipper School in the classroom.

Conclusion

Quipper School enhances the reading comprehension of the students due to Schemata theory, which states that students' background knowledge is essential towards comprehension and Connectivism theory, which states that students learn more through web-based instruction. Therefore, Quipper School may be considered as a supplemental strategy to improve the academic performance of student.

Recommendations

In view of the findings of the study, the following are recommended:

Quipper School may be exposed to students once or twice a week so that that student can achieved the passing level of performance in reading comprehension.

The teacher may use Quipper School as an alternative tool to develop mastery on the competencies in reading comprehension among the students.

The teacher may follow the set of instructions in the Pre-Quipper, During Quipper, and Post Quipper phases for a systematic and organize implementation.

Teaching guide may be used to direct teachers on what to do for the successful implementation of the Quipper School.

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