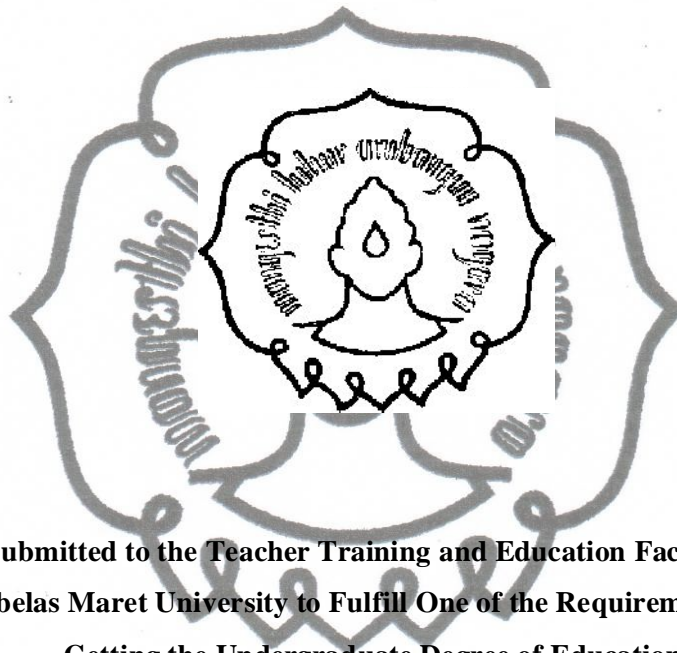


A THESIS
IMPROVING STUDENTS' READING SKILL USING
QUANTUM LEARNING METHOD
(An Action Research at the Eighth Grade of SMP Negeri 16
Surakarta in the Academic Year of 2011/2012)



Submitted to the Teacher Training and Education Faculty of
Sebelas Maret University to Fulfill One of the Requirements for
Getting the Undergraduate Degree of Education

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ABSTRACT

Erlina Noor Khasanah. X2207008. **Improving Students' Reading Skill Using Quantum Learning Method (An Action Research at the Eighth Grade of SMP Negeri 16 Surakarta in the Academic Year of 2011/2012).** A Thesis. Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, April. 2012.

This research is aimed at finding out: (1) whether the implementation of quantum learning to the eighth grade students of SMP Negeri 16 Surakarta can improve the students' reading skill and (2) to identify what happens to the class situation when quantum learning is implemented in reading class.

This research was conducted in two cycles at class VIII A of SMP Negeri 16 Surakarta from October 10th to March 8th 2012. There are two kinds of data: qualitative and quantitative data. The qualitative data were collected by using observation, questionnaire, and interview. Meanwhile, the quantitative data were collected by using test. Qualitative data were analyzed by using five stages as follows: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The quantitative data were analyzed by using descriptive statistics.

The research findings showed that the use of quantum learning could improve students' reading skill and class situation during the class. The improvement of students' reading skill includes: (1) students were able to find the main idea of the text, (2) students were able to identify the specific information of text, (3) students were able to guess the meaning of words in text, (4) students were able to find the implicit information of text, (5) students were able to identify the referent of pronoun in text. Those improvements could be seen from the improvement of the mean score of pre-test, post-test 1, and post-test 2, those are 54.77, 63.71, and 71.54. The improvement of class situation includes: (1) the students enjoyed during the learning process. They were interested in following the lesson and (2) the students were active during the learning process. They had high level of participation in reading class.

Quantum learning method can be applied in reading class. By implementing quantum learning in reading class, the students can improve their reading comprehension skill. The researcher hopes that what the researcher has done will inspire the English teachers to apply quantum learning in learning process.

APPROVAL OF CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

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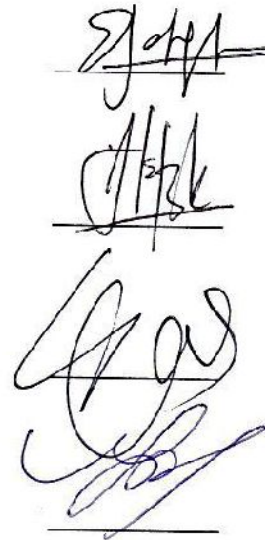
This thesis has been examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been approved to fulfill one of the requirements for the obtaining of the Undergraduate Degree of English Education.

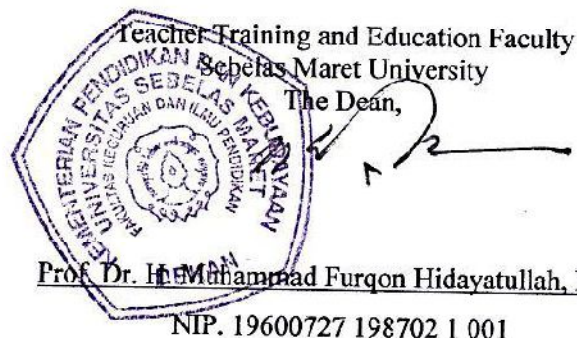
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MOTTO

“Orang yang memberi petunjuk kepada kebaikan sama pahalanya seperti orang yang melakukannya”

(H.R. Bukhari)

“Berusahalah! Tidak untuk menjadi manusia yang berhasil tapi berusahalah menjadi manusia yang berguna”

(Einstein)

“Life isn’t about living, but it’s how to fill it with something useful”

“Never too old to learn”

(ENK)

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DEDICATION



With deep love this thesis is dedicated to:

Mom and Dad

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ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. Praise be to Allah SWT who has given His blessing to the writer so that she can complete the writing of this thesis. In this occasion, the writer would like to express her deepest gratitude and appreciation to the following:

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9. Her friends in English Education Department of year 2007, for their never ending friendship.

The writer realizes that this thesis is still far from being perfect. However, she hopes that this thesis will be useful for the readers.

Surakarta, April 2012

Erlina N K

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the globalization era, English as an international language has become very important for the object of study. Everybody knows that language is one of the ways to communicate. Predictably, those who are able to communicate well using English will get a lot of advantage in future. In Indonesia, English is one of the compulsory subjects which is taught in junior high school, senior high school, and university as the first foreign language.

In line with learning the first and second language, learning a foreign or new language has the same ways. There are four skills in learning a language. Reading is one of skills in learning a language that is learnt by students beside listening, speaking, and writing. From these four skills, reading is an essential factor in the learning process, as stated by Carrell et al (1996: 1) below:

For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Certainly, if we consider the study of English as a foreign language around the world—the situation in which most English learners find themselves—reading is the main reason why students learn the language.

From Carrell's statement above, we know that reading becomes a basic reason for language learners all over the world to study so that reading should be mastered first. Besides, there are many reasons why getting students to read is an important part of the teacher's job. In the first place, as stated by Harmer (1998: 68), many of the students want to be able to read texts in English either for their careers, for study purposes, or simply for pleasure.

Reading is one of the ways to communicate in written forms. It implies both a writer and a reader. A writer puts his ideas onto the page and the reader tries to understand the author's meaning and thinks about what he has read.

Reading according to Goodman in Carrell et al (1996: 12) is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. Williams (1996: 2) supports this by saying that reading is a process whereby one looks at and understands what has been written. From both definitions, it can be concluded that reading is a process of reacting and understanding a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. The reader is not simply a passive object, fed with letters, words, and sentences, but is actively working on the text and is able to arrive at understanding without looking at every letter and word.

Reading encompasses acquisition of the multiple acts, skills, and knowledge which enable individuals to comprehend the meaning of text. All of the factors relevant to comprehending the texts, none exerts more influence on what students understand and remember than the knowledge they already possess. Besides, actually many of reading passages can only be comprehended if the reader has the relevant cultural knowledge. Nunan (1984) found that, for high school readers, relevant background knowledge was a more important factor in reading comprehension than grammatical complexity (Nunan, 1989: 33). This background or prior knowledge serves as a scaffold for obtaining new knowledge. Alexander et al as cited in <http://www.encyclopedia.com/ArticlesAboutReading.html> said that the term prior knowledge, in effect, represents individuals' mental histories or their personal stock of information, skills, experiences, beliefs, and memories.

Reading is the key of learning. Through reading much, students are able to widen their perspective of study. They can also explore all aspects of knowledge. They will get answers from thousands of question existing in their mind. Simply, if the students want to succeed in learning, they must read as much as possible. However, reading a foreign language can be an arduous task for the students as it needs more understanding about the meaning of the words used. In fact, as the writer found in the pre-research at the eighth grade

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students of SMP Negeri 16 Surakarta, the reading achievement's of the students was still low. It could be seen from the students' score of the last-unit test (tes akhir unit) that 74.29% students still got score under the passing grade criteria (KKM), 68. It was also reinforced by students' score of pre-test that almost all of them got the score less than 68.

Based on the interview and pre-test done at the eighth grade students of SMP Negeri 16 Surakarta, the writer found some problems faced by students dealing with reading skills. The students had difficulties to find some information from the text either the general idea or specific information. Moreover, the students had difficulties in gaining message from text. Beside actually the students had difficulties to understand the meaning of the words used in the text. These problems can be seen from the indicators below: (1) the students were not able to find the main idea of a selection of the text, (2) the students were not able to find the detail or explicit information from text, (3) the students were not able to guess the meaning of words used in text, (4) the students were not able to find the implicit information from text, (5) the students were not able to identify the referent of pronoun.

Furthermore, from the pre-observation the writer also found the ineffective class situations. The indicators are as follows:

1. The students were not active. They were seldom even never asking to the teacher when they found difficulties.
2. Some of the students were minding their personal business. They did not follow the teacher's instruction to finish some exercises.
3. Some students seem bored. They were not interested in the lesson. The students sometimes complained when they were asked to read the English text.

Based on the pre-research, the writer concluded that the low reading achievement of the students is caused by some factors. First, the students felt that English was difficult, so that they often gave up before doing the exercises. They felt quite hard to understand the text, because they did not know the meaning of the words used in text. It could be seen from the

interview that some of the students said as follows:”*Pelajaran Bahasa Inggris itu sulit Miss, apalagi ketika disuruh membaca teks, cuma bikin ngantuk terutama kalau kata-katanya sulit dimengerti.*” From this statement, the writer concluded that actually the students have lack in vocabulary mastery.

Second, the students were not eager in following the learning process especially reading lesson, since there was no variation of activities following the texts they had to read. As students’ statement in the interview: “*Kegiatan reading itu bikin bosen Miss. Setiap pelajaran reading kegiatannya cuma suruh baca trus garap tugas dari LKS. Nggak variasi Miss.*” From these students’ statement, it means that the serving of the reading materials for the students was not effective.

The last factor, the teacher still used teacher-centered approach rather than student-centered. The teacher dominated the classroom. From the pre-observation, the writer found that sometimes the teacher read the text loudly, gave the meaning of new vocabulary to the students, gave the brief understanding of the text, and at the end he asked the students some questions related to the text. This situation made the students uncomfortable and they made a noise.

To overcome those students’ problems above, the teacher is demanded to have a good teaching technique. There are many teaching techniques that can be used by the teacher to optimize the learning process and help the students in comprehending the texts. One of them is quantum learning method. DePorter (1999) as cited in <http://www.newhorizons.org/definition/quantumlearning.htm> says that quantum learning is the orchestration of any interactions both inside and outside the moments of learning. Quantum learning believes that learning is a full-contact activity (DePorter et al, 2003: 6). It means that learning involves all humanistic aspects, such as thought, feeling, and body language besides knowledge, attitude, belief and perception. If moments of learning involves the students as the whole energy in which they have thoughts, feelings, experiences, and interest to learn, quantum learning becomes one of the ways

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to help the students make associations around learning process by activating interactions within it.

Quantum learning has the purpose as stated in <http://www.newhorizons.org/strategies/accelerated/deporter2.htm> to create empowering school environments that build engaging and dynamic communities of learning. Quantum learning puts students on a comfortable and enjoyable situation. It is a fun learning and allows students to take an active role in the learning process. One of the reasons why students learn best is when they feel enjoy to follow the lessons, as expressed by Kline in Hernowo (2007: 15), learning is more effective when it is fun. Besides pleasure, creating a comfortable situation and condition is necessary. Quantum learning tries to combine the potential factors of student as a learner and the environment as a context for learning.

Therefore, if quantum learning implemented in reading lesson, so the students will be easier to understand the text and get message from that text. Through quantum learning, the students' participations in learning process will be more controlled. Enrolling the students' first feeling curiosity creates excitement and raises expectations. Something visuals—such as pictures, real objects, etc.—and guiding questions related to the topic can emerge students' interest. Allowing them to experience the lesson through a game or activity engages the students, making the lesson more concrete and more fun. This activity enables students to participate in understanding the reference devices in a text, so they can find the referent of pronoun. At the end of the activity, students may have more questions that they began with. This is the teacher's cue to “label” the information, explaining and debriefing what was just learned. By skimming over the surface of the text helps the students learn how to find the central theme of a text. A demonstration helps students connect their experience with the new learning. In this phase, the students have a chance to show their understanding about content of the text, detail information from text, even meaning of the words used in the text. While a quick review cements it in their memories. Besides, it helps the students to

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make inferences of the text they have read. Finally, the class celebrates their success, such as high-fives, saying words of acknowledgment, or giving a class cheer.

Quantum learning can emerge the students' interest to learn. Through quantum learning, the students are led to make connections between their previous experiences, knowledge, and everything stored in their mind with the new knowledge or concept. Quantum learning also creates useful interactions between teacher and his students by avoiding the difficulties in learning process. To make learning process better than before, quantum learning offers the teaching techniques like using music, arranging the suitable material, effective serving, and active involving.

Based on the description above, the writer is interested in conducting a study on **“Improving Students’ Reading Skill Using Quantum Learning Method (An Action Research at the Eighth Grade of SMP Negeri 16 Surakarta in the Academic Year of 2011/2012).”**

B. Problems Statement

Based on the pre-research, the problems that will be analyzed in this study are:

1. Does quantum learning improve the students' reading skill?
2. What happens to the class situation when quantum learning implemented in reading class?

C. Objectives of the Study

This study is aimed at finding the answer to the questions stated in the problem statement. Therefore, the objectives of this study are:

1. To find whether the use of quantum learning improves students' reading skill.

2. To identify what happens to the class situation when quantum learning is implemented in reading class.

D. Benefits of the Study

The result of this study is expected to be able to give some contribution for the students, the teacher, the school, and the other researchers. The following are significant contributions of this study:

1. For the Students

This study will make the students aware about the importance of reading in both their study and their life. In compliance with the importance of reading, this study gives students the effective learning method in reading. Finally, the main benefit of this study is that the students will be able to improve their reading skills.

2. For the Teacher

Through this study, it is expected that the teacher will know more information about not only teaching reading but also the difficulties that arise during learning process in reading class. Besides, this study can give alternative learning method in teaching reading dealing with those students' problems above. In addition, this study will enrich the teacher's technique in teaching.

3. For the School

It is expected that the result of this study can give some contribution in teaching reading in junior high school.

4. For the Other Researchers

It is expected that the result of this study can be used as a starting point to develop other technique in teaching reading which has aim to improve students' reading skills.

CHAPTER II

THEORETICAL REVIEW

A. Review on Reading

1. The Nature of Reading

Reading is a very important activity in human's life. This is due to the fact that people mostly get information through reading. It is also more than recognizing words within a sentence, but includes whole activity of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts.

The first definition comes from Williams (1996: 11), who states that reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text. Similarly, Stauffer in Petty and Jensen (1980: 207) reports the definition of reading as a complex process of getting information from the written text, in which it needs the ability to pronounce and comprehend even interpreting signs, letters, or symbols by assigning meaning from receiving ideas and author's impression via printed words.

Nuttall (1988: 4) states that reading is a process of communication between the writer and the reader. Here, the writer encodes the message in his mind. It might be an idea, a fact, a feeling, and argument while the reader decodes the message from the text. So, reading is not only a passive process but also an active communication process because reading involving the interaction between the perception of graphic symbols that represent language and the readers' language skills and knowledge of the world.

Furthermore, Grellet (1998: 7) states that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. It means to understand a written text a

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reader needs background knowledge on the field of the text. Nunan (1989: 33) supports this by defining reading as an interactive process between what a reader already knows about a given topic or subject and what the writer writes. Simply that a good reader should be able to relate the text and their own background knowledge efficiently.

Based on the definitions above, it can be concluded that reading is a complex process of assigning meaning which includes constant process of guessing, decoding written symbols that involves reacting to a written text as a piece of communication and also activating background knowledge on the field of the text in order to get information from the written language.

2. The Nature of Reading Skill

Reading is a tremendously valuable basic skill (Gagne, 1985: 166). It provides people of all ages with an inexpensive way of finding out about the variety of ideas and landscapes in our world. It is not a passive skill. Harmer (1998: 70) states that reading is an incredibly active occupation. This is in line with what Grellet (1998: 8) says that reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions.

From the statements above, it can be concluded that reading is an active basic skill that provides incredible way for the reader to find out the ideas and landscapes of the world by which them guessing, predicting, checking and asking oneself questions.

In reading, the readers need some skills for getting their purposes of reading. As stated in <http://www.yourdictionary.com/skill>, skill is great ability or proficiency; expertness that comes from training, practices. Similarly, it is stated in <http://dictionary.reference.com/browse/skill>, skill is the ability that comes from one's knowledge, practice, aptitude, etc., to do something well. So, it can be concluded that skill is the great ability

that comes from one's knowledge, practices, aptitude to do something well.

As stated in <http://www.readingsuccesslab.com/Glossary/DefineReadingSkills.html>, reading skill is a bit of information that can be used to solve problem when reading or writing, enabling readers to turn writing into meaning and achieve the goals of reading independence, comprehension, and fluency. While DeBoer and Dallmann (1964: 37) give specific instruction in reading skills. Reading skills are how to recognize letters and phonic elements, how to discover familiar elements in the longer unfamiliar words, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate, and visualize the author's meaning, how to adapt approach and speed of reading both to the nature of the material read and to their purpose.

Based on the explanations above, it can be concluded that reading skill is the ability to recognize letters and phonic elements, discover familiar and unfamiliar words, use context clues, find the ideas, evaluate and visualize the author's meaning to get the detail information, to do something well, and actually to achieve the goals of reading.

3. Models of Reading

Barnett in Aebersold and Field (1997: 17-18) provides a thorough summary of the three main models of how reading occurs. They are bottom-up model, top-down model, and the interactive model.

- a. Bottom-up model argues that the reader constructs the text from the smallest units (letters to words, phrases to sentences, etc) and becomes automatic that readers are not aware of how it operates. It means that a reader has to understand the passage by reading word by word to reach the whole understanding.
- b. Top-down model argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information

appears. The reader had known about the passage so they just want to know if there is any new information in the passage.

- c. The interactive model argues that both top-down and bottom-up processes are occurring either alternately or at the same time. It describes a process that uses both bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level and culturally shaped beliefs about reading. A reader uses both models in their reading activity depending on the situation that they faced.

4. Strategies of Reading

Some experts have proposed many ways of reading. Grellet (1998:

- 4) summarizes the way of reading as below:

- a. Skimming

Skimming is quickly running one's eyes across a whole text to get the gist of it. Spratt in Matthews et al (1989: 66) says that skimming for gist involves skimming over the surface of a piece of writing to understand its general content or gist. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text. It also helps the learners to recognize their thought and specify what information they can get from a book, so their subsequent reading is more efficient.

- b. Scanning

Scanning is a reading strategy which the reader quickly going through a text to find a particular piece of information. Williams (1996: 100) states that scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. It involves these steps:

- 1) Determining what key words to look for.
- 2) Looking quickly through the text for those words.

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- 3) Reading the sentences around key words to see if they provide the information being sought.
- 4) If the texts provide the information being sought, don't read further. If they do not provide the information being sought, continue scanning.

c. Extensive Reading

Extensive reading is reading longer texts usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

The students will never read efficiently unless they can adapt their reading speed and strategy to their aim when reading. By reading all texts in the same way, students would waste time and fail to remember points of importance. It is also difficult for the students to get the ideas of text, because they would absorb non-essential information. It is important for readers to use appropriate reading strategies. In junior high school, skimming and scanning skills are types of reading strategies which are often used by students in completing a task. For the former type, the students require to search and come at generalizations. They also require finding the particular information in texts for the later type of that reading strategy.

5. Skills of Reading

Reading involves various different skills. As mentioned by Spratt in Matthews et al (1989: 65), the following are some of the main reading skills required by the students:

- a. Recognizing the letters of the alphabet
- b. Reading groups of letters as words

- c. Understanding the meaning of punctuation
- d. Understanding the meaning of vocabulary items
- e. Understanding the grammar of a sentence
- f. Understanding the relationship between sentences and clauses in a text
- g. Recognizing the effects of style
- h. Recognizing the organization of a text
- i. Making inferences
- j. Reading longer texts (extensive reading)
- k. Skimming for gist
- l. Scanning for specific information
- m. Reading for detail.

According to DeBoer and Dallmann (1964: 134), there are several skills that make up the ability to comprehend what is read. According to the reader's purpose, the skills are as follows:

- a. Reading to find the main idea
- b. Reading to select significant details
- c. Reading to answer the questions
- d. Reading to summarize and organize
- e. Reading to arrive at generalizations
- f. Reading to follow directions
- g. Reading to predict outcomes
- h. Reading to evaluate critically.

To comprehend a text or a written language, the students need to have such those skills. By having those skills, the students are likely to be able to extract the message of a text. This research does not require all of those skills to be acquired by the students. Based on the problems faced by students of the eighth grade of SMP Negeri 16 Surakarta, the researcher limits on the five aspects of reading skill that must be acquired by students as follows: (1) finding the main idea of paragraph, (2) finding the detail or explicit information of text, (3) guessing the meaning of words used in

text, (4) finding the implicit information from text, and (5) identifying the referent of pronoun.

6. Teaching Reading

Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with the knowledge, causing to know or understand. Brown (1994: 7) says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. From this definition, it can be concluded that teaching is a process of helping and guiding students to learn and develop their knowledge.

Teaching reading is not only giving a text to the students but also building their consciousness about reading skills. Learning to read, especially English texts, is very important. However, there are many students that have low motivation in reading because the teacher had not used suitable technique in presenting and carrying out reading materials. Therefore, teacher should be skillful in motivating learners by selecting and devising suitable material, besides choosing appropriate technique.

According to Williams (1996: 37), there are three main phases need to be followed in teaching reading:

a. Pre-reading

Pre-reading activities are aimed to introduce and arouse interest in the topic. Giving reason to read and some questions related to students' background knowledge, ideas, and opinion would motivate students' eagerness to read.

b. While-reading

While-reading phase begin with a general or global understanding of the text, and then move to the smaller units such as paragraphs, sentences, and word. The aims of this phase are: (1) to help understanding of the writer's purpose, (2) to help understanding of the text structure, and (3) to clarify text content.

c. Post-reading

Traditionally the major, often only, kind of post-reading activity consisted of questions which followed a text. The aims of post-reading phase are: (1) to consolidate or reflect upon what has been read, and (2) to relate the text to the students' own knowledge, interests, or views.

7. Construct of Reading

Reading is a complex process of assigning meaning which includes constant process of guessing, decoding written symbols that involves reacting to a written text as a piece of communication and also activating background knowledge on the field of the text in order to get information from the written language. Reading skill is the ability to recognize letters and phonic elements, discover familiar and unfamiliar words, use context clues, find the ideas, evaluate and visualize the author's meaning to get the detail information, to do something well, and actually to achieve the goals of reading.

As stated above, reading involves various different skills. In this research, the researcher restricts on the five aspects of reading skill as follows: (1) reading to find main idea that covers the ability to identify the central theme of a selection, (2) reading to select significant details that covers the ability to find the specific or explicit information of text, (3) reading for making inferences that covers the ability to read between the lines to get answer that is implied by statement in the selection or about that is implied but not directly stated in the material, (4) reading to find the meaning of vocabulary items that covers the ability to guess the meaning of words used in the selection, and (5) reading to understand the reference devices in a text that covers the ability to identify the referent of pronoun.

B. Review on Quantum Learning

Quantum Learning Method was formerly introduced in 1982 by Bobbi DePorter who was the student of Lazanov. Lazanov was an educator from Bulgaria and develop suggestopedia or suggestology or known as accelerated learning. He developed it by seeing the physical surrounding and atmosphere of the classroom as the important part. By ensuring that the students are comfortable, confident and relax, it will enhance the teaching and learning process.

This method is the combination of suggestology, accelerated learning and neurolinguistics with the learning theory, where in neurolinguistics is about how the brain control the achieved information while learning. It means that in learning the students and the teacher can increase motivation, increase the score in the learning and strengthen confidence and positive attitude.

1. The Definitions of Quantum Learning

DePorter (1999) as cited in <http://www.newhorizons.org/definition/quantumlearning.htm> says that quantum learning is the orchestration of any interactions both inside and outside the study moment. In fact, learning is the interaction between learners and environment. The interaction by means of quantum learning covers all elements in effective study which influence students' achievement. Those interactions might change the students' ability and talent becomes the light which is useful for them and others. Therefore, to reach the good result of learning it is needed to optimize the students' participation in learning process. Students' participation is very important in determining success of learning. Sudjana (1993) in Mulyasa (2005: 156) mentions the requirement of effective class as follows:

“Syarat kelas yang efektif adalah adanya keterlibatan, tanggung jawab dan umpan balik dari peserta didik. Keterlibatan peserta didik merupakan syarat pertama dalam kegiatan belajar di kelas. Untuk terjadinya keterlibatan itu peserta didik harus memahami dan memiliki tujuan yang ingin dicapai melalui kegiatan belajar.”

To support those explanations above, DePorter (1999) in <http://learningforum.com/quantumlearning> says that quantum learning is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates research-based best practices in education into a unified whole, making content more meaningful and relevant to students' lives. This is in line with what Ausubel said in Trianto (2009: 38) that study becomes meaningful if the information to be learned is arranged according to cognitive structure which students have, so that they will relate the new information with the previous one.

Quantum learning is about bringing joy to teaching and learning with ever-increasing 'Aha' moments of discovery (DePorter and Hernacki, 2003: 3). It helps teachers to present the materials in a way that engages and energizes students. This model also integrates learning and life skills, resulting in students who become effective lifelong learners—responsible for their own education.

Furthermore, Wena (2009: 160) states about quantum learning as follows:

“Pembelajaran kuantum adalah penggabungan belajar yang meriah dengan segala nuansanya, yang menyertakan segala kaitan, interaksi dan perbedaan yang memaksimalkan momen belajar serta berfokus pada hubungan dinamis dalam lingkungan kelas-interaksi yang mendirikan landasan dalam kerangka untuk belajar.”

Based on the explanations above, it can be concluded that quantum learning is a process of arranging many kinds of interactions in learning process by optimizing all resources in order to motivate the emerging of students' potential and interest to learn.

2. Characteristics of Quantum Learning

Quantum learning explains about new ways which facilitate learning process through mixing of the art elements and good achievements. DePorter et al (2003: 5) propose about accelerated learning that eliminate any barriers preventing learning process by using music,

coloring class environment, arranging suitable materials, effective serving, and emerging students' participation.

While the general characteristics of quantum learning are mentioned by DePorter and Hernacki (2003: 15) below:

- a. Based on cognitive psychology
- b. Humanistic
- c. Constructive
- d. Excellent and meaningful interactions
- e. Accelerated learning
- f. Forming the students' skills in academic, life and achievement equally
- g. Value and belief are the important part of learning
- h. Difference and freedom are prominent
- i. Integrated.

3. Quantum Learning Tenets

The main tenet of quantum learning is "bring students world into ours and transmit our world into theirs" (bawalah dunia siswa ke dunia kita dan antarkan dunia kita ke dunia siswa). This statement stresses the importance of a teacher entering the students' world first before they get caught up in the teaching aspect. Because before the students want to know what a teacher knows, they want to know that the teacher cares about them.

While the more tenets of quantum learning proposed by DePorter et al (2003: 7-8) below:

- a. Everything speaks

Everything, from surroundings and tone of voice to distribution of materials, conveys an important message about learning.

- b. Everything is on purpose

What is going on the teaching learning process and everything we do has an intended purpose.

c. Experience before label

Students make meaning and transfer new content into long-term memory by connecting to existing schema. Learning is best facilitated when students experience the information in some aspect before they acquire labels for what is being learned. Dryden and Vos (2001) state that the students' previous experiences are useful for the teacher in teaching new concepts linked (Wena, 2009: 165).

d. Acknowledge every effort

Acknowledgment of each student's effort encourages learning and experimentation.

e. If it's worth learning, it's worth celebrating

Celebration provides feedback regarding progress and increases positive emotional associations with the learning.

4. Models of Quantum Learning

DePorter et al (2003: 8) proposes the models of quantum learning which is divided into two categories: content and context. The content covers all about serving and facilitating the learning process. While the FADE model—Foundation, Atmosphere, Design, and Environment—creates the context of quantum learning.

Link with context, as stated by Wena (2009: 163), the teacher is demanded to be able to compose:

- a. Energetic atmosphere for promoting learning
- b. Strong foundation for learning activities
- c. Environment support learning process
- d. Dynamic learning design.

Quantum learning begins with a strong foundation built on the principles of the eight keys of excellence. It holds the beliefs that all people can learn, people learn differently, and learning is effective when it is joyful, engaging and challenging (DePorter and Hernacki, 2003: 40).

The eight keys of excellence include:

- a. Integrity
- b. Commitment
- c. Failure leads to success
- d. Ownership
- e. Speak with good purpose
- f. Flexibility
- g. This Is It! and
- h. Balance.

From the eight keys of excellence above, especially point “speak with good purpose” means that speak in a positive sense can keep communication between a student and his teacher. Quantum learning covers the important aspects in neurolinguistic program which study about how our brain organizes the information. This program studies about the relationship between language and behavior which can be used to create communication and understanding among the students and their teachers, parents, and society. Fakhruddin (2011: 38) support that research with the statement below:

“Para pendidik dan orang tua dengan pengetahuan neurolinguistik mengetahui bagaimana menggunakan bahasa yang positif untuk meningkatkan tindakan-tindakan positif, karena itu merupakan faktor penting untuk merangsang fungsi otak yang paling efektif.”

5. Quantum Learning Design Frame

Quantum learning creates an empowering atmosphere of trust, safety and a sense of belonging. Establishing engaging, focused traditions creates a sense of belonging and safety and is an effective strategy for classroom management, focusing attention and motivating students to increase participation in learning. Each school day begins with a morning routine and purposeful first statement. These routines are designed to immediately focus students and create resourceful learning states. Below are the quantum design frame proposed by De Porter et al (2003: 10):

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a. Enroll (Tumbuhkan “T”)

Use any ways that capture the interest, curiosity and attention of the students. Dick and Carey (1985) state that enrolling students’ interest and taking care of it in learning is the first step of learning process (Wena, 2009: 165).

b. Experience (Alami “A”)

Create or elicit a common experience, or tap into common knowledge to which all students can relate. Experience before Label creates schema on which to build new content. Wankat and Oreovocz (1993) state that in learning process a common experience gift will raise and make the students easier to understand the content of learning (Wena, 2009: 165).

c. Label (Namai “N”)

Present, sequence and define the main content. Students learn labels, thinking skills and academic strategies. Students add new content to their existing schema.

d. Demonstrate (Demonstrasikan “D”)

Give students an opportunity to demonstrate and apply their new learning.

e. Review (Ulangi “U”)

Use a variety of effective, multi-sensory review strategies and empower students to process their new content through reflection.

f. Celebration (Rayakan “R”)

Acknowledge the learning. It cements the content and adds a sense of completion. Gagne (1977) in Wena (2009: 166) states that feedback has the important point in the reinforcement process to students’ achievement.

6. The Implementation of Quantum Learning in Reading Class

To improve students' reading skill dealing with those problems above, below is the application of quantum learning method in reading class:

- a. The researcher proposed some questions related to the topic to be learned. Otherwise the researcher showed something visuals, such as picture/photograph, sticker, book, brochure etc. and then asked the students about it. This phase belongs to the concept of TANDUR that is T (Tumbuhkan/Enroll).
- b. The researcher gave a model dealing with the topic to be learned. The researcher might tell about her past experience, and then the researcher invited the students to participate by telling their own past experiences. Otherwise, the researcher divided the class into groups and then gave an initial assignment. The assignment covered one aspect of reading skill that is reading for understanding the reference devices in a text, so the students can find the referent of pronouns. This phase belongs to the concept of TANDUR that is A (Alami/Experience).
- c. The researcher explained about the concept of recount text. The researcher gave examples and application of the concept/formula in the text. By clarifying the two reading strategies: skimming and scanning, the students learned about how to find the central theme of a text, find the detail information from text, and find the meaning of the words used in text. This phase belongs to the concept of TANDUR that is N (Namai/Label).
- d. The researcher gave the continuation assignment to check the students' understanding. In this phase the students did the exercises individually. This phase belongs to the concept of TANDUR that is D (Demonstrasikan/Demonstrate) which aims for giving the students chance to show their understanding about what they have learned.
- e. The researcher reviewed the material/topic; otherwise the researcher did reflection phase by asking some students about the topic which has

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been learned. So that activity in this phase helps the students to make inferences of the text. This phase belongs to the concept of TANDUR that is U (Ulangi/Review).

- f. The researcher gave evaluation and acknowledgement to students' achievement by giving praise, applause, a gift, etc. This phase belongs to the concept of TANDUR that is R (Rayakan/Celebrate).

7. The Advantages and Disadvantages of Using Quantum Learning

The benefits of using quantum learning stated in <http://www.newhorizons.org/strategies/accelerated/deporter2.htm> are as follows:

- a. Gives teachers skills to engage students and gets them excited about learning.
- b. Orchestrating the teacher moves and patterns that leading students to "moments of learning".
- c. Provides a proven research-based approach to the design and delivery of curriculum and the teaching of learning and life skills.
- d. Synthesizes the best teaching practices into an effective, comprehensive model, turning abstract theory into practical techniques that can be immediately applied in a classroom.

However, there are some weaknesses of using quantum learning. They are stated below:

- a. Needs a real experience.
- b. Needs a long time to emerge students' motivation to learn.

C. Review on Related Research

Quantum learning method has been shown to speed up the learning process and increase comprehension, retention and critical thinking skills. Teachers who used quantum learning method reported the higher test scores of their students, enhanced students' motivation and self-esteem, and made

greater class participation. In the study entitled “The Development Model of Synchronization of Teaching-Learning Indonesian Language and Literature Using Quantum Learning Approach”, Herman et al found that the boredom among the students in the classroom, especially during the teaching-learning of language, could be lessened by creating orchestral atmosphere as it could arouse the students’ attention, interest, and motivation in learning (Jurnal Melayu (5) 2010: 199-208).

Rezza (2008), as he found in his study “A Comparative Study between Natural Approach and Quantum Learning Method in Teaching Vocabulary to the Students of English Club at SMP N 1 Rumpin Jakarta”, states that teaching of vocabulary using quantum learning is more effective than using natural approach (<http://www.gunadarma.ac.id/quantumlearning&languagelearning>). He found from the comparison of students’ achievement between using quantum learning and using natural approach that the average score of students in experimental group (quantum learning) were higher than the average score of control group (natural approach), $8.6 > 6.6$. It means that between the two groups, experimental group and control group, experimental group which implemented quantum learning get higher achievement than control group which implemented natural approach.

From the learning result of “Quantum Learning untuk Meningkatkan Prestasi Belajar Siswa SD 3 Demaan Kudus in 2006-2007”, Sabar proved about the ability of increasing positive behaviors such as enthusiasm, the spirit of learning, feelings of pleasure and satisfaction in learning, arising courage and curiosity which are significantly increased and meaningful. Quantum learning in the classroom can enhance students’ motivation in paying attention to the lessons from 17% to 89%. From the result of the observation, the increase of asking questions action is stated from 19% to 89%. The courage of stating opinions is increased from 24% to 87%. The feeling of fun in joining the lesson is significantly increased from 15% to 91%. While from the aspect of achievement or cognitive development, it is also able to improve the academic achievement from the average of 6.3 to 8.2.

Those are the kind of results that can be achieved when quantum learning method is carefully and systematically applied. The teacher must have an in-depth understanding of quantum learning to make the many elements of this diverse methodology into a unified whole.

D. Rationale

Reading as a complex process involves a variety of skills in order to gain the meaning of the written words. Considering the complex process of reading, actually the students themselves still have some problems. Based on the interview and pre-test done at the eighth grade students of SMP Negeri 16 Surakarta, the writer found some problems dealing with reading skills. These problems can be seen from the indicators that the students had difficulty in: (1) finding the main idea of paragraph, (2) finding the detail or explicit information of text, (3) finding the meaning of words used in text, (4) finding the implicit information from text, (5) identifying the referent of pronoun. Moreover, the writer also found the ineffective class situations. The indicators are: (1) the students were not active, (2) some of the students were minding their personal business, and (3) some students seem bored. Based on the pre-research, the writer concluded that the low reading achievement of the students is caused by some factors. First, the students had lack in vocabulary mastery. Second, the serving of materials had not effective. Third, the teacher still used teacher-centered approach rather than student-centered.

Based on the problems faced by students above, the writer proposes solution by using quantum learning to improve students' reading skill. Through six steps of quantum learning, the students' participations in learning process will be more controlled. First, enrolling the students' first feeling curiosity creates excitement and raises expectations. Something visuals—such as pictures, real objects, etc.—and guiding questions related to the topic can emerge students' interest. Second, allowing them to experience the lesson through an initial assignment makes the lesson more concrete. It enables

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students to participate in understanding the reference devices in a text, so they can find the referent of pronoun. Third, labeling the information and explaining what was just learned by skimming over the surface of the text. It helps the students learn how to find the central theme of a text. Fourth, a demonstration helps students connect their experience with the new learning. In this phase, the students have a chance to show their understanding about content of the text, detail information from text, even meaning of the words used in the text. Fifth, reviewing the materials cements it in students' memories. Besides, it helps the students to make inferences of the text they have read. Finally, the class celebrates their success, such as high-fives, saying words of acknowledgment, etc.

Based on the explanation above, the writer hopes that quantum learning can solve the students' problems dealing with reading skills. Quantum learning is one ways to facilitate the process of learning and emphasis on creating a fun atmosphere, so that students are motivated to learn and have a willingness to engage actively in the learning process.

E. Hypothesis

Based on the rationale and the theory underlying quantum learning and reading skills, the hypothesis is formulated as follows: quantum learning method can improve students' reading skill at the eighth grade students of SMP Negeri 16 Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The research was conducted in SMP Negeri 16 Surakarta. The school is located at Jl. Kolonel Sutarto No. 188 Surakarta. It is easy for the students and school staff to reach this school, because SMP Negeri 16 Surakarta is located in the mid of the town, exactly near with Panggung crossroad. On the south there is a motorcycle dealer "Panggung Motor", Mess Tri Cakti on the east side, store selling notions on the north side, and on its west side there is SMK Kristen Surakarta. To go to the school the students usually ride bicycle or public transportation which can exactly stop in front of this school.

SMP Negeri 16 Surakarta has facilities that support the teaching and learning activities. There are IPA and computer laboratory, multimedia room, religion room, and library where students can find the lesson books and magazines. There is also a volley ball court which is located in the middle of the school buildings. Besides, in the corner of the court there are OSIS room and Seni Tari room. On the east side of the court there is also Tata-Busana room and Tata-Boga room on its north side. Parking area and teachers' room are located in the south side. The mushola is located between Seni Tari room and computer laboratory. The classrooms VIII A - VIII D are in west side of the volley ball court. While class VIII E is located in the south side of the court, it is next to class IX E.

In front wall of the school building, exactly in the hall, there is a poster of perspective and missions. The perspective of SMP Negeri 16 Surakarta is "*Peningkatan Kualitas Bertumpu pada Budaya Bangsa*". While the missions are: (1) *melaksanakan proses belajar mengajar secara efektif*, (2) *melaksanakan bimbingan kepada siswa sehingga mampu berkembang secara optimal sesuai potensi yang dimiliki*, (3) *menumbuhkan semangat bersaing yang sehat antar siswa*, (4) *menumbuhkan semangat bersaing antar sekolah*,

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(5) mendorong dan membantu siswa untuk mengenali bakat dan minatnya, (6) meningkatkan keimanan terhadap Tuhan Yang Maha Esa sesuai ajaran agama dan kepercayaan yang dianut.

This research was held during six months from October until March 2012. The detailed research schedule is in the following table:

Table 3.1. Schedule of the Research

No.	Activity	Time of the Research
1.	Preparation of pre-test	October 2011
2.	Pre-test	October 2011
3.	Action of cycle 1	January 2012
4.	Post-test of cycle 1	January 2012
5.	Action of cycle 2	February 2012
6.	Post-test of cycle 2	February 2012
7.	Analyzing the data	March 2012

B. Research Subject

The subject of this research is the eighth grade students of SMP Negeri 16 Surakarta in academic year 2011/2012. The eighth grade of this school is divided into 5 classes, VIII A to VIII E. Then, the English teacher suggested the researcher to choose the students of VIII A as the subject of the research. The reason for this suggestion is that the students of SMP Negeri 16 Surakarta, especially in class VIII A, have low achievement in English lesson. One of the indicators could be seen from their low achievement in reading.

Class VIII A is located between IPA laboratory and class VIII B. It consists of 35 students, including 18 boys and 17 girls. This class is completed with 36 students' chairs, 18 students' desks, a set of desk and chair for the teacher, and a whiteboard. Besides, there are some hero pictures and wise-words adhered on its wall.

There are some characteristics of the students in class VIII A. There are some girls who are diligent and eager to follow the learning activity.

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However, the boys tend to be lazy and less motivated. The good ones are diligent, active, and interested to know more about the material. The weak students tend to be passive and do not serious.

C. Research Method (Action Research)

1. The Nature of Action Research

Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen (Burns, 1999: 30). In line with Burns, Bogdan and Biklen in Burns (1999: 30) state that action research is the systematic collection of information that is designed to bring about social change. Both definitions give clear explanation that action research aims to bring about change and improvement in practice.

Furthermore, Mills (2000: 6) states that action research is any systematic inquiry conducted by teacher researcher, principal, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. Ebbut (1985) in Hopkins (1993: 45) supports this by saying that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of own reflection upon the effects of those actions.

From the definitions above, it can be concluded that action research is the systematic study conducted by teacher researcher, principal, school counselors, or other stakeholders in the teaching environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn in order to find practical problem solving in social situation with a view to improving the quality of the action within it and to bring about social change.

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2. Characteristics of Action Research

According to Burns (1999: 30) action research has some characteristics as follows:

- a. Action research is contextual, small-scale and localized—it identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change.

3. The Models of Action Research

According to Kemmis and Mc Taggart (1988) in Burns (1999: 32), action research occurs through a dynamic and complementary process, which consists of four essential 'moments': of planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

- a. Develop a plan of critically informed action to improve what is already happening.
- b. Act to implement the plan.
- c. Observe the effects of the critically informed action in the context in which it occurs.
- d. Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

A Kemmis and Mc Taggart's concept of action research is set out in the model below:

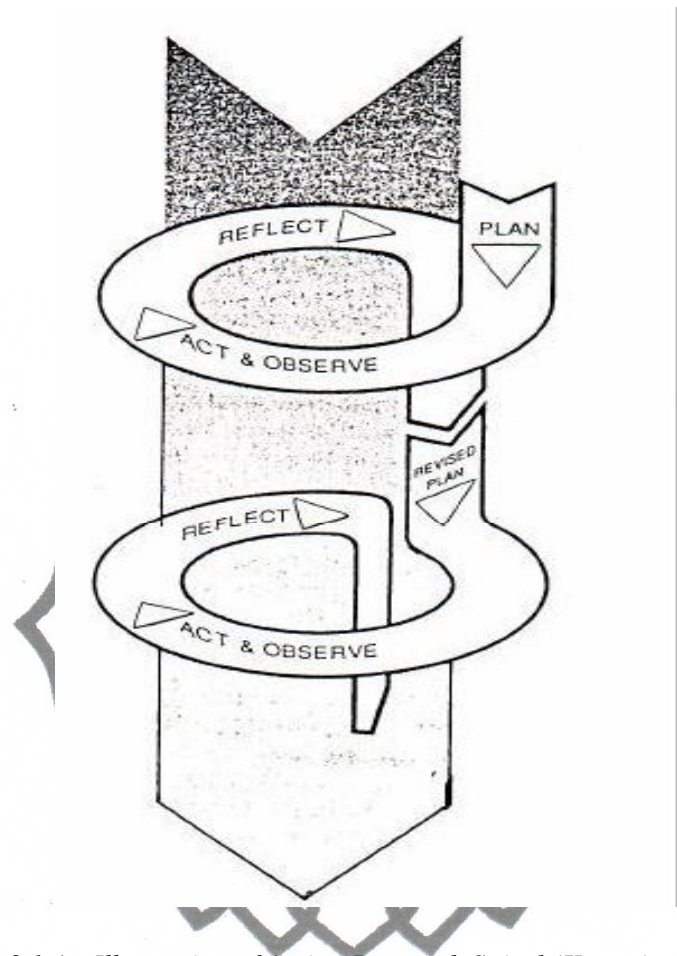


Figure 3.1. An Illustration of Action Research Spiral (Kemmis & Mc Taggart)

4. The Procedures of Action Research

The four steps at the model of action research above can be expanded into six steps which are included in the procedure of action research. The procedures are as follows: (1) identifying the problem, (2) planning the action, (3) implementing the action, (4) observing the action, (5) reflecting the action, and (6) revising the plan. Each step will be explained below:

a. Identifying the problem

The problems are identified first before planning the action. In this step, the researcher identified the problems occurring in the class VIII A. The problems were identified by using four instruments below:

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1) Interview the teacher and the students

The interview was held in order to know the problem faced by the teacher during teaching learning process and to know the students' opinion about English and the teaching learning process of English in the classroom.

2) Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In this research, the questionnaire consists of some questions about the students' problems in reading skill, situation in reading class, and the causes of problems in reading lesson.

3) Observation during the teaching learning process

The observation was held in the classroom during the teaching learning process. It was to know the students' behavior during the teaching learning process, to know how far the students master reading skill, the teacher's techniques used in the teaching learning process, and to know what happens to the class situation during the teaching learning process.

4) Pre-test

The researcher conducted the pre-test to know the students' achievement dealing with reading skill. The pre-test was held before the implementation of the research.

b. Planning the action

General plan is made before implementing the action. The researcher prepared everything related to the action as follows:

- 1) Consulting the topic or material to be taught with the English teacher.
- 2) Making lesson plan and designing the steps in doing the action.
- 3) Preparing the materials and sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied).

- 4) Preparing teaching aids (pictures, text-book, students' worksheets, game, music, etc.).
 - 5) Preparing exercises and post-tests (to know whether students' reading skill improves or not).
- c. Implementing the action

In implementing the action, the researcher does the planning which has been made. The researcher applied the lesson plans that had been made. The researcher used quantum learning in teaching and learning process in order to improve students' reading skill. The real implementation will be presented as follows:

- 1) In opening, the researcher greeted the students and checked the students' attendance.
- 2) The researcher asked one of the students to lead for praying.
- 3) The researcher introduced the topic to be learned and the aims of the lesson.
- 4) The researcher proposed some questions related to the topic to be learned. Otherwise the researcher showed something visuals, such as picture/photograph, sticker, book, brochure etc. and then asked the students about it. This phase belongs to the concept of TANDUR that is T (Tumbuhkan/Enroll).
- 5) The researcher gave a model dealing with the topic to be learned. The researcher might tell about her past experience, and then the researcher invited the students to participate by telling their own past experiences. Otherwise, the researcher divided the class into groups and then gave an initial assignment. This phase belongs to the concept of TANDUR that is A (Alami/Experience).
- 6) The researcher explained about the concept of recount text. The researcher gave examples and application of the concept/formula in the text. This phase belongs to the concept of TANDUR that is N (Namai/Label).

- 7) The researcher gave the continuation assignment to check the students' understanding. In this phase the students did the exercises individually. This phase belongs to the concept of TANDUR that is D (Demonstrasikan/Demonstrate).
 - 8) The researcher reviewed the material/topic; otherwise the researcher did reflection phase by asking some students about the topic which has been learned. This phase belongs to the concept of TANDUR that is U (Ulangi/Review).
 - 9) The researcher gave evaluation and acknowledgement to students' achievement by giving praise, applause, a gift, etc. This phase belongs to the concept of TANDUR that is R (Rayakan/Celebrate).
 - 10) In closing, the researcher asked whether or not the students found difficulties and then the researcher did reflection by asking the students about their feeling.
 - 11) The researcher left-taking and said good bye to the students.
- d. Observing the action
- Observation is one of the instruments used in collecting the data. The researcher observed the students' activities while teaching-learning process occurs. The results of the observation were recorded on observation sheets as useful data. The researcher was helped by the teacher to observe students' activities and give inputs and suggestions.
- e. Reflecting the action
- The researcher evaluates the teaching activity that has been carried out. The researcher reflects the field note and diaries in order to find out the strengths and weaknesses of teaching activity that has been carried out. The weaknesses are refined in the next cycle, so that the effectiveness of using quantum learning to improve students' reading skill is determined.
- f. Revising the plan
- The researcher revises the plan based on the weaknesses in the previous cycle to get better result of the action.

D. The Techniques of Collecting Data

There are two techniques of collecting the data, qualitative and quantitative data. They are clearly presented below:

1. Qualitative Data

Qualitative data are used to describe data which are not amenable to be counted or measured in an objective way, and are therefore 'subjective' (Wallace, 1998: 38). It can be said that in attempting to collect the qualitative data, observation, interview, and field note are used as the prime techniques.

a. Observation

The researcher is a teacher who teaches reading using quantum learning in the classroom. So, in this research, the researcher observes the students' activity in teaching learning process. Observation is done to cover the process of implementation of quantum learning in reading class. Furthermore, the English teacher as a collaborator observes and offers suggestion about the implementation of using quantum learning in reading class.

To support the explanation above, Wallace (1998: 105) proposes several possibilities about who and what is to be observed:

- 1) The focus of the observation can be ourselves as teachers: the technique we use, management procedures, and so on.
- 2) The focus can be our students: the way they work, the way they interact, the way they respond to our teaching, and so on.

b. Interview

The interview is done to get information from the students and the collaborators. The information covers their understanding of quantum learning, the strengths and the weaknesses of the implementing quantum learning. Then, ask the students to give response about the activity of teaching learning process using quantum learning.

c. Field note

Notes or field notes are description and account of events in the research context which are written in a relatively factual and objective style (Burns, 1999: 87). The researcher makes notes in each observation done. The researcher makes notes to all activities during the lesson and also notes about the students' reaction and response to the learning.

2. Quantitative Data

Quantitative data are broadly used to describe what can be counted or measured and can therefore be considered 'objective' (Wallace, 1998: 38). In this research, the writer gives a pre-test and pos-test to know students' reading skill before and after teaching reading using quantum learning. Its aim is to know whether the students' reading skill improves or not when quantum learning is implemented in classroom.

E. The Techniques of Analyzing Data

After collecting the data, the next step of the study is analyzing the data. The aim of this study is not only to investigate that quantum learning can improve the students' reading skill but also to identify what happens to the class situation when quantum learning is implemented in reading class. To prove it, the data must be analyzed. There are two kinds of data which will be analyzed: qualitative and quantitative data. They are as follows:

1. Qualitative Data

The classroom action research analyzes the qualitative data from the result of observation, interview, and field notes. McKernan in Burns (1999: 157-160) mentions the stages in analyzing the data as follows:

a. Assembling the data

The first step is to assemble the data collected over the period of the research. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

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b. Coding the data

Coding is the process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. Data analysis becomes much messier and coding data becomes less clear cut when we are dealing with diary entries, classroom recording or open-ended survey questions.

c. Comparing the data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this stage we may also be able to map frequencies of occurrences, behaviors or responses. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

d. Building interpretations

This is the point where we move beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data. This stage demands in certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the outcomes

The final step involves presenting an account of the research for others.

2. Quantitative Data

In analyzing the test score of the written test, a statistical technique is used to find the students' mean score. The data from the test are analyzed in order to prove whether or not teaching reading using quantum learning can improve students' reading skill.

The quantitative data are analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the

cycle. The improvement can be seen from the scores of post-test which is higher than the score in the pre-test.

The mean score of pre-test and post-test can be calculated with the formula below:

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

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

Where:

$\sum X$ = The sum of students' score before the action (pre test)

$\sum Y$ = The sum of students' score after the action (post test)

\bar{X} = Means of students' score before the action (pre test)

\bar{Y} = Means of students' score after the action (post test)

N = number of student

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the action research conducted at the eighth grade students of SMP Negeri 16 Surakarta in the academic year of 2011/2012. It presents some findings and discussion about the implementation of using quantum learning method to improve students' reading skill.

This research is aimed to find out whether or not quantum learning method can improve the reading skill of the eighth grade students of SMP Negeri 16 Surakarta and to identify what happens to the class situation when quantum learning is implemented in reading class. This research involves 35 students of class VIII A, including 18 boys and 17 girls. In conducting the research, the researcher acted as the practitioner who implemented the action in teaching learning process in the class (as a teacher) and the English teacher of class VIII A was the observer who observed the teaching learning process during the research.

This research has some sequences of process from the beginning until the end. The procedure of the research consisted of pre-research, research implementation, and research discussion.

A. Research Finding

1. Situation Before Research (pre-research)

The situation before research was identified in pre-research stage. The pre-observation and interview was aimed at finding out whether or not there were problems during the teaching learning process and to identify what happens to the class situation during the teaching learning process. The pre-test was held to find out the current students' reading skill. Besides, the pre-research activity was carried out to identify the causes of those problems (viewed from teacher's aspect, learners' aspect, and class

situation's aspect). As the problems were identified, the researcher could decide what kind of solution would be used.

Based on the pre-research conducted at the eighth grade students of SMP Negeri 16 Surakarta, the researcher found that the students have low reading skill. It could be indicated from their reading test score that was low. The students' mean score of reading test was only 54.77, whereas the passing grade criteria (KKM) of English subject in SMP Negeri 16 Surakarta was 68. Moreover, the teaching learning process was not effective. It could be seen from the class situation during the teaching learning process that students were not active and were not interest to follow the lesson. The situation before research is presented in the table 4.1 below.

Table 4.1. The Situation before Research

Descriptions	
Students' Reading Skill	<ul style="list-style-type: none"> a. The students were not able to find the main idea of text. b. The students were not able to find the explicit information of text. c. The students were not able to guess the meaning of words used in text. d. The students were not able to find the implicit information from text. e. The students were not able to identify the referent of pronoun.
Class Situation	<ul style="list-style-type: none"> a. The students were not active. b. Some of the students were minding their personal business. c. Some students seemed bored. They were not interested in the lesson.
Causes of the Problem	<ul style="list-style-type: none"> a. The students had lack in vocabulary mastery. b. The serving of materials and activities was not effective. c. The teacher still used teacher-centered approach rather than student-centered.

a. Students' Reading Skill

As shown in table 4.1 above, the students' reading skill before research is described in several situations. The first situation is in finding main idea. The students had difficulty when they were asked to find the central theme of a selection in a text. It was proved by the result of pre-test that the students' mean score of finding main idea was

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60. Next situation is in finding explicit information. The students found difficulty when they were asked about the specific information of a text. The students' mean score of finding explicit information was 58.93. Besides, the limited vocabulary made the students found difficulty in guessing the meaning of the words used in text. The students' mean score in vocabulary was 57.96.

Furthermore, the students had difficulty in making inferences from a text they had read. Therefore, they were not able to get implied information from text. It was reinforced by the students' achievement in pre-test that the mean score of finding implicit information was 35.43. The students also found difficulty in understanding the reference devices. They were not able to identify the referent of pronoun in a text. For this last skill of reading, the students mean score was 56.

b. Class Situation

Beside those students' reading skill problems above, the researcher also found that the teaching learning process in reading class was not effective. It was indicated by less participation of the students to follow the lesson. The students were not active. They were seldom even never asking to the teacher when they found difficulties. Some of the students were minding their personal business. They did not follow the teacher's instruction to finish some exercises. Besides, some students seemed bored. They were not interested in the lesson. The students sometimes complained when they were asked to read the English text.

c. Causes of Reading Skill Problem

The students' low achievement in reading skill was caused by their difficulty in guessing the meaning of the words used in text they have read. They were lack of vocabulary mastery. Besides, the students' low motivation influenced their interest to learn, so that it gave impact to their achievement.

From the teacher's aspect, those problems emerge because the teacher still used teacher-centered approach rather than student-centered. The teacher dominated the classroom. From the pre-observation, the writer found that sometimes the teacher read the text loudly, gave the meaning of new vocabulary to the students, gave the brief understanding of the text, and at the end he asked the students some questions related to the text. This situation made the students uncomfortable and they made a noise. In addition, the serving of the reading materials and activities for the students was not effective. There was no variation of exercises and activities following the texts they had to read.

Furthermore, because of the large amount of the students in class VIII A, the teacher neglects his function as controller. The teacher did not monitor the students' activities during the learning process, especially the students who sat in the back line.

The researcher proposed a solution to overcome the reading problems above by using quantum learning method which offers new ways to ease the process of learning and emphasizes on creating a fun atmosphere, so that students are motivated to learn and have a willingness to engage actively in the learning process.

Quantum learning can be used by the teacher to optimize the learning process and help the students in comprehending the materials. The students were facilitated to comprehend the materials using the concept of "TANDUR" in learning process, particularly through "Alami, Namai, Demonstrasikan, and Ulangi" phase. An initial assignment was given to the students on "Alami" phase. It covered a task of understanding the reference devices in a text, so in this phase the students could find the referent of pronoun. On "Namai" phase, the teacher labeled the information and explained what was just learned by skimming over the surface of the text. It helped the students learn how to find the central theme of a text. Through "Demonstrasikan" phase,

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the students were given a chance to show their understanding about content of the text, detail information of text, even meaning of the words used in the text. The “Ulangi” phase facilitated the students to make inferences from the text they have read.

Quantum learning can also be used to lessen the boredom in reading lesson through fun activities. In this research, almost all of the activities in reading lesson were served in a fun way, such as using game, music, etc. The text selections were always related to the students’ real life and experiences, so that they would be interested in following the lesson.

Based on the facts above, there was a target which the researcher wanted to achieve by conducting the action. That was the improvement of students’ reading skill which involves some aspects of reading, namely main idea, explicit information, vocabulary, implicit information, and referent. Quantitatively, the researcher was aiming at the improvement of score at least 68 for the mean of the students’ reading score as the requirement to fulfill the passing grade criteria (KKM) of English subject in SMP Negeri 16 Surakarta. Qualitatively, this study was targeted for knowing the changes of class situation during the teaching learning process. The indicators were viewed from the students’ participation and interest in following the lesson.

2. Research Implementation

This research was carried out in two cycles. First cycle consists of three meetings and second cycle consists of two meetings. Each cycle consists of a series of steps, namely planning the action, implementing the action, observing the action, and reflecting the result of the observation. After each cycle was completed, the researcher conducted a post-test to know the achievement of the students’ reading skill. The overview of the implementation of the research is presented in table 4.2 below.

Table 4.2. The Implementation of the Research

Pre-research	a. Pre-observation: October 10 th , 2011 b. Interview: October 10 th , 2011 c. Giving questionnaire: October 11 th , 2011 d. Pre-test: October 13 th , 2011
Research Implementation	Cycle 1 a. 1 st meeting: January 2 nd , 2012 b. 2 nd meeting: January 5 th , 2012 c. 3 rd meeting: January 9 th , 2012 d. Meeting 4 (post-test 1): January 12 th , 2012
	Cycle 2 a. 1 st meeting: February 27 th , 2012 b. 2 nd meeting: March 1 st , 2012 c. Meeting 3 (post-test 2): March 8 th , 2012

a. Description of Cycle 1

1) Planning the Action

After identifying and analyzing the problems faced by the students and breaking down the indicators, the researcher analyzed the activities for each indicator to the lesson plan using quantum learning method. In making a plan, the researcher shared the idea with the English teacher as the collaborator. The researcher planned three meetings for cycle 1 and one meeting for post-test 1. In choosing the theme for each meeting, the researcher considered some aspects such as: the compatibility with syllabus and interest of the students. By considering the students' prior experience in their real life, the researcher used recount text with different topic in every meeting in order to draw their motivation and avoid students' boredom in reading lesson.

The teaching scenario for each meeting was the combination of three phases in reading activities (pre-reading, while-reading, post-reading) and the six steps of quantum learning design frame that is "TANDUR". In this case, the researcher divided the main activity into three stages. They were pre-reading activities, while-reading activities, and post-reading activities. For each stage there are two

main concepts of quantum learning. In pre-reading there are T and A (Tumbuhkan/enroll and Alami/experience). While-reading stage consists of N and D (Namai/label and Demonstrasikan/demonstrate). In post-reading there are U and R (Ulangi/review and Rayakan/celebrate). Before and after those three stages, there would be opening and closing.

To support the activities for each meeting, the researcher made students' worksheet. The aim is to evaluate the students' comprehension after doing reading using quantum learning.

2) Implementing the Action

In implementing the action, the researcher (Erlina Noor Khasanah/EN) played a role as a teacher. Meanwhile, the English teacher (Bambang Wahyudi Kesdu, S.Pd./BW) helped the researcher in observing the students during the teaching learning process. The researcher carried out the activities based on the lesson plan. The following is the description of the action implementation.

a) First meeting

The first meeting was conducted on Monday, January 2nd, 2012 at 11.30-12.50 WIB. At 11.30, the bell rang twice indicating the change of subject matter. Mr. BW and EN entered the classroom. After all the students entered the room, Mr. BW introduced EN. Afterwards, he gave time over to EN for leading the lesson.

EN began the lesson by greeting the students and checking their attendance. After reintroducing herself, EN introduced a topic that the students will learn about. Then, she explained about the aims of the lesson. Prior to the main activity, EN introduced to the students about the method to be used in reading lesson that was quantum learning.

Next, as the aim of "T/tumbuhkan", EN tried to capture the students' attention by showing a song entitled "Welcome to My

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Life". She chose that song as the reception for the students entering new learning situation that was quantum learning.

At 11.40, EN proposed some questions related to the topic to be learned. In the phase of "A/alami", EN gave the students an initial assignment. It was jumbled paragraph of a recount text. The Alami/experience phase intended to give the students a learning experience (*pengalaman belajar*).

In while-reading, EN introduced a new recount text. EN asked the students to make a group of four or five. Then, she distributed handouts to every group. The handout was about recount text entitled "Going to the Beach". Every group had to infer about the main idea and the specific information of the text. At this point the students might ask to the teacher when they found some difficult vocabularies. Before the students completing the tasks, EN gave short explanation about recount text. This is the concept of "N/namai".

In the phase of "D/demonstrasikan", the students doing the tasks related to the text. They worked within their group to discuss the events of recount text entitled "Going to the Beach". Besides, as the objective of "Demonstration" phase to know how far the students' understanding about material, the teacher gave them reading comprehension test. While students were doing the tasks, EN monitored and guided the students.

Next, in post-reading stage EN gave a chance for the students to show their understanding about what had been learned. She asked them individually to identify the message of the text. This last activity is aimed at identifying the implicit information.

At 12.40, EN asked the students to submit their worksheet. Then, by quick evaluation EN asked four students to stand up. They were the students who had completed the last task with the

right answers. Then, EN asked the other students to give applause for the four students. This is the concept of “R/rayakan”.

For the last section, EN did reflection by asking the students about their feeling during the learning process. Before closing the class, EN gave the students homework. They should fill in the blank spaces on the incomplete recount text. After that, she asked the chairman of the class to lead the praying. Finally, she closed the meeting by saying good bye.

b) Second meeting

The second meeting was conducted on Thursday, January 5th, 2012 at 07.00-08.20 WIB. EN began the lesson at seven o'clock by greeting the students and checking their attendance. After made a short review about the previous meeting, she asked the students to submit their homework and asked some students to write their answer on the whiteboard. Because of just few students who had different answer, EN asked all of the students to hi-five for their evidence in finishing the homework. This is the “R/rayakan” concept.

In the phase of “T/tumbuhkan”, EN tried to capture the students’ attention by showing an incomplete poem. Since the topic for the second meeting was “Camping”, so that the teacher chose a poem about camping. While listening to the teacher, the students filled in the blank spaces. Having completed the poem, EN invited the students to sing together. As the celebration for finishing the first task and continuing to the next tasks, EN chose an up to date song by Justin Bieber that was “Never Say Never”.

Afterwards, EN proposed some questions related to the topic to be learned. In the phase of “A/alami”, EN gave the students an initial assignment. It was jumbled picture. EN asked the students to arrange the pictures into a good story.

In while-reading, EN introduced a recount text entitled “Camping”. EN asked the students to make a group of four or five. Every group had to infer about the main idea and the implicit information of the text, even the specific information of the text. At this point the students might ask to the teacher when they found some difficult vocabularies. Then, EN gave short explanation about how to identify main idea, explicit and implicit information of the text. She also explained about reference devices. This is the concept of “N/namāi”.

In the phase of “D/demonstrasikan”, the students doing the tasks related to the text. They worked within their group to discuss the events of recount text entitled “Camping”. While students were doing the tasks, EN monitored and guided the students.

Next, in post-reading stage EN reviewed the material about simple past tense as one of the characteristics of recount text. Then, she asked the students to find some examples of past tense used in text. After that, EN asked the students to make a sentence for each word of past tense they had found. Because the time was limited, EN gave this job as the students’ homework.

Before closing the class, EN did not forget to return the previous students’ worksheet which had been evaluated. Some students felt happy, whereas some other students felt sad because they did not get a good mark. At this point EN said to the students, *“If you completed the tasks, you might get a good mark. So, do the best for the next tasks if you want to get the best result. But overall, give applause for this meeting. Yeee...”* After that, she asked the chairman of the class to lead the praying. Then, she closed the meeting by saying good bye.

c) Third meeting

The third meeting was conducted on Monday, January 9th, 2012 at 11.30-12.50 WIB. EN began the last meeting in this first

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cycle by greeting the students, checking their attendance, and making a review of previous meeting. Then, she asked the students *“Anyone of you do not do the homework? Raise your hand, please.”* Since there was no students who raise their hand, EN asked all of the students to shout “horee” for their evidence in finishing the homework.

For pre-reading stage, EN gave a game of “Did You Hear That?” It was a kind of game which aimed to check students’ audio. EN chose this game because there were some kinds of transportation as the riddle. That’s why this game still related to the topic to be learned about a journey. That was the concept of “T/tumbuhkan”.

Afterwards, EN proposed some questions related to the topic to be learned. In the phase of “A/alami”, EN gave the students an initial assignment. There was a timetable with some words in the bold form. The students were asked to find the meaning of those words. The consideration was: if the students had an experience such as visiting the railway station, travelling by train, or just reading a timetable in a newspaper, so they would be common with the terms in the timetable and find the meaning easily.

In while-reading, EN introduced a recount text entitled “My Worst Journey”. EN asked the students to read the text and complete the exercises that follow the text. The students did this activity individually. While students were completing the exercises, EN monitored and guided the students.

Seeing that the students looked tired, EN tried to give a fun activity for closing this last meeting. She gave a puzzle and then asked the students to solve it. They might do this activity in group. This phase belongs to the concept of “U/ulangi” because the hints for solving the puzzle still related to the topic.

Before closing the class, EN reminded the students to study hard for having test in the next meeting. After that, she asked the chairman of the class to lead the praying. Then, she closed the meeting by saying good bye.

d) Fourth meeting

The fourth meeting was conducted on Thursday, January 12th, 2012. It was used to conduct the post-test 1. The topic that researcher used in this post-test was "Vacation".

EN began the meeting by greeting the students and checking their attendance. Then, she checked the students' readiness in doing the test. Afterwards, she gave explanation about the type and time allotment of the test. Helped by BW, EN distributed two sheets of paper to the students. It was students' worksheet and students' answer sheet.

After all the students got the sheets, EN gave a code for the students to start doing the test. During the students doing the test, EN moved around the class and checked students' job.

When the time was almost up, EN asked the students to submit their sheets. In the end of the session, EN ended the first post-test by stating thanks and farewell.

3) Observing the Action

In this step, EN was helped by BW to observe and note down things happened during the teaching and learning process. Observation was conducted in order to know the effects of the implementation on quantum learning method to improve students' reading skill and was aimed at knowing the changes of the class situation when quantum learning implemented in reading class. EN and BW did the observation through observing toward the teaching and learning process, document analysis, and test in the end of the cycle. The observation data was made based on the field notes written by BW as the observer.

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Some points that researcher noted down from the implementation on quantum learning are as follows:

a) First meeting

The lesson begun after the second recess, it was at 11.30 WIB. When EN entered the classroom, the students became excited when they knew that they were going to have a time with the researcher.

At first, the use of music successfully attracted the students' attention (Note: students' attention is the thing that becomes the target of "T/tumbuhkan" phase). But, when the reading section began, their attention decreased. Only few students who were active during the lesson, most of them were still on their own business. They seemed to less enthusiastic in reading. Some of them did not know what they had to do with the task although the researcher had given instructions.

The researcher tried to gather students' attention and focus by using group-work, so that she could monitor students' activities. But, the use of group-work technique helped not much. Most of the students were still passive. They seemed to feel ashamed with their group mate. It looked like that they never worked together in group before, so that there were only three of seven groups could finish the tasks.

b) Second meeting

Generally, the second meeting ran well. But, there was one thing that should be considered. It was the students' low awareness to facilitate their poor vocabulary mastery. This phenomenon could be seen from the fact that only few students who bring dictionary. They prefer to asked researcher or friends to find out the difficult words. It resulted in the increasing of students' dependency toward researcher or friends in finding the unfamiliar English words.

Meanwhile, several things improved better. The students' participation was better than in the previous meeting. Their attention during the lesson was also better after they were given instruction more intensive than before. Besides that, the use of an "up to date" song could successfully attract students' attention. EN chose a song by Justin Bieber entitled "Never Say Never" in order to give the students motivation, not to give up and keep fighting to finish their tasks.

c) Third meeting

In this last meeting for the first cycle, the researcher did not use music. EN tried to attract the students' attention by giving them a game. They seemed interested and paid more attention to the teacher's explanation. When EN asked them to do the tasks, the students seemed to try hard to finish their tasks.

Furthermore, in following the lesson, the students began to be more enthusiastic than in the previous meeting. They were active and had courage to ask to the teacher when they found some difficulties or there was something they had not understand yet about the materials. Besides, their participation in group-work was increased than in the previous meeting.

d) Fourth meeting

At 7 o'clock, EN entered the classroom by greeting the students and checking their attendance. All of the students attended the class. That day, as was informed in the previous meeting, the students would have post-test 1. This test was held to know the students' achievement in reading skill after the action plan was implemented. The test covered the five aspects of reading skill: finding main idea, identifying specific information of text, guessing the meaning of words in text, finding implicit information of text, and identifying referent of pronoun. Before

students doing the test, the researcher told the students not to cheat the other student's work. Then, the researcher monitored them.

4) Reflecting the Result of the Observation

After analyzing the observation result and the test result in the post-test 1, the researcher did reflection in order to evaluate the teaching and learning process she did so far. The following table shows the result of the students' score in reading skill on pre-test and post-test 1.

Table 4.3. The Result of Pre-Test and Post-Test 1

No.	Name	Score	
		Pre-test	Post-test 1
1.	APS	67	70
2.	AYG	50	70
3.	AKW	50	63
4.	AW	50	53
5.	ATR	53	53
6.	AS	70	73
7.	BAS	67	70
8.	CSP	47	53
9.	DGP	53	60
10.	DS	67	70
11.	DAC	43	57
12.	DAD	53	70
13.	DAP	O U T	
14.	EP	67	70
15.	EC	67	70
16.	ESN	47	70
17.	ETW	67	67
18.	FD	43	53
19.	GAP	50	70
20.	GK	67	70
21.	HRS	43	53
22.	HAI	50	70
23.	IP	53	70
24.	KRJ	47	57
25.	KEK	53	63
26.	KIM	53	70
27.	MH	53	67
28.	PJ	43	57
29.	PSN	53	53

30.	RA	47	57
31.	SDN	47	57
32.	SA	67	67
33.	SKW	43	57
34.	VKD	53	63
35.	VSK	67	67
36.	YAI	67	70
Mean		54.77	63.71

From the table above, some information can be derived that the mean score of the students in reading skill were increased. It means that the implementation of quantum learning in reading class affected positively, the students did the post-test 1 better than in pre-test ones. But, generally, the students still had difficulties in some indicators. Students still made mistake in finding the implied information of text and determining the referent of pronoun. It could be seen from the students' mean score of those two indicators which less than the passing grade criteria (KKM), 68. Table 4.4 provides the data of students' mean score for each indicator.

Table 4.4. The Students' Mean Score for Each Indicator

No.	Aspects of Reading Skill	Mean
1.	Main idea	70.29
2.	Explicit information	71.07
3.	Vocabulary	71.02
4.	Implicit information	40.57
5.	Referent	57.71

Besides the effect of quantum learning on students' achievement, the researcher also found the effect of quantum learning in class situation during the learning process. There were some changes of class situation before and after cycle 1. The summary of the improvements in the end of cycle 1 are described in the following table.

Table 4.5. The Improvements in the End of Cycle 1

Aspect to Be Measured	Before the Action	After the Action
1. The learning process	a. The students were not active during the class. b. Some of the students did not pay attention to the teacher's explanation. c. During the reading class, some of the students seemed bored.	a. The students started to be active in the class. b. The students tried to pay attention to the teacher's explanation. c. The students started to have interest in reading class.
2. The students' reading skill	a. Students could not comprehend the text being read in some aspects of reading skill. b. The students' mean score on five aspects of reading skill were still low. Students' mean score of reading was 54.77	a. Students began to use the concept of "TANDUR" in comprehending the text. b. The students' mean score improved in almost all aspects of reading skill. Students' mean score of reading was 63.71
3. The problems that must be solved: a. The students' low interest to follow the lesson b. The students' less participation in reading class; they were not active during the learning process. c. The low of students' reading skill on five aspects: main idea, explicit information, vocabulary, implicit information, and referent. 4. The existing problems: a. Students still passive in following the lesson b. Students still had difficulties in some indicators that were: implicit information and referent.		

5) Revising the Plan

Based on the result of cycle 1, the researcher realized that there were improvements of the students' reading skill. However, the researcher still found some problems faced by the students. To overcome those problems, the researcher revised the plan for the next cycle, so that the problems would not occur again. The plans were: (1) the researcher motivated the students by giving reward for the students who were active to ask when they had difficulty and for the

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students who wanted to be a volunteer in completing the tasks and (2) the researcher gave more exercises on indicator which could not be reached by students. The exercises were on implicit information and references. The following table is the description of the plans for cycle 2.

Table 4.6. Planning for Cycle 2

Problems	Solutions
a. Students still had problem in finding the implicit information of the text and the referent of pronoun.	a. Teacher gave more exercises on implicit information and references.
b. Students still passive in following the lesson.	b. Teacher motivates students by giving reward for the students who wanted to be a volunteer in completing the tasks and for the student who wanted to ask when they had difficulty.

b. Description of Cycle 2

1) Planning the Action

In making a plan, the researcher shared the idea with the English teacher as the collaborator. He suggested the researcher to add more exercises on implicit information and references and to motivate the students by giving an additional score and/or reward for the students who were active to ask when they had difficulty and wanted to be a volunteer to complete the tasks.

In this cycle, the researcher planned to have two meetings. The first meeting was mainly about explaining the strategies how to comprehend a recount text to the students. The second meeting was about reviewing the material by emphasizing on the two unsolved problems. Meanwhile, the post-test 2 would be on the third meeting.

As the first cycle, the teaching scenario for each meeting in this cycle was the combination of three phases in reading activities (pre-reading, while-reading, post-reading) and the six steps of quantum learning design frame that is "TANDUR". In this case, the

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researcher divided the main activity into three stages. They were pre-reading activities, while-reading activities, and post-reading activities. For each stage there are two main concepts of quantum learning. Before and after those three stages, there would be opening and closing.

One thing, to support the activities for each meeting, the researcher made students' worksheet. The aim is to evaluate the students' comprehension after doing reading using quantum learning.

2) Implementing the Action

Similar to the first cycle, in implementing the action, the researcher (Erlina Noor Khasanah/EN) played a role as a teacher. Meanwhile, the English teacher (Bambang Wahyudi Kesdu, S.Pd./BW) helped the researcher in observing the students during the teaching learning process. The following is the description of the action implementation.

a) First meeting

The first meeting was conducted on Monday, February 27th, 2012 at 11.30-12.50 WIB. EN began the meeting by greeting the students and checking their attendance. Afterwards, EN asked about students' readiness in following the lesson. All of students said yes. Then, she explained about the objectives of the lesson, therefore the students thought that they would take any benefits from that meeting.

In pre-reading stage, EN tried to capture the students' attention by proposing some questions related to the topic to be learned. In the phase of "A/alami", EN divided class into groups and distributes a copy of pictures and sentences which was written in the different pieces of paper to the students. Then, she asked them to read it carefully in order to match those sentences with the suitable pictures. In this phase, the students learn about reference devices. The activity in this phase is aimed to know students'

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understanding in identifying the referent of pronoun. Having finished the activity, EN gave prize to the group which had completed the task in short time with the correct answers. This is the concept of “R/rayakan”.

In while-reading stage, EN explained about reference devices by clarifying that the previous task was the application of utilizing reference devices. This is the concept of “N/namai”. After that, for “D/demonstrasikan” phase EN distributed a copy of recount text entitled “Visiting the Doctor”. She asked the students to read it and do the exercises that follow it.

In post-reading stage, EN gave such kind of puzzle to the students and then asked them to find the answer by reading the hints. Once again, EN gave prizes to the students who could solve the puzzle in a short time.

When the time was almost up, EN asked the students to submit their worksheet. Then, she asked the chairman of the class to lead the praying. Finally, she closed the meeting by saying good bye.

b) Second meeting

The second meeting was conducted on Thursday, March 1st, 2012 at 07.00-08.20 WIB. EN began this second meeting by greeting the students, checking their attendance, and making a review of previous meeting.

On pre-reading, EN tried to capture the students’ attention by using music. She chose a song by WestLife “I Have a Dream”. Then, they sang that song together. Afterwards, she proposed some questions related to the topic to be learned. That was the “T/tumbuhkan” phase.

In the phase of “A/alami”, EN divided class into pairs and distributed a paper containing pictures and sentences. Then, she asks the students to read it carefully in order to match those

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sentences with the suitable pictures. In this phase, the students learn about how to find the implicit information of text. However, in this activity the text was replaced by the pictures. The students were intended to infer the message by seeing the pictures. Having finished the activity, EN gave prize to the pair which had completed the task in short time with the correct answers. This is the concept of “R/rayakan”.

In the phase of “N/namai”, EN explained about explicit and implicit information of text by clarifying that the previous task was the application of making inferences. Then, for “D/demonstrasikan” phase, EN distributed a copy of recount text entitled “Toothache”. She asked the students to read it and do the exercises that follow it.

In post-reading stage, EN gave such kind of game to the students. There were some clues that the students should guess the name of diseases based on the symptoms given. Having finished the activity, EN did the phase of “R/rayakan” by asking all of the students to hi-five and say “horee” for their evidence in finishing the tasks.

Before closing the class, EN reminded the students to study hard for having test in the next meeting. After that, she asked the chairman of the class to lead the praying. Then, she closed the meeting by saying good bye.

c) Third meeting

The third meeting was conducted on Monday, March 8th, 2012. It was used to conduct the post-test 2. The topic that researcher used in this post-test was “Health”.

EN began the meeting by greeting the students and checking their attendance. Then, she checked the students’ readiness in doing the test. Afterwards, she gave explanation about the type and time allotment of the test. Helped by BW, EN

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distributed two sheets of paper to the students. It was students' worksheet and students' answer sheet.

After all the students got the sheets, EN gave a code for the students to start doing the test. During the students doing the test, EN monitored them.

When the time was almost up, EN asked the students to submit their sheets. In the end of the session, EN ended the second post-test by stating thanks and farewell.

3) Observing the Action

As the first cycle, to observe and note down things happened during the teaching and learning process EN was helped by BW. The observation data was made based on the field notes written by BW as the observer. Some points that researcher noted down from the implementation on quantum learning are as follows:

a) First meeting

The lesson begun after the second recess, it was at 11.30 WIB. When EN entered the classroom, the students became excited. They wanted to know what EN going to do for that meeting. EN gave the students new topic for the reading class. That was about "Health".

As the aim of "T/tumbuhkan" phase to attract students' attention, EN designed the activities in a fun way. To give the students a learning experience (pengalaman belajar), EN gave such kind of card games as an initial assignment. The students looked happy to do that. Besides, the students seemed enthusiastic in completing the tasks, since they would be given a reward if they could finish the tasks with the correct answers.

b) Second meeting

Generally, the second meeting ran well. The use of music successfully attracted students' attention. They seemed to be ready to follow the lesson.

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That day, EN gave the text to the students entitled “Toothache”. They looked attracted, since they have their own experience of having toothache when they were childhood. They seemed enthusiastic in telling their own toothache experience with their tablemate.

When EN asked the students to work in groups, they looked happy to do that. They were active in their group-works. Especially, when the students knew that they would get praise or reward, they became more enthusiastic in completing the tasks.

c) Third meeting

The third meeting was conducted on Monday, March 8th, 2012. At 7 o'clock, EN entered the classroom by greeting the students and checking their attendance.

That day, as was informed in the previous meeting, the students would have post-test 2. This test was held to know the students' achievement in reading skill after the action plan was implemented. Before students doing the test, the researcher told the students not to cheat the other student's work. Then, the researcher monitored them.

4) Reflecting the Result of the Observation

After analyzing the observation result and the test result in the post-test 2, the researcher did reflection in order to evaluate the teaching and learning process she did. The following table shows the result of the students' score in reading skill on post-test 1 and 2.

Table 4.7. The Result of Post-Test 1 and Post-Test 2

No.	Name	Score	
		Post-test 1	Post-test 2
1.	APS	70	73
2.	AYG	70	70
3.	AKW	63	70
4.	AW	53	70
5.	ATR	53	73
6.	AS	73	80

7.	BAS	70	73
8.	CSP	53	70
9.	DGP	60	70
10.	DS	70	73
11.	DAC	57	67
12.	DAD	70	73
13.	DAP	O U T	
14.	EP	70	73
15.	EC	70	80
16.	ESN	70	70
17.	ETW	67	77
18.	FD	53	67
19.	GAP	70	70
20.	GK	70	73
21.	HRS	53	67
22.	HAI	70	70
23.	IP	70	73
24.	KRJ	57	70
25.	KEK	63	70
26.	KIM	70	73
27.	MH	67	73
28.	PJ	57	67
29.	PSN	53	70
30.	RA	57	70
31.	SDN	57	70
32.	SA	67	73
33.	SKW	57	67
34.	VKD	63	73
35.	VSK	67	73
36.	YAI	70	73
Mean		63.71	71.54

From the table above, some information can be derived that the mean score of the students in reading skill were increased. It means that the implementation of quantum learning in reading class affected positively, the students did the post-test 2 better than in post-test 1. Generally, the students could comprehend the texts. It could be seen from the increasing of students' mean score in almost all indicators which more than the passing grade criteria (KKM), 68.

Table 4.8 provides the data of students' mean score for each indicator.

Table 4.8. The Students' Mean Score for Each Indicator

No.	Aspects of Reading Skill	Mean
1.	Main idea	72
2.	Explicit information	73.14
3.	Vocabulary	74.29
4.	Implicit information	70
5.	Referent	70.16

Beside the effect of quantum learning on students' achievement, the researcher also found the effect of quantum learning in class situation during the learning process. The summary of the improvements in the end of cycle 2 are described in the following table.

Table 4.9. The Improvements in the End of Cycle 2

Aspect to Be Measured	Before the Action	After the Action Cycle 1	After the Action Cycle 2
1. The learning process	a. The students were not active during the class. b. Some of the students did not pay attention to the teacher's explanation. c. During the reading class, some of the students seemed bored.	a. The students started to be active in the class. b. The students tried to pay attention to the teacher's explanation. c. The students started to have interest in reading class.	a. The students were active during the class. b. The students were enthusiastic in paying their attention to the teacher's explanation. c. The students were interested and seemed enjoy in the reading class.
2. The students' reading skill	a. Students could not comprehend the text being read in some aspects of	a. Students began to use the concept of "TANDUR" in comprehendin	a. The students were able to comprehend the text using the concept of "TANDUR".

	reading skill. b. The students' mean score on five aspects of reading skill were still low. Students' mean score of reading was 54.77	g the text. b. The students' mean score improved in almost all aspects of reading skill. Students' mean score of reading was 63.71	b. The students' mean score of all reading aspects improved generally. Students' mean score of reading was 71.54
3. Summary of the improvements: a. The students enjoyed during the learning process. They were interested in following the lesson. b. The students were active during the learning process. They had high level of participation in reading class. c. The students' mean score of all aspects of reading skill improved generally.			

B. Research Discussion

This chapter presents the discussion of research findings toward the quantum learning's implementation in improving students' reading skill from the beginning up to the end of the research as the final reflection. Those research findings will be discussed by justifying it with other theories as follows.

1. The Improvement of Students' Reading Skills

Quantum learning is successful in aiding comprehension and retention because it falls into one category of learning strategies-processes and methods which is useful in acquiring and retrieving information (<http://www.wadsworthmedia.com/marleting/samplechapter/05345533889ch11.pdf>).

In order for the students comprehending the materials in a learning process, it is needed for the teacher to facilitate learning. One of the ways to facilitate learning is using quantum learning. In this research, quantum learning emphasizes on maximizing "AMBAK" Apa Manfaatnya Bagi Ku.

It aims to give the students a belief that they will get any benefits from learning activities they are going to do in every learning meeting.

Through the implementation of “TANDUR” in this research, the students get any benefits in comprehending the text which includes five aspects of reading skill. During the implementation of “TANDUR”, especially in “D/demonstrasikan” phase, students were geared to work in groups to identify the elements of the text and understand any information from text. Afterwards, they responded to a list of questions about the text. It usually asks about the main idea, detail or explicit information, certain vocabularies’ meaning, implicit information, and referent of pronoun. The result of the data collections from the interviews, observations, questionnaires, and reading tests proves that quantum learning helps the students improving their reading comprehension skill.

2. The Improvement of Students’ Participation and Interest during the Class

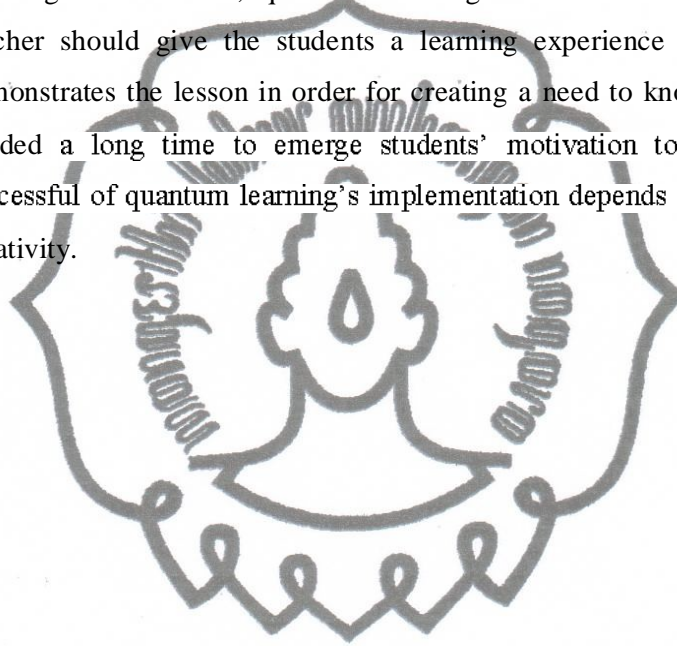
From the research findings, it can be concluded that using quantum learning is also able to improve the class situation of the reading class. In this research, the improvement of class situation is measured from two aspects: students’ interest and participation.

Quantum learning puts students on a comfortable and enjoyable situation. It is a fun learning and allows students to take an active role in the learning process. One of the reasons why students learn best is when they feel enjoy to follow the lessons, as expressed by Kline in Hernowo (2007: 15), learning is more effective when it is fun.

Quantum learning is learner-centered approach which makes the students active. In this research, the researcher try to involve one of the characters of cooperative learning that is group-work which requires the students’ direct active involvement and participation. Every student as a member of groups must work collaboratively in finishing the tasks. Finally, the results of the data collections from the interviews, observations, questionnaires, photographs, and the researcher’s field notes proves that

quantum learning helps the students improving their participation and interest in following the lesson.

Though the implementation of quantum learning gives significant contributions in improving students' reading skill at the eighth grade students of SMP Negeri 16 Surakarta, the researcher still found some challenges of it. First, quantum learning needs a real experience. The teacher should give the students a learning experience or activity that demonstrates the lesson in order for creating a need to know. Second, it is needed a long time to emerge students' motivation to learn and the successful of quantum learning's implementation depends on the teacher's creativity.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter, it can be drawn some conclusions as follows:

1. The first is about the answer of: Does quantum learning improve the students' reading skill?

The result of the research showed that the use of quantum learning method was able to improve the students' reading skills that covered reading to find the main idea, identify the specific information of text, guess the meaning of words in text, find the implicit information of text, and identify the referent of pronoun in text. Those improvements were proved by the result of the test scores. The students' mean score of all aspects of reading skill improved. Besides that, generally, the students' score of reading also improved. The students' mean score of pre-test was 54.77 and it improved into 63.71 in post-test 1 and 71.54 in the second post test. In short, the use of quantum learning method in teaching reading can improve students' reading skill.

2. The second is about the answer of: What happens to the class situation when quantum learning implemented in reading class?

The class situation changes after the researcher conducts action research using quantum learning method. Before this research, there are some problems in the reading class: a) the students had low interest in following the lesson and b) the students had less participation in reading class; they were passive during the learning process. Meanwhile, after implementing this research, there are positive changes of the class situation. The students enjoyed during the learning process. They were interested in following the lesson. In addition, the students were active during the learning process. They had high level of participation in reading class.

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B. Implication

Based on the conclusion supported by the data, it is reasonable and logical if teachers use quantum learning as a method in teaching reading. The result of the research implies that students' achievement in reading lesson improved generally after quantum learning method implemented in reading class. Through quantum learning, it is easier for the students to comprehend the text. The implementation of "TANDUR" proves that the students get any benefits in comprehending the text which includes five aspects of reading skill. An initial assignment is given to the students on "Alami" phase. It covers a task of understanding the reference devices in a text, so in this phase the students can find the referent of pronoun. On "Namai" phase, the teacher labels the information and explains what has just learned by skimming over the surface of the text. It helps the students learn how to find the central theme of a text. Through "Demonstrasikan" phase, the students are given a chance to show their understanding about content of the text, detail information from text, even meaning of the words used in the text. The "Ulangi" phase facilitates the students to make inferences from the text they have read.

The result of the research also implies that the quality of the learning process improved after quantum learning method implemented in reading class. Through fun activities, quantum learning gives positive changes of the class situation. The students enjoy and become more interested in following the lesson. Besides that, the students are active during the learning process. It means that quantum learning can be used to lessen the boredom in reading lesson through fun activities.

C. Suggestion

Based on the conclusion and implication stated above, the researcher would give suggestions dealing with the teaching of reading as follows:

1. For English Teachers

English teachers should create an enjoyable atmosphere in teaching reading, so that the students would actively involve during the class.

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Quantum learning can be a good choice as a method which can be implemented in reading class. Teachers can include various exercise and fun activity on “TANDUR” to facilitate the students in comprehending the texts. By doing this, the students will be more motivated in joining the class and will not feel bored during the learning process.

By considering that a learning experience creates students’ need to know, so the teacher should selectively choose and give the students an activity that demonstrates the lesson in order for the students making connections, adding meaning and relevance to the materials’ content. Because the teacher in quantum learning has roles as creator and facilitator, so the successful of quantum learning’s implementation depends on the creativity of the teacher in designing and managing the classroom activities, especially for the larger class.

2. For Students

The students should have high motivation to learn English, especially reading. Besides that, the students should also have high level of participation during the reading class. Students’ high motivation and participation gives positive impact to their achievement. If the students have those two important points in reading class, so their reading achievement would improve. Quantum learning is student-centered approach which makes the students active. Quantum learning is always put the students on a comfortable and enjoyable situation. They can express their opinion and discuss about text with their tablemate or group-mate, so that it makes the students more active, enthusiastic, and enjoys the lesson.

3. For Institutions

The institutions should motivate and support the teacher in improving the quality of the teaching and learning process. This can be done by providing facilities and media which can support the teaching and learning process.