4. Improving Students' Reading Skill by Using Quantum Learning-June 2016.pdf

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PREFACE

We proudly present a *Journal of English Language and Education (JELE) Vol.2 No.2,* which is envisioned to represent the growing needs of linguistics, literature, and education in English. This journal is written by practitioners and researchers to share their knowledge and solution in the area, to identify new issues and to shape future directions for research.

This journal comprises seven articles dealing with linguistics, literature and English education. They are categorized into pragmatic analysis, English literature, technology development in teaching, and techniques as well as approaches that lead to English teaching development.

This journal would not have been possible without the great support of the Editorial Board members; hence, we would like to express our sincere thanks to all of them. We also would like to thank to all writers who have contributed to this journal content. It is our hope that this fine collection of articles will be a valuable resource for English language and education readers and will stimulate further research into the area.

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Editor

DAFTAR ISI

Halaman

IMPROVING STUDENTS' READING SKILL BY USING QUANTUM LEARNING

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Abstract

There were many students who had problem in comprehending the text. Based on the problem, this research aimed at finding out :(1) the procedures to improve students' reading skill using Quantum Learning (QL); (2) the students' interest in their learning reading using QL; (3) the students' improvement in comprehending the texts using QL. This research involved 32 students of class VII C of SMPN 1 Seyegan. The researcher used pre-test and post- test to analyse the students' improvement. It was found that the students' average score in pre-test was 52,7, and the first post-test was 67,4. The second post-test was 89,8. It means that the post-test was higher than pre-test. Besides, the students also had been well motivated during the learning process. In conclusion, the findings of this research showed that the QL could improve the students' reading skill. Hence, she suggested to use QL as an alternative method in improving the students' reading skill.

Keywords: classroom action research, reading, quantum learning, method, first grade.

INTRODUCTION

English is an international language and has important role in communication. English as a foreign language has been taught from elementary school up to the university level. English has four skills, namely listening, speaking, reading, and writing which have to be mastered by the students.

For all students from elementary to university level, reading skill is something obligatory since it is needed to support their learning process. They have to read their textbooks or other materials that are related to their lesson. Harmer (2007) stated that "reading as an exercise dominated by the eyes and the brain, the eyes receive message and the brain then has to work out of the significance of these message". On the other word, the meaning of the message in available written form is the most essential component that students have to recognize and understand, because main purpose of reading is to know the idea in the printed material. Therefore, reading with comprehension is only a way for the students to get what they want to know from the reading material.

Teaching reading is one of the important factors to get success in teaching English. Students can broaden their experience, develop new concept, resolve their problem, and extend their horizon of thinking by way of reading. Those are needed to know the development and change in the world. Yet, the benefit of reading have not become aware yet of most of people in our surroundings. Mustafa (2013) stated that the average reading habit of Indonesian people is still low. It based on his research reports conducted in six provinces. It which involved South Sulawesi, Riau, South Borneo, North Sulawesi, North Sumatera, and East Borneo. In six provinces showed that reading habit have score only one from range

1to7. It means that Indonesian people have the lowest reading habit.

From the interview with English teacher and some students in class VII C, many students had difficulties in reading because they had minimum vocabularies. In interview, when the researcher asked "what the obstacles did you face in teaching reading?". The English teacher answered "they had less of vocabularies". Based on the interview with seven students, five of seven students said that they can not understand the text. It caused they did not understand the meaning of the vocabularies in the text. Besides that, the teacher did not use variation methods or strategies in teaching and learning process in the classroom. It made the students bored in doing activities in the class. Next, there were not enough media and available time in undertaking English teaching and learning process. The last, students had lack of paying attention in learning process and they were busy with other activities in the classroom.

Based on the problem above, the researcher implemented Quantum Learning (QL) as an alternative way to give variation to the students in teaching and learning process. QL could make student be pleased, be active, be interested in following learning process. Conceptually, QL is a way, guideline, method and all of learning process that can sharpen comprehension and memory (DePorter, 2011). On the other word, QL is a learning method that gives important benefits. The students can be comfortable and motivated in joining the learning. It can make the learning as a process to make the lesson become happy and useful.

Referring the reason written above, the researcher decided that QL could improve student's reading skill in SMPN 1 Seyegan because QL is interesting and a tool to make people are able to concentrate their attention for long time.

METHOD

The researcher used Classroom Action Research (CAR). Mills (2003:1) mentioned that classroom action research action research is a method to collect information about how the teaching and learning process running, how the teachers teach and how their students learn in the classroom. In research, teacher and researcher worked together with observer to the learning process during implementation the method.

This research used Kemmis and Taggart's model (1988) with four steps, they were: planning, acting, observing, and reflecting. Planning was the first step in setting what was done such as set up a strategies or media and how to improve what was already happen before to be better. In this step, the researcher did the interview, observation, and pre-test. Besides that, the researcher discussed the lesson plan, material, and syllabus for learning. Acting was a process in doing what has planned. In this stage, the researcher designed the lesson plan and materials using QL. Then, the researcher implemented QL method in the class. Observing means a process to know or find out what happened in

doing action in the classroom. In observing step, the researcher observed the class activities to find out the problem, students interest and obstacles in learning process. Reflecting means process to evaluate the activities that has be done in the classroom. The research evaluated the result of learning process to get feedback whether it runs well or not. Besides that, the researcher analyzed pre-test and post-test to know their scores whether it increased or not.

This classroom action research was conducted at SMPN 1 Seyegan from April 28th to June 6th 2015. It was done in the second semester students for first grade in academic year 2014/2015. It consisted of thirty two students.

In this research, the researcher used interview, observation, pre-test, post-test, fieldnotes or logbook and documentation as the instruments. For interview, she asked some questions to the teacher, to find out the problems of the students. She also did the interview with some students to find out students' needs and problems in their learning activities. To find out the data, she observed the activities in the classroom by noticing the teacher method, media, and steps in teaching, how the students' respond to the exercises and learning.

Pre-test was done before the treatment to know student's result and ability in answering the given questions. Post-test was used to know students' achievement after giving treatment in cycles. By giving post-test,

she could know whether the score or result increased or not after given treatment.

Field notes were used to write all of the activities during research or learning. It was written from the beginning until the end of the research or activities. Documentation was used to collect the whole instruments those are used such as the result of interview, pre-test, post-test and field notes, and observation. The researcher collecting all of the result of research in form of documentation.

In analyzing the result, researcher computed the result of both pre-test and post-test. In analyzing the result of observation, the researcher used loogbok. While, the result of interview was analyzed by categorizing the students' answers and majority answers. The data of pre-test and post-test was analyzed by using mean difference formula (Sugiyono, 2009):

$$\bar{X} = \frac{\sum X}{n},$$

X   = Mean (the average score of the students)

$\sum X$ = Student's total score

n   = Number of sample

Here, the procedure in conducting the research which is started from interview, observation, pre-test, post-test, need analysis, developing material using QL, cyclical implementation, data on observation, students' learning increase, teaching reading by using QL will be recommended.

FINDINGS AND DISCUSSION

1. Need Analysis

Need analysis was undertaken to find out the data involving the students' need. To find out the student's need, the researcher did the interview with the English teacher and involving the stakeholder available in the school such as syllabus designer and headmaster. They were involved in analyzing the needs on teaching and learning process. The interview was held on April 28th 2015. From the interview, found that the students had problems in comprehending the texts and lack of vocabulary. The teacher suggested the researcher to do the research at class VII C because the lower average of reading score was class VII C. There were 32 students in the class and the researcher asked seven students to be interviewed. It conducted on May 12th, 2015. It was at school mosque about 02.00 pm after school finished. The stated that they had difficulties in speaking skill and reading skill. Hence, their reading skill need to be improved.

After getting the data from teacher and students by interviewing, then the researcher also did the observation in the class. The observation was done on Thursday May 21st, 2015. The researcher got some notes during the observation. During the teaching and learning process, many students were busy with their activities such as talking with friends and knocking the table repeatedly. Moreover, no one can answer teacher questions about the topic after giving some clues. Thus, the students need more motivation and enjoyment in learning.

After doing the observation, the researcher did the pre-test to find out the students' ability in reading. It was held at the same day. There were only 30 students because two students were absent. The given test consists of four parts (A, B, C, and D). Part A was multiple choice about WH questions, synonym, antonym, and inference. Part B was about True or False statement based on the given text. Part C was structured essay. Part D was matching the vocabularies with the provided definitions. It spent 40 minutes in doing the pre-test.

Then, the researcher corrected the students' answer. The result of post-test was unsatisfactory. The average of students' score was 52.7. It means that the students' score have not achieved the demanded *KKM (Kriteria Ketuntasan Minimum)*. Since minimum score had to achieve was 75. Most of them had difficulties in Part C and D. It happened because they did not comprehend the text well and did not know the vocabularies. So, their score need improvement.

2. The Students' Interest in Learning Reading Using Quantum Learning

Students' interest and attention will affect the result of the learning. That is why, motivation is important and needed by students. Based on the analysis of interview and observation, the students needed motivation to improve their learning. From the observation and reflection during treatment, the researcher could make inference. The

students could follow the teaching and learning process well. They were active, enthusiastic, and confident. Besides that, they also enjoyed and relaxed during teaching and learning process.

The researcher could improve their score and achievement by using QL. The students showed their improvement from cycle one until cycle two. It can be seen from their score. In pre-test, their average score was only 52.7. The first post test was 67.4 and it was higher than pre-test . The second post-test was 89.8. It means that they had reached the *KKM*. It showed that they got improvement step by step. It means that the use of "mind" mapping" could improve their reading skill. The students were active and enthusiastic in following the class. They were not shy to explain or retell the given "mind mapping". The QL method could make students felt enjoyable and increase their interest.

The researcher used to give ice breaker at the beginning of the lesson. This made the students more motivated. Working in group made them more confident in answering the worksheet. Although worked in group and pairs, they could show their attitudes. In the beginning, they were very noisy and did not pay attention to the leaning. Yet, after giving treatment they could show good attitudes and improvement. It happened because the researcher applied some the basic motivation conditional by Dornyei (2003). The researcher used some strategies based on Dornyei's categories which used ice-breaker in the beginning of the lesson. Then, the researcher

also used small group in doing worksheet. The researcher also applied the strategy as like as cared about the students attitudes and progress. After applying this strategies, the student seemed well motivated that could be seen by the result of the test.

Based on the above explanation, it can be said that QL could improve their reading skill. It also could give good motivation to the students. It could be seen from their first and second post-test. It was also showed by their activeness and attention during the lesson.

3. The Result of Students' Improvement in Reading Skill

The treatments were conducted to improve students' reading skill. During two cycles, the researcher tried to improve their ability in reading. Each cycle consisted of three meetings. Two meetings were used as teaching learning and process, whereas one meeting for test. From every test is got result as follows:

a. The result of the students' average score in pre-test was:

$$M = \frac{\sum X}{N} = \frac{1686}{32} = 52.7$$

b. The result of the students' average score in the first post-test was:

$$M = \frac{\sum X}{N} = \frac{2158}{32} = 67.4$$

c. The result of the students' average score in the second post-test was:

$$M = \frac{\sum X}{N} = \frac{2873}{32} = 89.8$$

Based on the result above, can be seen that the students' score had improvement. There was sharp improvement in the second post test. It can be said that the use of QL could increase students' reading skill.

In overcoming the problems that occured to seventh grade students in SMPN 1 Seyegan, the researcher undertook the research consisted of two cycles. Each cycle consisted of planning, acting, observing, and reflecting. Before going to action, the researcher planned all of the preparation. It included lesson plan, media, materials, observation sheet, test, worksheet, etcetera.

This research used QL method by using "mind mapping" to improve students' reading skill. As statement from English teacher, he never used QL before in teaching learning process. So that, researcher chose QL as a method to overcome the students problem in reading. Besides, QL is a method to sharpen students' understanding, comprehension, and memory.

Before giving treatment, the student looked bored and had less motivation in learning. The students were not active and not confident in answering the questions from the English teacher. Besides, there were many students who did not reach the KKM. After doing the pre-test, it can be seen that the students' average score was only 52.7. It was not expexcted result by teacher, researcher and students. From thirty two students, only two student were pass. After giving treatment in cycle one, the students' average score increased to be 67.4. It was still under KKM,

but there was nine students who passed the KKM. The improvement was showed from the students' higher score. After doing cycle one, students' score raised to be 89.8.

In the beginning of the research, the researcher gave the motivation to the students. The researcher implemented the planned method to solve their problem. Firstly, they were still not active and had less motivation. So, the researcher always gave the motivation every meeting. Motivation could encourage the students enthusiastic and more active in learning. Besides, the researcher also used strategy that did not make students bored. The researcher always played the music during doing the worksheet. The students looked relaxed, enjoyable and fun in doing their task. Besides, group and pair-work also helped them in solving the worksheet. They could discuss the worksheet with their group and shared their opinion.

The researcher did not only make the students felt enjoyable. She also implemented "mind mapping" as a media in QL. By "mind mapping", the students were easy in comprehending the text. It just provided key words of the sentences and text by using pictures. After that, the researcher also provided the difficult words to ease the students in comprehending the text. The students were helped by "mind mapping" to comprehend the given text. It made the students more understand in answering the questions. It was proved by students' score increasingly.

From the result of the test both pre-test and post-test, it can be seen that QL by using "mind mapping" can improve students' score. Then, by applying Dornyei's strategies could improve their motivation in learning. Based on the explanation above, can be concluded that QL by using "mind mapping" can be an alternative in teaching reading.

CONCLUSIONS

Based on the the result of the data calculation, it can be concluded as follows. The first was students' reading skill can be improved by using QL. The students could understand the materials or texts easily by using the "mind mapping". They could comprehend the given texts because the researcher provided the key words and pictures about the texts. Besides, the researcher could create the learning activities were more enjoyable. The learning process started by ice breaker and played the music when doing the worksheet. It could make the students more fun.

The second was the students had good motivation and interest in learning by using QL. The students could be motivated by using QL. It could be seen by their activeness. They were not shy to explain the "mind mapping" in front of the class. Besides, the students could follow the learning process well. They were not noisy as the first meeting or before implementing the treatment.

The third was about the students result of the students achievement. They could improve their score from 52.7 to 67.4 in the first cycle. Then, in the second cycle it

improved to 89.8. It showed extraordinary improvement from pre-test to the last post-test. It can be said that QL by using "mind mapping" could improve the students' reading skill. From the result can be concluded that the QL can be used as a method to teach reading and to motivate the students.

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