THE EFFECTIVENESS USING QUANTUM LEARNING ON TEACHING AND LEARNING READING SKILL AT ELEVENTH GRADE STUDENTS OF VOCATIONAL SCHOOL OF RAUDHATUL ULUM JEMBER

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements to obtain
the bachelor's degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2023

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Day: Thuesday
Date: June 27, 2023

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MOTTO

Ali-Imron 139

وَلَا تَهِنُوْا وَلَا تَحْزَنُوْا وَاَنْتُمُ الْاَعْلَوْنَ اِنْ كُنْتُمْ مُّؤْمِنِيْنَ

Meaning: "So do not weaken and do not grieve, and you will be superior if you are (true) believer" Q.S Ali-Imron 139[1]

[1] "Terjemahan Makna Surah Surah Ali-Imron - Terjemahan Berbahasa Inggris - Sahih Internasional - Ensiklopedia Alquran Alkarim," accessed June 16, 2023, https://quranenc.com/id/browse/english_saheeh/16#78/#78.

DEDICATION

I proudly dedicated this undergraduate thesis to:

1. My beloved family

   I want to express this gratitude to my beloved parents, Irfan Eka Kushartanto and Esti Puji Kastyowati (Alm). I'm such the luckiest person to be in your family. Thank you for all your support, love, and prayers on every little step of mine. Without you, I am nothing. With you, I am something. Together, we are everything.

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Lastly, the writer realizes that some lack needs to be evaluated, and the writer welcomes to any critics, opinions, and suggestions. The writer expects that all the critics, opinions, and suggestions will help her improve her writing.

Jember, 27th June 2023

Aqila Abyani Rafitri

ABSTRACT

Aqila Abyani Rafitri, 2023: *The Effectiveness Using Quantum Learning On Teaching And Learning Reading Skill At Eleventh Grade Students Of Vocational School Of Raudhatul Ulum Jember*

Key Word: quantum learning method, reading skill.

Reading is the process of the researcher giving the reader an idea of what the researcher wants to convey in writing, such as recognizing, processing, and understanding the phonetic symbols contained in literary works. In fact, students learning English have a low literacy culture. The low literacy of students is an indication of weakness and difficulty in learning read comprehension. Besides that, the students reading skill of SMK Raudhatul Ulum still lacked, because the lack of mastery of vocabulary, students only know how to read without understanding the content of the text. Students have good reading skill is one of the important activities to gain knowledge, information, and entertainment. From several existing journals and books, the researcher found that the quantum learning method could be applied for students to have good reading skills. It can be assumed that quantum learning is an effective learning technique. This research was conducted at SMK Raudhatul Ulum. There was one problem in this research: "Is there any significant effect of using quantum learning on teaching and learning reading skill at eleventh grade students of vocational school of Raudhatul Ulum Jember?". This research aims to examine and find out whether or not there is a significant effect of using a quantum learning in teaching reading skill for eleventh grade of SMK Raudhatul Ulum.

This research was quantitative. It was conducted by using Quasi Experimental research: Non-equivalent comparison group design. The population in this research was class XI SMK Raudhatul Ulum, which consisted of 60 students. The researcher used cluster random sampling technique to select the sample and class XI-Multimedia 3 as the Experimental class, which consisted of 20 students, and the class XI-Multimedia 2 as the Control class, which consisted of 20 students. The data collected for this research was from scores of pre-test and post-test.

After conducting the research, the researcher was able to find the differences in the results between the experimental class and the control class. The SPSS data of T-tes in conducted to determine whether the two sample groups had significantdifferences on the average or not. Independent sample t-test was conducted by testing the post-test data of the experimental class and the control class.

Based on the sample result and hypothesis testing, the score calculated showed the the significance sig. (2 tailed) is 0.000 < 0.05, which was interpreted that H*a* was accepted while H*o* was rejected. It was concluded that there was significant effect of using quantum learning in teaching reading skill for eleventh grade of SMK Raudhatul Ulum.

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CHAPTER I

INTRODUCTION

This chapter consisted of Research Background, Research Question, Research Objectives, Research Significant, and The Definition of Key Term.

A. Research Background

The main way of communication around the world is language. Language is a symbolic system in the form of sound, arbitrary, which is used by people to talk, cooperate, communicate, and identify themselves[2]. Without language, humans cannot communicate their thoughts and feelings through communication. Comprehensive language acquisition, including listening, speaking, reading, and writing skills, is an important part of learning. Language learning is becoming increasingly important to be able to communicate well. The meaning of communication is understanding and expressing information, thoughts, and feelings through language, as well as developing science, technology, and culture.

In the era of globalization, English is designated as an international language so that information from abroad uses English. Mastery of English is a consequence of rapid globalization. Therefore, the Ministry of Education and Culture (KEMENDIKBUD) continues to prioritize English as the main foreign language that must be mastered by students in order to be able to compete at the world level[3].

[2] Irta Fitriana, "Menguasai Bahasa Inggris : Bekal Potensial Dalam Pengembangan Bahasa," Seminas Competitive Advantage II 1 No. 2, no. 1 (2012).
[3] https://www.kemdikbud.go.id/main/blog/2020/12/penguasaan-bahasa-asing-kunci-unggul-asean-dalam-kompetisi-global accessed on 30 December 2021 at 17:05

In Indonesia, based on the objectives of learning English by the Ministry of Education and Culture, English has four skills that must be developed, namely listening, speaking, reading, and writing. Especially reading, reading is an essential skill that becomes the interaction between the reader and the text that provides information[4]. Samsu Somaday state that reading skill is a process of obtaining meaning that actively involves the knowledge and experience that the reader already has and the content associated with reading [5].

Statement that reveal the importance of reading activity by Carrel explained that reading is the most important of the four skills in a second language, especially English as a second or foreign language. Of course, if we consider learning English as a foreign language worldwide, reading is the main reason students learn this language [6]. In addition, in Islam reading has been taught for a long time even at the time of the Prophet Muhammad SAW and reading became the greatest miracle of the Prophet Muhammad SAW. Therefore, Allah commands us to read more to increase knowledge and it is explained clearly in the Qur'an Al-Alaq verses 1 - 5, as follows:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ ﴿١﴾ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ ﴿٢﴾ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ ﴿٣﴾ الَّذِيْ عَلَّمَ بِالْقَلَمِۙ

﴿٤﴾ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ ﴿٥﴾

[4] William Grabe, “Reading in a Second Language: Moving from Theory to Practice” (New York: Cambridge University Press, 2009). 15.
[5] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). VII, no. 1 (n.d.). 37–50.
[6] Erlina Noor Khasanah,, “A Thesis Improving Students’ Reading Skill Using Quantum Learning Method”, (Surakarta: Universitas Sebelas Maret Surakarta, 2012). 2

Reading skill is one of the important activities to gain knowledge, information, and entertainment. Most of the information is recorded and communicated through written media [7]. Therefore, reading comprehension is one way to increase knowledge and information. Reading skill is the main provision and success of students in carrying out the educational process. Most of the students' knowledge acquisition is done through reading activities. The knowledge that students gain is not only obtained from the learning process at school, but also through reading activities in everyday life. Therefore, the ability to read becomes important in the acquisition and improvement of a student's knowledge. Rahim state that reading as a thinking process includes word recognition, literal understanding, interpretation, critical reading and creative reading [8]. Reading as a linguistic method, the reader's schema helps build meaning, while the phonological, semantic, and syntactic characteristics help him communicate and understand the message.[9] The metacognitive process involves planning, improving, monitoring and evaluating strategies. In addition, reading is also a process carried out and used by readers to get the message the author wants to convey through the medium of words/written materials.

In fact, students learning English have a low literacy culture [10]. The low literacy of students is an indication of weakness and difficulty in learning read

[7] Raudah, "The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan", (Kepulauan Riau: SALEE, 2020). 10
[8] Iqbal Nurul Azhar. "The Implementation Of Quantum Learning In English Learning. Madura". Universitas Trunojoyo Madura, 2006. 18
[9] Raudah, The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan, (Kepulauan Riau: SALEE, 2020). 18
[10] Erlina Noor Khasanah, "A Thesis Improving Students' Reading Skill Using Quantum Learning Method", (Surakarta: Universitas Sebelas Maret Surakarta, 2012). 10

comprehension. The general factors that usually influence the students' difficulties in learning reading namely lack of vocabulary mastery, not understanding the main idea in reading, and feeling that learning English is boring.

Researcher conducted research in one of the boarding schools in Jember, namely SMK Raudhatul Ulum. SMK Raudhatul Ulum follows the K-13 curriculum, with an Islamic school background so that students put aside general learning such as English lesson as the students were not interested in learning English. Based on the results of temporary research conducted by researcher by conducting mini interviews with the SMK Raudhatul Ulum English teacher. The researcher asked how the conditions of learning English in class XI were and how the reading activities were carried out. Based on the answers of the English teacher, the researcher can conclude that the problem of students' lack of interest in reading is the lack of mastery of vocabulary, students only know how to read without understanding the content of the text. From the results of the interview, the interesting statement from the English teacher was the atmosphere in the class is not fun and boring. The class atmosphere is boring because the teacher controls the class and lectures when explaining the material so that students are passive and class learning become unattractive.

In this case is needed an innovation or strategy in learning especially in improving reading skills. In teacher teaching techniques there are many learning strategies that can be done, such as Know What Learn is a strategy to develop tactical methods in learning new material by using questions and accessing information so that students effectively learn independently, Directed Reading

Activity is a strategy that involves the teacher's role as a facilitator during student reading activities so that the teacher guides before reading until after reading . Quantum Learning is a learning method that regulates strategies, provides guidance, and involves the role of active students so that it can sharpen memory and improve understanding, etc. Researcher uses the Quantum Learning method due to being suitable for the development of reading skills and can be done during the learning transition period in the Pandemic Covid-19 period. Quantum Learning Method According to DePorter on Thesis[11] is the orchestration of any interactions both inside and outside the moments of learning. It can be interpreted that in learning activities it is important to involve all humanistics aspects such as gestures, body language in addition to channeling science with the lecture method.

Bobbi DePorter state that quantum learning is a known method by removing barriers that block the natural process of learning through deliberate efforts[12]. Removal of barriers to learning which means streamlining the learning process and emphasizing learning activities that are fun for students. Quantum Learning is a body of science and methodologies used in the design, presentation and facilities of super camps, based on educational theories such as Accelerated Learning, Multiple Intelligences, Neuro-Linguistics Programming, Experiential Learning, SoCratic Inquiry, Cooperative Learning, and Elements of Effective

[11] Erlina Noor Khasanah, "A Thesis Improving Students' Reading Skill Using Quantum Learning Method", (Surakarta: Universitas Sebelas Maret Surakarta, 2012). 4
[12] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 39

Instruction [13]. Quantum Learning Equipping the best of the best into a multisensory, multi-intelligent, and brain-compatible package, which will ultimately become the teacher's ability to inspire and the student's ability to success [14].

It can be concluded that Quantum Learning is a learning method that regulates strategies, provides guidance, and involves the role of active students so that it can sharpen memory and improve understanding. If students are involved in active learning activities, they can have an impact such as being motivated to improve material understanding by independent learning, having confidence, and can think strategically.

Students feel bored in doing reading activities so that the Quantum Learning method can be suitable for increasing the understanding of reading students in a fun and not boring way. Learning can be more effective if it's fun [15]. Quantum Learning Methods can be fun because learning involves students fully actively, students are required to be active and critical thinking involves the right brain and the left brain. The teacher only acts as a supervisor and directs it, so students can express and have confidence in participating in learning activities.

[13] Bobbi DePorter, "Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, terj. Alwiyah Abdurrahman". (Bandung, Mizan Media Utama, 1992, 5

[14] Iqbal Nurul Azhar, The Implementation Of Quantum Learning In English Learning, (Madura: Universitas Trunojoyo Madura, 2006). 3

[15] Erlina Noor Khasanah, "A Thesis Improving Students' Reading Skill Using Quantum Learning Method", (Surakarta: Universitas Sebelas Maret Surakarta, 2012). 17

The Quantum Learning method has a design frame as follows [16]: **(1) Grow**, this is done by the teacher to attract student attention and focus the attention of students to the teacher. **(2) Experience**, the teacher associates learning with everyday life so that when students can feel the experience that relates with their life with student lessons they will be interested in learning. **(3) Label**, when the teacher gives student material to be released to determine its own learning strategy. What if you accept these learning, what strategies they have to do so that the learning can be understood in their own way. **(4) Demonstrate**, after students have determined the learning strategy. Students are given the opportunity to present and explain their opinions on these learning freely and can express themselves well. **(5) Review**, repeat the material that has been taught by providing opportunities for students to actively explain the material that has been studied. **(6) Celebrate**, celebrate or give students praise for their hard work during learning needs to be appreciated by giving applause, praise, or giving gifts.

Reading activity becomes more active with quantum learning method, as well as the potential to give meaning to the learning process and increase student interest in reading in the results of the research journal conducted by Erlina [17] The results of the study 90% can improve students' understanding in reading activities. Comparison of Pre-Test and Post-Test values can have a significant increase. So it can be concluded that the Quantum Learning method can be an innovation that

[16] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 41

[17] Erlina Noor Khasanah, "A Thesis Improving Students' Reading Skill Using Quantum Learning Method", (Surakarta: Universitas Sebelas Maret Surakarta, 2012). 67

can enhance students' understanding of reading. As stated by Raudah [18] the result of study the implementation of the Quantum learning model can improve students' ability to read text.

From those factual facts above, it is assumed that quantum learning is an effective method to be applied in teaching reading and learning English. The researcher concluded and made an analysis with the title "The Effectiveness Using Quantum Learning On Teaching And Learning Reading Skill At Eleventh Grade Students Of Vocational School Of Raudhatul Ulum Jember".

B. Research Question

Is there any significant effect of Quantum Learning in teaching reading skill?

C. Research Objectives

To find out any significant effect Quantum Learning in teaching reading skill

D. Research Significances

1. Theoretically

This research provides beneficial and refential in giving general knowledge about the effectiveness using Quantum Learning, especially to increase reading skill.

[18] Raudah, "The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan", (Kepulauan Riau: SALEE, 2020). 17

2. Practically

This research is beneficial because it will enrich future researcher reference in doing other research about the effectiveness using Quantum Learning to increase reading skill in learning English.

E. The Definition of Key Term

1. Quantum Learning Method

Erlidawati state that quantum learning is effort, guide, strategy, and entire process learns able to sharpen recall and understanding, and also make to learn useful and pleasant process[19]. Raudah state that Quantum learning model is an ideal learning model, because it emphasizes collaboration between students and teachers to achieve common goals. This learning model is also effective because it allows students to learn optimally, which in turn will be able to significantly enhance student learning and learning outcomes[20].

The researcher concluded that quantum learning method is a learning strategy that combines and develops the potential of students to be active in learning activities and provides meaningful learning. In the use of these methods, the teacher is only a supervisor and directs while students will be fully actively developing potential. In the Quantum Learning method there are frame designs such as Grow, Experience, Labels, Demonstrate, Review, and Celebrates.

[19] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 44

[20] Raudah, "The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan", (Kepulauan Riau: SALEE, 2020). 10

Learning in Indonesia in the use of quantum learning using the term TANDUR yaitu Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi, dan Rayakan.

2. Reading Skill

Erlina state reading is a complex process of assigning meaning which includes contant 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[21]. Erlidawati state that Reading is critically processing-creatively done with the aim of obtaining a thorough understanding of the nature of reading. So reading is an active process of creative activities to recognize, process, and understand the phonetic symbols contained in the literature[22]. The researcher concluded that reading skill is the ability to get it revealing or implies meaning and applying information from literature involving knowledge and experience that has been owned. To be able to understand the contents of good reading materials needed for good reading understanding too. Understanding is one of the important aspects of reading, because basically understanding reading material can improve reading skills and for specific goals that must be achieved. Thus, reading skills can be defined as the ability to understand reading materials.

[21] Erlina Noor Khasanah, A Thesis Improving Students' Reading Skill Using Quantum Learning Method, (Surakarta: Universitas Sebelas Maret Surakarta, 2012): 9

[22] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 39

CHAPTER II
REVIEW OF RELATED LITERATURE

This second chapter presented the review of related literature of this research study. It contained of Previous Research and Theoretical Framework. The theoretical framework had been divided into four parts. Those were reading, reading comprehension, explanation text, and quantum learning.

A. Previous Research

There are five previous studies that relevant with this research, they are:

1. Erlina Noor Khasanah in a thesis entitled "Improving Students' Reading Skill Using Quantum Learning Method". The research conducted at SMPN 16 Surakarta in academic year of 2011/2012 [23]. The researcher mentioned two research objectives, they were whether the application of quantum learning can improve the reading ability of eighth grade students and how is the classroom situation when quantum learning is implemented in the reading class. Class Action Research method was applied in this research with two cycles, there were two kinds of data namely qualitative and quantitative. The problems that the researcher found at school were that students had difficulty in reading English texts, making it difficult to find the main idea of the text, not knowing the meaning of vocabulary, and students not being able to get the message in the text. While the factors that affect students' difficulties in reading English texts based on pre-observation were students who were passive and the class atmosphere was

[23] Erlina Noor Khasanah, A Thesis Improving Students' Reading Skill Using Quantum Learning Method, (Surakarta: Universitas Sebelas Maret Surakarta, 2012): 7-15

boring because the learning was monotonous and did not vary. Quantum Learning was a solution for researcher to make it easier for students to understand the messages contained in the text and create interesting classes with active and controlled student participation. Researcher used the TANDUR concept in teaching reading skills. This research proved that the use of quantum learning can improve the students' skill in reading. This research claimed that the quantum learning method can be effective teaching reading, the pre-test score was 54.77 and increased after conducting the post-test with a score of 71.54. Researcher prove that the use of quantum learning can improve students' reading ability.

2. Raudah in a thesis entitled "The Effectiveness Of Quantum Learning Model Toward Eight Grade Students' Reading Skill In SMPN 12 Bintan" in academic year of 2018/2019 [24]. The research goal of this research was analyzing the implementation of quantum learning whether it can improve reading skills. Class Action Research method was applied in this research with two cycle, the instrument used to collect data were reading aloud test and observation sheet. The researcher conducted interviews with students and teacher to know that the factors that influence the lack of reading ability are monotonous and uninteresting learning that caused boredom, the students cannot determine the main idea in the text so that the students gave all paragraphs equal attention and cannot distinguish important paragraphs so that took a long time to read and was not effective. Before being given treatment, students got scores below the KKM. The researcher chose to use quantum learning because it was effective for optimizing students'

[24] Raudah, "The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan", (Kepulauan Riau: SALEE, 2020): 18

skills, especially reading and also caused a significant increase in student learning and student outcomes. Cycle 1 was carried out and got good results, which was 85% but researcher were still not satisfied because there were several things that needed to be improved, such as only smart students who dominated the class and teacher who dominated group activities. Cycle 2 had increased to 100%. Based on the result analysis, the researcher then concluded that using quantum learning was effective to increase the students' reading at SMPN 12 Bintan. The researcher prove that the use of quantum learning could improve students' reading skills.

3. Wini Martika and Hermayati in a thesis entitled "Improving Students' Reading Skill By Using Quantum Learning" the research conducted at SMPN 01 Seyegan in academic year of 2014/2015 [25]. Researchers had research objectives, namely how to use quantum learning procedures to improve students' reading skills, students' interest in learning to read using quantum learning, and students' improvement in understanding texts using quantum learning. Class Action Research method was applied in this research with two cycles. There were two kinds of data, namely qualitative and quantitative. The problem found by the researchers when conducting interviews with teachers and students who had the same answer was that students lacked vocabulary. After the researchers made observations, the researchers found that the teachers did not vary the learning strategies and the learning media were lacking. Researchers chose an alternative learning strategy of quantum learning because it had many benefits. The benefit of

[25] Wini Martika and Hermayawati, "Improving Students' Reading Skill By Using Quantum Learning," JELE (Journal of English Language and Education) 2, no. 2 (2016): 118, https://doi.org/10.26486/jele.v2i2.227.

using quantum learning was that in the learning process it can sharpen memory and understanding. At the beginning of the study, conducting a pretest score obtained by students getting an average of 52.7 d and below the researcher's expectations, then the researcher did a 'mind mapping' treatment and the student's score achieved an average increase of up to 89.8. Researchers prove that the use of quantum learning can improve students' reading skills.

4. Muvidah, I Wayan Dirgayasa Tangkas, and Eddy Setia in a thesis entitled "Developing English Reading Materials Through Quantum Learning Model For Light Motor Vehicle Engineering Students In SMK Negeri 1 Perbaungan" in academic year of 2016/2017 [26] . Researchers had purpose of this study namely to examine the existing reading materials used today by the students of light motor vehicle program, to find out the reading materials needed by the students of light motor vehicle program, to develop the reading materials students of light motor vehicle program based on quantum learning model. Descriptive Qualitative Research method was applied in this research with four steps, there were evaluation and need analysis, designing new material, validiting material, and revision and final production. The problem found by the researchers when students agree that they really need the relevant material which proper to their program and the analysis of the existing reading material and the existing syllabus showed that the both are less relevant for English reading skill for light motor vehicle students. After the researchers made evaluation research documentation

[26] Muvidah, I Wayan Dirgayasa Tangkas, and Eddy Setia, "Developing English Reading Materials Through Quantum Learning Model for Light Motor Vehicle Engineering Students in Smk Negeri 1 Perbaungan," *Linguistik Terapan* 14, no. 3 (2018): 265–73, https://doi.org/10.24114/lt.v14i3.11266.

and interview agreed that the developing of reading material for light motor vehicle is needed combined with the quantum learning model. the final result of this developing material through quantum learning become some activities; enrolling, experience, labeling, demonstration, review and celebrate and with new title which has correlation with light motor vehicle program they are, introduction world of automotive, introduction to tools used by mechanics, safety rules automotive maintenance safety, how cars work, light vehicle clutch system, general maintenance. Researchers prove that the quantum learning method can be combined as reading material by following the TANDUR procedure.

5. Hermiati, Dessy Wardiah, and Yessi Fitriani in a thesis entitled "Implementation of Quantum Teaching Models to Improve The Skill of Reading The Poetry Of VIII Grade Students of SMP 1 Mesuji OKI" in academic year of 2020/2021 [27] . The purpose of this study was to improve the poetry reading skills of grade VIII students of SMP Negeri 1 Mesuji OKI by using the quantum teaching model. Class Action Research method was applied in this research with two cycles. The problem found by the researchers based on preliminary observations and interviews, it is known that learning to read poetry in Class VIII still faces various obstacles and difficulties. The constraints referred to are lack of interest in reading poetry, students have difficulty interpreting the poetry they read, students feel embarrassed in expressing poetry. In addition, based on experience in delivering poetry reading material, students are less interested

[27] Hermiati, Dessy Wardiah, and Yessi Fitriani, "Implementation of Quantum Teaching Models to Improve the Skill of Reading the Poetry of VIII Grade Students of SMP 1 Mesuji Oki," *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 565, no. 1 (2021): 22–31, https://doi.org/10.2991/assehr.k.210716.274.

because they feel that reading poetry is something strange so that the lack of seriousness of students in participating in learning results in a lack of achievement of the KKM score that has been set 7.5. The researcher chose the quantum teaching model in delivering poetry reading material. That the application of Quantum Teaching can increase student activity in the learning process. Quantum Teaching is a learning model that invites students to take an active role in learning and use the knowledge base of students to develop and acquire new knowledge. Based on the results of the analysis of teacher observation data, it is known that the level of teacher competence in teaching is very good, namely, 3.88 in the first cycle and 4 in the second cycle. The percentage of students' observation scores also experienced a very significant increase, if in the first cycle it only touched 51.85%, but in the second cycle, it became 77.77%. The results of students' poetry reading scores also increased very well. In the first cycle, the percentage of success only reached 46.42% but increased to 100% in the second cycle. Researchers prove that the use of quantum learning can improve students' reading poetry.

Table 2.1
Similarities and Differences of Previous Research

NO.	RESEARCH TITTLE	SIMILARITIES	DIFFERENCES
1	2	3	4
1.	Erlina Noor Khasanah "Improving Students' Reading Skill Using Quantum Learning Method" at SMPN	a. Both researchers use quantum learning method b. Both researchers focus on students'	• This research uses quantitative approach with quasi experimental

	16 Surakarta in academic year of 2011/2012	reading skill c. Both researchers use concept of TANDUR in learning process	design, while the previous research used CAR (Class Action Research) as the research design
2.	Raudah "The Effectiveness Of Quantum Learning Model Toward Eight Grade Students' Reading Skill In SMPN 12 Bintan" in academic year of 2018/2019	a. Both researchers find out whether quantum learning is effective for improving reading skill b. Both researchers focus on students' reading skill c. Both researchers use concept of TANDUR in learning process	• This research uses quantitative approach with quasi experimental design, while the previous research used CAR (Class Action Research)
3.	Wini Martika and Hermayati "Improving Students' Reading Skill By Using Quantum Learning" at SMPN 01 Seyegan in academic year of 2014/2015	• Both researchers focus on students' reading skill and reading interest	a. This research uses quantitative approach with quasi experimental design, while the previous research used CAR (Class Action Research) b. The previous research use concept of mind mapping in learning process, while this research uses TANDUR concept.
4.	Muvidah, I Wayan Dirgayasa Tangkas, and Eddy Setia in a thesis entitled "Developing English Reading Materials Through Quantum Learning Model For Light Motor Vehicle	• Both researchers use concept of TANDUR in learning process	a. This research uses quantitative approach with quasi experimental design, while the previous research used descriptive qualitative research b. This research

	Engineering Students In SMK Negeri 1 Perbaungan" in academic year of 2016/2017		focuses on how to apply quantum learning in the process of teaching reading skills while previous research used the quantum learning method (TANDUR) as a guide in compiling reading material.
5.	Hermiati, Dessy Wardiah, and Yessi Fitriani in a thesis entitled "Implementation of Quantum Teaching Models to Improve The Skill of Reading The Poetry Of VIII Grade Students of SMP 1 Mesuji OKI" in academic year of 2020/2021	• Both researchers use concept of TANDUR in learning process	a. This research uses quantitative approach with quasi experimental design, while the previous research used CAR (Class Action Research) b. This research focuses on how to apply quantum learning in the process of teaching reading skills, while previous research used the quantum learning (TANDUR) method as a guide in compiling poetry reading material and implementing poetry class teaching.

One thing that distinguish this research with the previous researches is the method used. This research uses quantitative approach while the previous used CAR and descriptive qualitative research.

B. Theoritical Framework

1. English Language Teaching and Learning

a. Nature of English Language Teaching

According to Derakhshan teaching is a multidimensional process and teachers should pay enough attention to all skills of students such as reading, writing, listening, and speaking[28]. In other words, language teaching is a complex process where educators need to spend extra effort to help students comprehending these skills. Also, in order to teach these skills, teachers should understand students' ability and readiness in advance.

b. The Importance of Four Basic Skills in Learning English

The four foundational language skills listening, speaking, reading and writing never are independent zones but all the four together, holistically language learning as a discipline. The first and the third are comprehension skills and the second and the fourth are production skills. There is a basic and reciprocal relationship between oral language skills of listening and speaking and is there between the two written language skills of reading and writing. Consequently, to develop complete communication capability, mastering the four language skills of listening, speaking, reading, and writing are profoundly important to exchanges of information and ideas [29].

2. English Teaching Reading

[28] Derakhasan Ali, "The Challenges of Teaching English Language: The Relationship Between Research and Teaching. 2015. *International Journal of Linguistics* 7, no.1 : 102-110

[29] Sharma Citra, "The Importance of Four Basic Skills in Learning English". 2020. *The Genensis* 7, no.4: 33-36.

Among the four main language skills, reading is considered to be influential in the process of language acquisition. Reading is one of the best contributors to the journey of learning a new language and its advantages are not exclusive toreading comprehension. It enhances the other skills of language to a higher degree[30].

Teaching listening is not an easy job, as Brown stated that one of the most important concerns of the secondary school teacher is to keep self-esteem high by avoiding embarrassment of students at all costs, affirming each persons' talent and strength, allowing mistakes and other errorsto be accepted, de-emphasizing competition between classmates, encouraging small-group work where risks can be takenmore easily by teen[31].

Based on the statement above, the researcher concluded that the teachers' role is very important to motivate students in teaching learning process while students in a transition period. Therefore, they would have good discipline and responsibility if their teacher encourages them to learn in writing in the target language. The methods for teaching should maintain the characteristics of students in the order that the students can learn the target language optimally. In language learning context, it is believed that children would learn a foreign language more effectively under certain conditions. When teaching learning process is fun and natural, then it would make the students more effectively in learning the target language.

[30] Steven Brown, *Teaching Reading* 2006. United States of America: Cambridge University Press. 58
[31] Steven Brown, *Teaching Reading* 2006. United States of America: Cambridge University Press. 60

3. Reading

a. The Definitions of Reading

There are several definition of reading used in this research based on some experts. Reading is a language process. According to Grabe, reading will give the reader an idea of what the author wants to convey in writing. Readers also bring all kinds of background knowledge into reading. By understanding the meaning of the author and interpreting it according to the background knowledge activated by the reader, they can actively construct the meaning of the text. Furthermore, reading assumes comprehension, and all cognitive processes involved in reading are related to this fundamental goal [32].

While another definition of reading is stated by Dechant he argued that reading as interpretation of graphic symbols and discussed the importance of word recognition, comprehension, semantic, and syntatic structures. Reading was described as building a representation of text and as a word recogition and comprehension process in which intergration of these two subprocesses is an essential ingredient. Reading always involves a sign system (the words or symbols on the printed page) and decoding (the association of meaning with the symbols) [33] . Accordig to Nuttall, reading is an activity related to meaning. The transfer of meaning made by the writer to the reader. Readers can explore the information in the text to find meaning through reading activities and how the writer-reader

[32] William Grabe, "Reading in a Second Language: Moving from Theory to Parctice" (New York: Cambridge University Press, 2009): 16.
[33] Emerald Dechant, "Understanding and Teaching Reading: An Interactive Model" (New York, 1991): 37

relationship contributes to the process [34]. Penny Macky stated that reading is both process and product. It means that the process or reading involves the interaction between the reader and the text. The product of reading is reading comprehension or internal construction of meaning, there has been understanding [35]. While Alderson stated that reading is a process. The process is an interaction between the reader and the text. The reader doesn't just look at the print, deciphering in some sense the markings on the page, deciding what they mean and how they relate to one another. The reader may also think about what he reads, what it means to him, how it relates to other things he has read, to what he knows, to what he hopes will come next in the text. [36].

Based on the some definitions above, the researcher can conclude that reading is the process of the author giving the reader an idea of what the author wants to convey in writing, such as recognizing, processing, and understanding the phonetic symbols contained in literary works. It is kind of process of someone in gaining and comprehending the content of the text.

b. Purpose of Reading

Reading activity is something that has a purpose such as to obtain information or validate knowledge that is already known. Reading can also be a fun means of entertainment. Through reading activities can influence readers in terms of attitudes, beliefs, morals, and judgments so as to shape the thoughts and

[34] Christine Nuttall, "Teaching Reading Skills In a Foreign Language" (Hong Kong: Macnillan, 1996): 3
[35] Penny Macky, "Assessing Young language Learners" (New York: Cambridge University Press, 2006): 224.
[36] J. Charles Alderson, "Assessing Reading" (Cambrige: Cambridge University Press, 2000): 3

actions of readers. According to Grabe the categories of reading purpose include: reading to search simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write and reading to critique texts and reading for general comprehension[37] .

1. Reading to search simple information

Reading for simple information is a common reading skill, although some researchers view it as a relatively independent cognitive process. It is often used in reading assignments which are perhaps best viewed as a type of reading ability.

2. Reading to skim quickly

Skimming is a common part of many reading assignments and a useful skill in and of itself. This involves, in effect, a combination of strategies to guess where it might be important in the text, and then using basic reading comprehension skills on segments of the text until a general idea is formed.

3. Reading to learn from the text

Reading for learning usually takes place in academic and professional contexts where one needs to learn a large amount of information from a text, it requires the ability to remember main ideas, recognize and build a rhetorical framework and relate the text to the reader base.

4. Reading to integrate information

[37] William Grabe, "Reading in a Second Language: Moving from Theory to Parctice" (New York: Cambridge University Press, 2009): 83 - 100

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supportive or contradictory information and the possible restructuring of the rhetorical framework to accommodate information from multiple sources.

5. Read to write and read to criticize the text

Reading to write and reading to critical texts may be variants of the task of reading to integrate information. Both require the ability to organize, select, and critique information from a text.

6. Reading for general comprehension

Reading for general understanding when carried out by a skilled and fluent reader, requires very fast and automatic word processing, strong skills in forming general meaning representations of main ideas, and efficient coordination of many processes under very limited time constraints.

In this research, as the researcher will use TANDUR as the concept in the teaching reading, the students and the teacher will find reading as an activity to learn from the text, reading to integrate information, and reading to write and reading to critique the text.

c. Types Genre of Reading

Each type or genre in written text has its own function and set of rules. As readers, they must know the function and be able to understand the reading text so that it can be processed efficiently. With an extraordinary number of genres in

every cultural literature, readers are expected to be able to process texts in a sophisticated manner. The following are types of reading genres based on need there are [38]:

(1) Academic Reading**,** articles that are usually of general interest (magazines and newspapers), technical reports (lab results reports and professional journal articles), reference material (Dictionary), text books, theses , **e**ssays, papers, test direction, editorial and opinion writing. (2) Job-Related Reading, message in phone, letter or email, memo (interoffice), reports (job evaluation, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents (bills, invoices), directory (telephone), office, manual, and directions. (3) Personal Reading, newspapers and magazines, letters, emails, greeting cards, invitations, messages, notes, schedules (trains, buses, planes), recipes, menus, maps, calendars, advertisement, novels, short stories, jokes, plays, poetry, financial documents (checks, taxes, loan applications), comics, and cartoons.

Text genre allows readers to apply certain schemes to help them understand the meaning of the text. Efficient readers are readers who know what their purpose for reading is, develop reading strategies to achieve their reading goals, and how to retain that information so they do not forget. In this research, the researcher will use types of genre of reading, namely academic reading, which is suitable for reading needs in schools.

[38] H. Douglas Brown. "Language Assessment Principles And Classroom Practice". Pearson Education Inc: 2004. Page 186

d. Types of Reading

In the case of reading, the variety of performance derives more from the variety of text types (genres listed above) than from the variety of actual performance types. However, to consider the assessment procedure, several types of reading performance are usually identified and these will serve as the organizer of various assessment tasks [39] .

1. Perceptive of Reading, in keeping with the set of categories specified for listening comprehension, similar specifications are offered here; except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective of Reading, this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

3. Interactive of Reading, included among interactive reading types are stretches of language of several paragraphs to one page or more in which the

[39] H. Douglas Brown. "Language Assessment Principles And Classroom Practice". Pearson Education Inc: 2004. Page 189

reader must in a psycholinguistic sense interact with the text. That is reading is a process of negotiating meaning the reader brings to the text a set of schemata for understanding it and in-take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions excepts from longer texts, questionnaires, memos, announcements, directions, and recipes.The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4. Extensive of Reading, as discussed in this book applies to texts of more than a page up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page.) The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in'" on small details. Top-down processing is assumed for most extensive tasks.

In this research, the researcher will use types of reading, namely interactive reading, The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

e. Models of Reading

According to P.B. Gough there are three main models of reading, they are[40]:

1. Bottom-up model

The bottom-up reading model is a reading model that emphasizes written or printed text, it is said that reading is driven by a process that produces meaning and that reading comes from the part for the whole. To elaborate, proposes a phonics-based or bottom-up model of the reading process that describes processing in reading as a process in a serial fashion, from letters to sounds, to words, to meaning, in the progression suggested in number appendices. Thus, the input is converted from lower-level sensory information to meaning through a sequential series of higher-level encodings, with a completely bottom-up flow of information, no higher-level processing having any influence on lower-level processing. This process is also referred to as data-driven. However, some researchers have noted the weakness of the bottom-up model where processing is viewed as going in only one direction, so this implies that no higher-level information ever modifies or alters lower-level analysis. In some cases, readers can correctly identify words only by using higher-level semantic and syntactic processing.

2. Top-down model

[40] P. B. Gough, "One second of reading". In J. F. Kavanagh, & I. G. Mattingly (Eds.), Language by ear and by eye. (Cambridge, MA: MIT Press. 1972): 148

The top-down reading model is an approach to reading that emphasizes what the reader brings to the text, arguing that reading is driven by meaning and progresses from the whole to the part. This is also known as a concept-driven model. Efficient reading does not result from proper perception and identification of all elements in a word, but from skill in selecting the fewest and most productive cues required. readers have a prior understanding of what could be meaningful in the text, based on their previous experience and their knowledge of the language. Readers, are not limited to just one source of letter-information before their eyes, but they have two other important types of information available at the same time semantic cues (meaning), and syntactic cues. (grammatical meaning or sentence). In this model, it can be seen that the flow of information goes from top to bottom so that the word identification process depends on the meaning first. Thus, higher-level processes embodied in past experiences and the reader's knowledge of language patterns interact with and direct the flow of information.

3. Interactive model

In interactive model, reading is not only seen as a bottom-up or top-down process, but rather as a synthesis of patterns, which requires the application or integration of all previously identified sources of knowledge. the bottom-up model does not allow higher-level processing strategies to influence lower-level processing, and the top-down model does not account for situations where the reader has little knowledge of the topic of the text and, therefore, may not form

predictions. The interactive model assumes that a pattern is synthesized based on information provided simultaneously from several sources of knowledge.

f. Strategies of Reading

Grellet revealed that there are four strategies to get conclusions or information from a text, as follows [41]. Skimming is a quick way of looking at an entire text to get to the point. The purpose of skimming is just to see what the text is about. Scanning is a reading strategy in which the reader quickly browses through a text and finds a particular piece of information. Extensive reading is the activity of reading the text as a whole to find out information globally. Intensive reading is reading shorter texts to obtain specific information and such activities require more detailed information.

The problem experienced by students is that they never read as efficiently as reading the text as a whole and it causes students to forget important points that must be remembered and waste time. Students also have difficulty in finding ideas from the text and absorbing unimportant information. It is important for readers to be able to determine the right reading strategy and according to their needs.

g. Types of Reading Activities

Teaching reading is not just giving texts but also to build awareness of reading skills. Learning to read is important to learn while students have low motivation in reading because one of them is the teaching technique that the teacher does is not effective in presenting and implementing reading material.

[41] F. Grellet, "Developing Reading Skills" (Cambridge: Cambridge University Press, 1981): 12-13

Therefore, teachers are required to motivate students in reading by selecting and designing appropriate materials in addition to thinking about techniques. According to William Grabe, there are three phases that need to be considered in reading activities, namely [42]:

1. Pre-Reading

Pre-Reading aims to introduce and build the reader's interest in the topic of reading. Providing understanding to readers about the purpose of reading related to background knowledge, ideas, and opinions of students will motivate students to read.

2. While-Reading

The temporary phase at this stage begins with a general understanding of the text to the smallest, more specific units such as paragraphs, sentences, and words. The purpose of this phase is to make it easier for readers to understand the author's intent, help understand the structure of the text, and clarify the content of the text.

3. Post-Reading

In this phase, the type of activity is several questions that follow the text. The purpose of this phase is that the reader can reflect on what he has read and relate the text to the students' own knowledge.

4. Reading Comprehension

[42] William Grabe, "Teaching And Researching Reading" (New York: Routledge, 1988) 249

a. The Definition of Reading Comprehension

Reading comprehension is the main provision and success of students in carrying out the educational process. Most of the students' knowledge acquisition is done through reading activities. The science obtained by students is not only obtained from the learning process at school, but also through reading activities in everyday life. Therefore, reading skills and reading comprehension skills are important in the acquisition and improvement of students' knowledge [43] .

D.P. Tampubolon explained that reading ability is the speed of reading and understanding the contents of the reading as a whole. Reading comprehension activities can be classified into literal comprehension, interpretive understanding, critical understanding and creative understanding [44] . While Snow defines it as a process of simultaneously extracting and constructing meaning through interaction and engagement with written language [45] . According to Balota define it is a term used to identify those skills needed to understand and apply information contained in a written material [46] .

From those definitions above, the researche assumes that reading comprehension is the main goal of reading activities. Which requires readers to interact and engage with written language so that they can answer questions based on the text they have read.

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[43] Raudah, "The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan", (Kepulauan Riau: SALEE, 2020): 25
[44] D. P. Tampubolon "Kemampuan Membaca: Teknik Membaca Efektif Dan Efisien" (Bandung, 1990)
[45] Catherine E. Snow, "Rethinking Reading Comprehension" (New York: The Guilford Press, 2003): 10
[46] D. A. Balota "Comprehension Processes In Reading" (New Jersey, 1990): 575

b. Aspect of Reading Comprehension

According to Nuttal there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encouter in comprehending the text [47] .

1. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

2. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students 12 are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3. Understanding Vocabulary

[47] Christine Nuttall, "Teaching Reading Skills In a Foreign Language" (Hong Kong: Macnillan, 1996)

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

4. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

5. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

5. Explanation Text

Explanation text is one type of English text that is taught at the high school level, precisely XI grade. The purpose of studying explanation text is that it accounts for phenomena that occur in our world. It explains how and why something happens. It helps us make sense of the world and allow us to store this knowledge for future. The type of it occurs in a variety of places. More commonly, it is found in textbooks. Explanation text will be used by researchers to teach reading skills with the quantum learning method. Explanation is suitable to be combined with the quantum learning method because this text requires students to be active in finding out about how an event occurs and is compatible with the principles of the quantum learning method.

a. The Definition of Explanation Text

Explanation is a type of text which clarifies a process relating to natural phenomena, social science, and culture. The text explains why and how a certain phenomenon happened. The text is often found in science, geography, and history books [48]. According to Davies, explanation text is a text that is filled about the process of phenomena, social, science and so on. Thus, the processes involved in informing natural or socio-cultural phenomena [49]. Mallet states that Explanation Text is explaining structure like those of a plant, an animal or machine or explain a process. It looks at the steps rather than the things. This is telling each step of

[48] Endang Fauziati, dkk, "Modul PLPG 2014 Rayon 126" (Universitas Halu Oleo, 2014). 398-399
[49] Margaret Mallett, Prue Goodwin, and David Mallett, "Explanation Texts," *Choosing and Using Fiction and Non-Fiction 3–11*, 2019, 344–51, https://doi.org/10.4324/9781315144559-30. (Washington: 1896): 758

the process (how something occurs) and to give reasons (why something happened) [50] .

From some of the definitions above, it can be concluded that explanation text is a text written to explain how or why something happened. An explanation text provides information about a subject you are interested in and want to know more about.

b. Generic Structure of Explanation Text

Every text must have a generic structure of text so it must be known and every text has a different generic structure. If the reader knows the location of the generic structure, it will be easy to find out the meaning and main ideas or discussion that the reader needs so as not to spend time reading unnecessarily. Davies mentions that there are main structures of explanation text [51]:

1. General Statement

In this section, the general statement or opening paragraph focuses the reader's attention on the topic, and explains what phenomenon or process will be explained.

2. Explanation

In this section, the explanation is the main part of the text. The part in which a phenomenon or process is explained.

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[50] Margaret Mallett, Prue Goodwin, and David Mallett, "Explanation Texts," *Choosing and Using Fiction and Non-Fiction 3–11*, 2019, 344–51, https://doi.org/10.4324/9781315144559-30. (Washington: 1896): 246

[51] Endang Fauziati, dkk, "Modul PLPG 2014 Rayon 126" (Universitas Halu Oleo, 2014). 398-399

3. Conclusion

In this section, the conclusion is the final statement or the final result of the explanation.

c). Language Features of Explanation Text

The language features of Explanation text are as follows [52]:

1. Chronological connection

Conjunctions are used to express the sequence of events. Chronological connectors are used to indicate which event occurred first and which event occurred later. The existence of these conjunctions helps the reader to know the overall sequence of events. For the example: to begin with, next, etc.

2. Passive voice pattern

The purpose of using the passive voice is because it connects causal events.

3. Simple Present Tense

Using the simple present tense because it describes an event that is currently happening.

There are other versions of its language features as follows [53]:

1. Use of present tense.

[52] Endang Fauziati, dkk, "Modul PLPG 2014 Rayon 126" (Universitas Halu Oleo, 2014). 398-399
[53] Margaret Mallett, Prue Goodwin, and David Mallett, "Explanation Texts," *Choosing and Using Fiction and Non-Fiction 3–11*, 2019, 344–51, https://doi.org/10.4324/9781315144559-30, (Washington: 1896). 250

2. Use of action verbs to explain cause, e.g. from, started from.

3. Use of adverbial phrases of time and place to tell where and when actions occurred, example: It is to be found in North America.

4. Use of connectives to link time sequences in a cause and effect sequence, example: first, then, after, finally, so, as a consequence.

5. Use of passive voice and nominalisation to link the events through cause and effect.

6. Use of time conjunctions, example: when, as, to sequence and link events and to keep the text flowing. Placing of these conjunctions first in the sentence in order to focus the reader's attention, e.g. When he reached the summit of the mountain, he felt exhilarated.

6. Quantum Learning

a. History of Quantum Learning

Beginning in the fall of 1981, Eric Jenen, Greg Simmons, and Bobbi DePorter spoke with 200 people about what children need. They created a 10 day camp program that combines confidence, study skills, and communication skills in a fun environment. Early in the summer of 1982 the first group of 68 teenagers arrived at camp suspicious and unwilling to cooperate. The researchers provide a curriculum that is based on the basic philosophy that there are three elements such as academic skills, physical achievement, and skills in life. In this curriculum in terms of the learning environment, experts such as teachers, and academic skills

are taught such as note-taking, memorizing, reading quickly, and thinking creatively [54].

In the Super Camp activity to dispel the myth of the school paradigm that learning is scary and unpleasant, researchers provide physical challenges outside the teenager's comfort zone as a metaphor for learning breakthrough learning. The results provided by Super Camp are beyond expectations, teenagers who leave the camp feel a change in themselves such as having self-motivation and being able to find out how they learn.

Quantum Learning was created after the Super Camp activity. Quantum Learning stems from the efforts of Dr. Georgi Lozanov who experimented is called "Suggestology". The definition of suggestology is that suggestions can influence learning situations and outcomes and provide details of positive and negative suggestions. Giving positive suggestions to students can be done by playing music, increasing student participation, displaying media so that students can easily absorb information, and provide training to teachers [55].

Quantum Learning relates to aspects of the neurolinguistic program (NLP), which is a study that discusses how the brain works in receiving information. This method is used to examine the teacher-student relationship. The importance of teachers to learn the science of NLP in order to create positive language and actions that stimulate brain function. An example can be taken when

[54] Bobbi DePorter, Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, terj. Alwiyah Abdurrahman (Bandung, Mizan Media Utama, 1992, 4
[55] Bobbi DePorter, Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, terj. Alwiyah Abdurrahman (Bandung, Mizan Media Utama, 1992, 14

using the quantum learning method such as creating a learning style according to the individual.

b. The Definition of Quantum Learning

Bobbi DePorter defines Quantum Learning as an interaction that converts energy into light. As is the case with the Physics formula **E = mc²**, E, namely Energy, is likened to enthusiasm, and the effectiveness of teaching and learning. m, namely *massa* is likened to all the individuals involved, material, situation, and physical. c, namely the interaction that is likened to the relationship created in the classroom. This method combines suggestology and NLP with concepts such as right/left brain theory, triune brain theory, modality choice (visual, auditory, and kinesthetic), multiple intelligence theory, holistic education (whole), experiential learning, learning with symbols (metaphoric learning), and simulation/games [56].

Quantum Learning is an effort, guide, strategy, and entire learning process that can sharpen memory and understanding, and make learning a useful and enjoyable process. Quantum Learning is a comprehensive model that includes educational theory and hands-on classroom implementation. It integrates practice-based research in education into a unified whole, making content more meaningful and relevant to students' lives. This model also integrates learning and life skills, resulting in students who become lifelong learners who are effective and responsible for their own education [57]. Quantum learning model is an ideal

[56] Bobbi DePorter, Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, terj. Alwiyah Abdurrahman (Bandung, Mizan Media Utama, 1992, 20
[57] Erlina Noor Khasanah, "A Thesis Improving Students' Reading Skill Using Quantum Learning Method", (Surakarta: Universitas Sebelas Maret Surakarta, 2012): 16

learning model, because it emphasizes collaboration between students and teachers to achieve common goals. This learning model is also effective because it allows students to learn optimally, which in turn will be able to significantly enhance student learning and learning outcomes.

Based on the some definitions above, the researcher can conclude that quantum learning is a method that combines suggestology and NLP science so that it focuses on how to think and determine students' own learning styles. This method emphasizes self-motivation and a supportive learning environment. Teacher has a role as mentors and students who are active in carrying out learning activities so as to create meaningful classroom interactions.

c. Characteristics Of Quantum Learning Method

Here are some characteristics that must be known in quantum learning, namely as follows[58]:

1. Quantum Learning seeks to integrat, synergize, and collaborate the factors of human potential as a learner with the environment (physical and mental) as a learning context.

2. Quantum Learning focuses on quality and meaningful interactions, not just the meaning of transactions.

3. Quantum learning emphasizes accelerated learning with a high success rate.

4. Quantum Learning emphasizes the fairness and justice of the learning process.

[58] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 43

5. Quantum learning places values and beliefs as an important part of the learning process.

d. The Principles of Quantum Learning

Before giving lessons to students, it would be nice as a teacher to give a good and caring impression to students and try to get to know the character of students based on the following principles [59] :

1. Everything Speaks

Everything from the environment and tone of voice to the distribution of materials convey important messages about learning. So, all of these things have an influence on the student learning process.

2. Everything is on Purpose

Everything a teacher does has an intended purpose. This shows that teachers who ask students to do something have a meaningful purpose or purpose, not useless.

C. Experience Before Label

Students create meaning and transfer new content into long-term memory by connecting to existing schemas. Learning is best facilitated when students experience information in some aspect before they acquire a label for what is being learned.

D. Acknowledge Every Effort

[59] Wini Martika and Hermayawati, "Improving Students' Reading Skill By Using Quantum Learning," JELE (Journal of English Language and Education) 2, no. 2 (2016): 118, https://doi.org/10.26486/jele.v2i2.230

Acknowledge each student's efforts to encourage learning. It is important for the teacher as a facilitator and motivator to give recognition to students to show that he or she appreciates every effort they have put in, not feeling belittled by them if they make mistakes in their performance.

e. If It's Worth Learning, It's Worth Celebrating

Celebrations provide feedback on progress and promote a positive emotional connection with learning.

e. Quantum Learning Design Frame

This design frame is designed to immediately focus students and create a resourceful learning environment, here is the quantum design frame expressed by Bobbi DePorter [60]:

1. Grow, this is done by the teacher to attract student attention and focus the attention of students to the teacher. In this section, the teacher provides several efforts that can capture or increase students' interest, curiosity, and attention, for example: providing pictures related to the material being taught. With efforts to involve students in thoughts and emotions, so as to create a network and unite in ownership or the ability to understand each other.

2. Experience, the feel the experience that relates with their life with student lessons they will be interested in learning. Create a common experience that all learners can relate to. Experience before labels creates schemas for building new

[60] Bobbi DePorter, Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, terj. Alwiyah Abdurrahman (Bandung, Mizan Media Utama, 1992

content. The teacher is expected to be able to provide a stimulus that makes the simple material taught first, so that students can relate it to their experience.

3. Label, when the teacher gives student material to be released to determine its own learning strategy. What if students accept learning, what strategies they have to do so that the learning can be understood in their own way. Students add new content to an existing schema. The teacher conveys or transfers material to students by providing good steps to make the teaching and learning process run well and also letting students label the information being taught to be entered into the schemes they have in mind.

4. Demonstrate, after students have determined the learning strategy. Students are given the opportunity to present and explain their opinions on these learning freely and can express themselves well. Do repetition of material to help students remember the material and show how to repeat it.

5. Review, repeat the material that has been taught by providing opportunities for students to actively explain the material that has been studied.

6. Celebrate, celebrate or give students praise for their hard work during learning needs to be appreciated by giving applause, praise, or giving gifts.

f. The Advantages and Disadvantages of Using Quantum Learning

A method must have advantages and disadvantages, here are the advantages of the Quantum Learning method[61] :

[61] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 46

1. Quantum Learning teaches students to think creatively. So students are required to actively think for their learning activities and produce products that can be useful for them.

2. Quantum Learning requires feelings, this is meant by student motivation. The importance of students has high motivation so students feel confident in learning. Confidence in students is there so that it can show the potential of students without a doubt and shame.

3. Quantum Learning does not only focus on the material, but in meaningful interactions between teachers and students.

4. Quantum Learning can increase the success of students in learning by means of the next level such as playing classic songs to stimulate students' understanding of learning.

5. The teacher immediately gives such an action directly giving an example and not only gives material.

6. Quantum Learning also consider the attitude in learning. So students do learning and take care of.

7. Quantum Learning gives students freedom, so that learning with this method is not bound and free students to have their own opinions and organize their interest in learning.

There are the disadvantages of the Quantum Learning method:

1. Real Experience. The teacher is led to provide creative learning, so it is important for teachers to have experience in reviving the class.

2. Quantum Learning Usage takes a long time to be able to identify characters in students, the character of each student is different and for how to find their interest is also difficult so that the right strategy is needed so that the method can be useful in each student with different characters.

g. The Procedure of TANDUR In Teaching Reading Skill

According to Bobbi DePorters' concept, the following is the application of the quantum learning method to teach reading classes based on the TANDUR concept as follows:

1. Phase Tumbuhkan (Grow). In this phase, the researcher provides an overview of the material to be taught by asking several questions. In addition to asking questions, the researcher will provide visual examples such as pictures so that students can imagine and relate what they have learned to the events they have experienced.

2. Phase Alami (Experience). In this phase, the researcher provides a model that fits the topic to be discussed. The researcher gives an example of the main idea such as "How does the process of rain occur?", the researcher will explain the first process to provoke students to be active. Then the researcher gave the students the opportunity to explain the stages coherently and in turn. After that the teacher divides the class into groups and gives some references about natural events that

are happening and each group is expected to pay attention and know the form of the explanation text.

3. Phase Namai (Label). In this phase, the researcher will explain the concept of explanation text by providing examples of text, generic structure, and its language features. Then they will be taught how to find the main idea of a text, detailed information, and find new vocabulary.

4. Phase Demonstrasikan (Demonstrate). In this phase, the researcher gives a follow-up task with the intention of checking students' understanding after being given an overview of the concept of explanation text. Students are given time to read and look for the cause and effect of an event on the exercise sheet provided by the researcher. At this stage students are given more opportunities to present the results they are working on without being afraid to be wrong or right.

5. Phase Ulangi (Review). In this phase, the researcher gives students the opportunity to review what they have learned and draw conclusions about what lessons can be drawn from the material.

6. Phase Rayakan (Celebrate). In this phase the researcher appreciates student learning outcomes by saying thank you, good work, and giving other words of appreciation. In addition, researchers provide gives to appreciate their learning.

C. Research Assumptions

Quantum Learning is one method of learning strategy that is proven to have a good effect on teaching reading. The researcher assumes for this research that quantum learning is effective for teaching reading skill.

D. Research Hypothesis

Ha: There is an effect of the effectiveness of using Quantum Learning on increasing students' reading skill

H0: There is no effect of the effectiveness of using Quantum Learning on increasing students' reading skill

CHAPTER III

RESEARCH METHOD

This chapter presented the methods applied in this study. It covered Research Approach and Type, Population and Sample, Data Collection, and Data Analysis.

A. Research Approach and Type

In this research, the researcher used the quantitative approach. Quantitative is a research that relies less on focus group, subjective reports and case studies but is much focus on the collection and analysis of numerical data and statistics. The design of this research was an experimental design because researcher measures the effect of using quantum learning in teaching learning English reading process. Experiments were carried out in order to compare differences between the class that received treatment and the class that did not receive treatment. Researcher used the quasi experimental design in this research. Because this research occured with two classes that will be given a pretest-posttest, namely the class without treatment and the class with treatment. While true experiments are preferred, quasi-experimental designs were useful because they allow researcher to reach reasonable conclusions and are appropriate for educational research. The type of this research is quasi experimental by the nonrandomized control group; pretest-posttest design is one of the most widely use quasi experimental design in educational research [62]. Moreover, the design can be presented as follows:

[62] Alison Mackey and susan M. Gass, "Second Language Research Methodolgy and Design", London 2005. 146

Table 3.1
Scheme of Quasi Experimental Design
Nonrandomized Control Group; Pretest – Posttest Design

Subject	Pre – test	Treatment	Post – Test
E	Y1	X	Y2
C	Y1	-	Y2

Where :

E : Experimental group

C : Control group

X : Treatment

Y1 : Pre – Test

Y2 : Post – Test

B. Population and Sample

1. Population

The population in this research is students of the eleventh grade students at SMK Raudhatul Ulum in Academic Years 2022/2023, which consisted of 60 students they are divide into three classes. The researcher usesd a cluster random sampling technique to select the sample, the grade XI population was chosen by the researcher because it corresponded to the research objectives and the learning materials used were all in grade XI.

2. Sample

Students in the eleventh grade at the second semester in SMK Raudhatul Ulum were the sample to get the data for this research. The research participants were chosen based on the homogeneity of the average learning outcomes of class XI-Multimedia in reading test conducted by the teacher. According to the test

results, classes XI-Multimedia 3 and XI-Multimedia 2 have equal cognitive ability, with both classes having average scores below the minimum completeness criteria. In this research, the researcher took two classes to be the sample, the first class was experiment group who will be taught Quantum Learning Method and the second class was control group who will be taugh by using regular teaching. In this way, the researcher takes two classes XI Multimedia 3 and XI Multimedia 2 which will be related to this research. The experimental class was chosen by the researcher because mini-observations conducted by researcher from class XI Multimedia 3 revealed a lack of interest in learning English, particularly in reading skills. The researcher uses a cluster random sampling technique to select the sample, class XI Multimedia 3 as the Experimental class which consists of 20 students and the class XI Multimedia 2 as the Control class which consists of 20 students. In this case, group sample already organized into classes or group. So, the researcher takes two classes without randomized. Besides, both classes were administered with normality and homogeneity test either to avoid selection bias in quasi experimental.

C. Technique and Instrument of Collecting Data

1. Normality and Homogeneity Test

a. Normality Test

The normality test is used to examine whether or not the data is regularly distributed. The researcher would perform the One-Sample Kolmogrov-Smirnov

test with SPSS to determine normalcy. The hypotheses for testing normalcy are as follows[63]:

a. H0: The data is normally distributed.

b. Ha: The data is not normally distributed.

The critical area is where H0 is rejected when the significant value is less than 0.05 (α = 5%).

b. Homogeneity Test

In particular, for predictive analysis, the model used must be compatible with the composition and distribution of the data. To determine homogeneity, researchers will use One Way Anova with SPSS. The homogeneity test was conducted to check whether the scores in the research conducted had homogeneous variance or not for the significance level. The statistical test that would be used is the F test. Criteria that the use is if the calculated value of Fcount < Ftable value, then H0 states the variance of the score is homogeneous. The steps are:

a. Determine data variance

b. Determine degrees of freedom (df)

df = (N1 + N2 – 2)

Where :

[63] Anas Sudjijono, "Pengantar Statistik Pendidikan*":* Jakarta: PT. Raja Grafindo Persada, 2008, 200

df: Degrees of freedom

N1 : Number of subject group 1

N2 : Number of subject group 2

c. Number of variable

1) Calculate f value (level of homogeneity)

2) Determine homogeneity test value of the table through interpolation.

If Fcount < Ftable then the data homogeneously distributed.

Instruments of the resaerch are tools or facilities that are used by the researcher in collecting the data of the research. In this research the researcher use test as the main instrument of the research. This research uses pre-test and post-test as instrument because this research for educational research. In this case, pre-test is used to describe the students' reading skill before conducting treatment and post-test is used to describe the students reading skill after conducting treatment.

2. Pre-test Post-test

a. Pre-test

In conducting the pretest, the researcher gave instructions to the students in the experimental and control classes about the pre-test. The researcher provided a worksheet with 20 multiple choice questions based on the Improptu Reading Plus Comprehension Question model. In this section, the researcher provided a topic about Explanation Text. Reading indicators indicated by the researcher

include combination of form-focused and meaning-focused objectives but with more emphasis on meaning.

b. Post-test

After the treatment, the researcher gave a posttest to the experimental and control class students. Posttest was carried out at the end of the experiment. The goal was to find out whether the experiment affects the participants or not. Post-test will measure students' reading ability in relation to reading comprehension in answering the test. This applies after conducting the treatment. The researcher provided a worksheet with 20 questions based on the Improptu Reading Plus Comprehension Question model. The 20 questions are divided into 4 reading text indicators, namely five items of text comprehension, five items of paragraph comprehension, five items of sentence comprehension, and five items of word comprehension. In this section, the researcher will provide a topic about Explanation Text. Reading indicators indicated by the researcher include combination of form-focused and meaning-focused objectives but with more emphasis on meaning.

A good instrument must have a standard of validity and reliability. Therefore, researcher must ensure that the instrument is valid and reliable. To find out, the researcher tested the validity and reliability of the instrument.

c. Validity

To analyze the validity instrument, the researcher used two aspects, namely content validity and construct validity. To obtain the content validity of

the reading comprehension test, the researcher arranged a test based on the material in the syllabus used for the eleventh grade of SMK Raudhatul Ulum. The goal is that the test follows the material curriculum received by students. To measure the validity of the instrument, the researcher used the formulation of Product Moment by Pearson as follows [64].

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)\} x \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

The Coefficient

rxy : The Number of Score for each items

ΣX : The Number of Score for Each Items

ΣY : The Number of Total Score

n : The Number of Students

In this research, the researcher gave the instrument to the lecturer to fill out the expert judgment checklist before being tried on the students. The result of the validity examination was as follows:

Table 3.2[65]
Validity Test

Pearson Correlation	1	.336	.490*	.840**	.404	.490*	.404	.336	.081	.490*	.685**
Sig. (2-tailed)		.147	.028	.000	.077	.028	.077	.147	.735	.028	.001
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.336	1	.218	.491*	.378	.491*	.378	.524*	.378	.218	.651**
Sig. (2-tailed)	.147		.355	.028	.100	.028	.100	.018	.100	.355	.002
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.490*	.218	1	.375	.289	.375	.577**	.491*	.289	.062	.598**
Sig. (2-tailed)	.028	.355		.103	.217	.103	.008	.028	.217	.794	.005
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.840**	.491*	.375	1	.577**	.688**	.289	.218	.000	.375	.685**
Sig. (2-tailed)	.000	.028	.103		.008	.001	.217	.355	1.000	.103	.001
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.404	.378	.289	.577**	1	.577**	.733**	.630**	.200	.289	.741**
Sig. (2-tailed)	.077	.100	.217	.008		.008	.000	.003	.398	.217	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.490*	.491*	.375	.688**	.577**	1	.577**	.491*	.289	.375	.772**
Sig. (2-tailed)	.028	.028	.103	.001	.008		.008	.028	.217	.103	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.404	.378	.577**	.289	.733**	.577**	1	.882**	.467*	.289	.821**
Sig. (2-tailed)	.077	.100	.008	.217	.000	.008		.000	.038	.217	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.336	.524*	.491*	.218	.630**	.491*	.882**	1	.630**	.491*	.840**
Sig. (2-tailed)	.147	.018	.028	.355	.003	.028	.000		.003	.028	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.081	.378	.289	.000	.200	.289	.467*	.630**	1	.289	.541*
Sig. (2-tailed)	.735	.100	.217	1.000	.398	.217	.038	.003		.217	.014
N	20	20	20	20	20	20	20	20	20	20	20

Pearson Correlation	1	.336	.490*	.840**	.404	.490*	.404	.336	.081	.490*	.685**
Sig. (2-tailed)		.147	.028	.000	.077	.028	.077	.147	.735	.028	.001
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.336	1	.218	.491*	.378	.491*	.378	.524*	.378	.218	.651**
Sig. (2-tailed)	.147		.355	.028	.100	.028	.100	.018	.100	.355	.002
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.490*	.218	1	.375	.289	.375	.577**	.491*	.289	.062	.598**
Sig. (2-tailed)	.028	.355		.103	.217	.103	.008	.028	.217	.794	.005
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.840**	.491*	.375	1	.577**	.688**	.289	.218	.000	.375	.685**
Sig. (2-tailed)	.000	.028	.103		.008	.001	.217	.355	1.000	.103	.001
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.404	.378	.289	.577**	1	.577**	.733**	.630**	.200	.289	.741**
Sig. (2-tailed)	.077	.100	.217	.008		.008	.000	.003	.398	.217	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.490*	.491*	.375	.688**	.577**	1	.577**	.491*	.289	.375	.772**
Sig. (2-tailed)	.028	.028	.103	.001	.008		.008	.028	.217	.103	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.404	.378	.577**	.289	.733**	.577**	1	.882**	.467*	.289	.821**
Sig. (2-tailed)	.077	.100	.008	.217	.000	.008		.000	.038	.217	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.336	.524*	.491*	.218	.630**	.491*	.882**	1	.630**	.491*	.840**
Sig. (2-tailed)	.147	.018	.028	.355	.003	.028	.000		.003	.028	.000
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.081	.378	.289	.000	.200	.289	.467*	.630**	1	.289	.541*
Sig. (2-tailed)	.735	.100	.217	1.000	.398	.217	.038	.003		.217	.014
N	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	.490*	.218	.062	.375	.289	.375	.289	.491*	.289	1	.555*
Sig. (2-tailed)	.028	.355	.794	.103	.217	.103	.217	.028	.217		.011
N	20	20	20	20	20	20	20	20	20	20	20

Table 3.3
The Result of Validity Test

Question	r xy	r Tabel	Note
Q1	0,685	0,444	Valid
Q2	0,651	0,444	Valid
Q3	0,598	0,444	Valid
Q4	0,685	0,444	Valid
Q5	0,741	0,444	Valid
Q6	0,772	0,444	Valid
Q7	0,821	0,444	Valid
Q8	0,840	0,444	Valid
Q9	0,541	0,444	Valid
Q10	0,555	0,444	Valid
Q11	0,598	0,444	Valid
Q12	0,685	0,444	Valid
Q13	0,741	0,444	Valid
Q14	0,685	0,444	Valid
Q15	0,840	0,444	Valid
Q16	0,651	0,444	Valid
Q17	0,541	0,444	Valid
Q18	0,821	0,444	Valid
Q19	0,555	0,444	Valid
Q20	0,772	0,444	Valid

At α = 5% with N=20-2=18 obtained r table 18= 0,444 and from the calculation above, it is obtained r xy = 0,444. Because r xy > r table, it is declared valid.

d. Reliability

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. Realibility refers to consistency of measurement, which is how consistent test scores or other evaluation results are from one measurement to another. Realibility can be defined as the stability of test scores [66]. The method used for testing the instrument is an inter-rater in which the rater consists of two people, namely the researcher and the English teacher. A place to test the instrument in the language laboratory. The formula used was Cronbach's Alpha Formula technique. The detail interpretation of Cronbach's Alpha calculation was as follow:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t}\right]$$

Where:

r_{11} : Reliability coeficien alpha

k : Total question

$\sum \sigma_2 b$: Total varian item

$\sigma_2 t$: Total varians

Table 3.4
The Scores of Try-out Result for 20 Students

Name	Total	Score
FAB	13	65
AA	17	85
AQF	10	50
FZ	17	85

[66] David P. Harris, "Testing English As Second Language", (New York: Mc Graw Hill Book Company, 1969), 86.

FDY	10	50
FBA	17	85
WR	13	65
ISM	15	75
FSJ	10	50
WFS	17	85
GR	16	80
IA	13	65
SREF	19	95
AA	10	50
FS	18	90
M	17	85
TB	19	95
RU	10	50
W	12	60
FSI	17	85

Table 3.5
Interpretation of Cronbach's Alpha [67]

The magnitude of r	Interpretation
Between 0.80 to 1.00	Very strong
Between 0.60 to 0.80	Strong
Between 0.40 to 0.60	Strong enough
Between 0.20 to 0.40	Low
Between 0.00 to 0.20	Very low

The measurement of the reliability test in this research uses the IBM SPSS Statistics 26 version application. After doing calculations in SPSS, the value of Cronbach's Alpha can be used to determine if the instrument used is dependable or not, What if Cronbach's Alpha counts the value getting closer to number one then the multiple choice question is declared reliability. If the reliability results are between 0.20 to 0.40 and below, it can be interpreted as unreliable questions, if the results are between 0.40 to 0.60 and above, it can be interpreted as reliable questions.

[67] Mary L McHugh, "Interrater Reliability", (California: National University), Biochemia Medica, 3 (August, 2012), 279.

On Monday, 20 May 2023 the researcher conducted a try out test at 8:10 am. The result of SPSS output:

Table 3.6[68]
The Result of Test Tryout

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.877	20

According to the table above, the Cronbach's Alpha value generated is 0.877. Based on the interpretation of Cronbach's Alpha, the test was classified as very strong reliable. As a result, the test results are reliable.

D. Data Analysis

In this research, the researcher used the T-Test Independent to analysis the data. T-Test is a statictical procedure for testing hypotheses concerning the difference between two means[69]. T-test formula showed to the following formula:

$$\frac{M_1 - M_2}{SE_{m1} - SE_{m2}}$$

Where :

[68] IMB SPSS 26 Version
[69] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh " Introduction to Researchin Education 8th Edition". (Canada: Nelson Education, Ltd., 2010). 224

M1 – M2 : The difference of two means.

SEm1 – SEm2 : The standard error of the difference between two means.

To know the hypotheses was accepted or rejected the writer used the criterionas follows:

a. T-test (the value) > t-table , it means that Ha was accepted and Ho was rejected.

b. T-test (the value) < t-table, it means that Ha was rejected and Ho was accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The chapter present the description of data, data analysis, hypothesis testing, and discussion based on the result of this research study.

A. The Description of Data

In this section, the researcher discusses the description results of the research conducted on the Quantum Learning method in learning English reading skill of eleventh grade students at SMK Raudhatul Ulum. A control class and an experimental class were used by the researcher. The first class was XI-Multimedia 2 with 20 students as the control group, while the second class was XI-Multimedia 3 with 20 students as the experimental group. The curriculum that was used at SMK Raudhatul Ulum was Curriculum-13 (K-13). There, English subject was taught triple in a week and the allocation of time for each meeting was 3x35 minutes. The researcher provided a reading test to these two classes differently. The experimental group received TANDUR treatment, whereas the control group was taught by an English teacher using the Direct Reading method (the conventional methods).

The researcher conducted a reading ability test to both groups of students before and after treatment. Two types of tests were given to both the control and experimental groups. The pre-test reading test before treatment establishes the homogeneity of the two classes, while the post-test reading test after treatment determines T-Test.

1. Description of First Meeting

The first meeting, as normality and homogeneity test for the experimental class and control class, was held on May 12 2023 at 8.00 – 8.30 am. In this test, the researcher gave students prepared questions about explanation text. The exercise consists of 10 multiple choices. In the multiple choices the right answer gets 10 points for each number, so the total point is 100 if students answer all correctly.

The atmosphere of both classes for this meeting was bored. From the results of the normality and homogeneity tests in both classes, it was found that both classes as the samples were equal and similar. Thus, the researcher could be continued to the next step that was pre-tested with used the instrument that was valid and reliable for both classes.

2. Description of Second Meeting

The first meeting, as the pre-test, was held on May 15, 2023, from 07.00 to 07.35 a.m. in both classes. In the pre-test, the researcher gave multiple-choice listening tests about explanation texts to the students. Each student had only 35 minutes to complete the answer test, which consists of 20 items of multiple choice.

In this meeting the students of both classes was bored, unfocused and confused to do the test. From the result of pre-test in both classes, it found that students still did not understand on their reading. Many of them were lack of vocabulary and did not understand content of the text. After both classes had

finished conducting pre-test and the researcher measuring the homogeneity of two classes and finding no differences, the researcher gave the treatment to the experimental class in four meetings. and asked students to always bring their own dictionary.

3. Description of Third Meeting

The first treatment was held on May 17, 2023 at 07.00 to 07.35 a.m. in both classes. In the first treatment researcher used the TANDUR design frame, namely Grow (Tumbuh), Experience (Alami), Label (Namai), and the lesson they would receive. In the first stage the researcher gave ice breaking "Simon Says" to attract students' attention and focus on researchers. This game can brought students' focus so that it is suitable for application before the next stage begins (Grow).

In the second stage the researcher showed a video about the process of rain, at this stage the related this natural phenomenon to everyday life by interacting with students the benefits from the occurrence of rain and the impact of natural disasters resulting from excessive rain, on stage these few students were active in answering so the steps used by the researcher were to give a paper ball and turn on the song then pass the paper ball to students, the student holding the last paper ball when the song was turned off had to give his opinion (Experience).

The last stage the researcher explains the explanation text material and provides a learning strategy in the form of an envelope game containing explanation text images, namely students are divided into five groups and each

group is given the freedom to choose an envelope and each group actively answers the questions on the reading text, each group opened the envelope containing the explanation text and pictures. Each group member has their own task, namely one student translates vocabulary, one student writes vocabulary they don't know on paper, two students are responsible for writing and explaining to all group members how they should do the questions in the envelope (Label). The research time is up and the results of student work are collected to the researcher.

While in the control class the researcher also gave the material about explanation text but using the conventional method. Then, the researcher guided by studying the explanation text material. But, in control class, the researcher did not apply TANDUR as the experimental class. The students of control class have to study explanation text material independently. Class conditions are not conducive and boring.

4. Description of Fourth Meeting

The second treatment was held on May 19, 2023 at 07.00 to 07.35 a.m. in both classes. The second treatment researcher used the TANDUR design frame, namely: grow (Tumbuh), experience (Alami), label (Namai), demonstrate (Demonstrasi), review (Ulangi), and celebrate (Rayakan).

In the first stage the researcher gave an ice breaking "Snowball" to attract students' attention and focus on researcher (Grow). The second stage the researcher showed pictures of the plastic waste recycling process, at this stage the linked this natural phenomenon with everyday life by interacting with students the

benefits of recycling plastic waste and the impact that occurs if plastic waste researchers are not recycled, unlike In the previous meeting students have started to be confident in expressing their opinions (Experience).

The third stage the researcher provides a learning strategy in the form of an envelope game containing random explanation text in each paragraph then students are divided into five groups and each group is given the opportunity to arrange each paragraph correctly. correctly the task of each member is to write difficult vocabulary and write down the meaning and give their opinion about the phenomenon according to the text they get (Label).

The fourth stage each group read their work and provides conclusions on the explanation text that they get, if in the reading of the work done by the students there is an error in the group's task to justify the correct way of pronouncing (Demonstrate).

In the fifth stage, the researcher repeated the explanation text material by giving students the opportunity to provide their understanding of the material right, wrong in learning is a common thing (review). In the last stage, the researchers appreciated the students' work by giving thanks and praising their maximum effort. All the students applauded their success at this meeting.

Meanwhile in the control class, the researcher gave a complete explanation text with questions that differentiated it from the experimental class, there were no envelope games, group formation, and explanation text variations. In class students remain unenthusiastic and chatter while working on questions.

5. Description of Fifth Meeting

The third treatment was held on May 22, 2023 at 07.00 to 07.35 a.m. in both classes. The third meeting used the TANDUR design frame, namely: grow (Tumbuh), experience (Alami), label (Namai), demonstrate (Demonstrasi), review (Ulangi), and celebrate (Rayakan). In the first stage the researcher gave an ice breaking "Snowball" to attract students' attention and focus on researchers, like yesterday's meeting using this warm-up to start fun learning to raise students' mood (Grow).

The second stage the researcher showed a video of the photosynthesis process, at this stage the related this natural phenomenon to everyday life by interacting with students of the benefits of the photosynthesis process in plants and the benefits of these researchers plants in human life after that at At this stage the researcher asked the students the latest vocabulary that students learned from the video (Experience).

The third stage the researcher provides learning strategies in the form of board and game cards with the theme of explanation text then students are divided into five groups and each group is given the opportunity to play and complete the mission. playing monopoly (Label).

The fourth stage each group demonstrated their work in completing the mission in the game, at this stage students have started to actively present the results of their work by helping each other member (Demonstrate). In the fifth stage, the researcher repeated the explanation text material by giving students the

opportunity to provide their understanding of the material (review). In the last stage, the researchers rewarded the students' work by giving and praising their maximum work.

While in the control class, the researcher provides explanation text material along with questions and learns it using conventional methods. Then, they presented their own work in front of class and had scores from the researchers. At this meeting, the students were not busy and obedient.

6. Description of Sixth Meeting

The fourth treatment was held on May 24, 2023 at 07.00 to 07.35 a.m. in both classes. In the fourth treatment researcher used the TANDUR design frame, namely grow (Tumbuh), experience (Alami), label (Namai), demonstrate (Demonstrasi), review (Ulangi), and celebrate (Rayakan).

In the first stage the researcher gave light questions about how students felt that day and whether they had had breakfast or not. Researcher gave student "Snowball" game before start learning (Grow). In the second stage the researcher pictures the impact of each natural disaster on the environment, at this stage the related this natural phenomenon to everyday life by interacting with students the impact of natural disasters, at this stage the researcher gives each student to answer according to their opinion one by one if there are students who are shy the researcher helps to arrange the words the students want to say (Experience).

The third stage the researcher provides a learning strategy in the form of an envelope game containing explanation text images, namely students are

divided into five groups and each group is given the freedom to choose an envelope and each group actively answers the questions on the reading text , each group opened the envelope containing the explanation text and pictures. Each group member has their own task, namely one student translates vocabulary, one student writes vocabulary they don't know on paper, two students are responsible for writing and explaining to all group members how they should do the questions in the envelope (Label) .

In the next stage, each group takes turns presenting their work in front of other groups by reading their work. Each group that reads another group has the right to give suggestions if there is an inaccurate pronunciation (Demonstrate). In the fifth stage, the researcher repeated the explanation text material by giving students the opportunity to provide their understanding of the material (review). In the last stage, the researcher rewarded the students' work by giving and praising their maximum work. After that the researcher announced that the last meeting would do a post-test.

While in the control class, the researcher gave explanation texts along with the problems and studied them in the usual way. Then, they presented their own work in front of class and had scores from the researchers. The class conditions have started to be conducive and the researcher provides information on the next meeting to conduct a post-test.

7. Description of Seventh Meeting

After the treatment, the researcher held a post-test for the experimental and control classes. The post-test was held on May 26, 2023, at 07.00 to 07.35 a.m. in both classes and was carried out by giving a multiple-choice reading test to the two groups just like the pre-test, but the contents were different.

From the results of the post-test in both classes had improvement but the change in score in the control class was not as significant as the increase in score in the experimental class. The changes that can be seen by students in the experimental class can know the meaning of the text and vocabulary well, while the control class still has difficulty being interested in reading.

The type of test used uses an objective scoring rubric because the type of test is a multiple-choice reading test that consists of 20 questions. Researcher use method like this:

Table 4.1
The Scoring Rubric

Total items	20
Correct item	5
Incorrect item	0
Maximum score	100

The researcher used point 5 for the correct answer as the total of the test was 20, because 100/20 = 5

Example:

If students can answer 17 items so the scoring would be = 17x5 = 85

B. Data Presentation

The data in this section were selected from two classes: the experimental class and the control class. Data analysis was carried out to determine the comparability between the two classes used in this research. The Quantum Learning method was used to teach the experimental class, whereas the direct method was used to teach the control class. The data collected from the pre-cycle test and post-test were used to compare the values.

1. Normality Test

Before comparing the values of the Experimental Class and the Control Class the researcher conducted a normality test and homogeneity test. Researchers conducted a Normality Test to analyze whether the data from the two classes were normally distributed or not. Researchers conducted a normality test with SPSS 26 with the following results:

Table 4.2

The Scores of Normality and Homogeneity Test

NO.	SCORES	
	Experimental Class	Control Class
1.	90	90
2.	80	90
3.	90	90
4.	70	80
5.	80	80
6.	90	80
7.	80	90
8.	70	80

9.	90	90
10.	90	80
11.	100	90
12.	90	80
13.	80	90
14.	90	50
15.	70	80
16.	50	50
17.	90	60
18.	50	70
19.	80	80
20.	90	70

Table 4.3
The Normality Test[70]

Tests of Normality							
	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Nilai Tes Reading Skill	Pre-Test Experiment (Quantum Learning)	.132	20	.154	.912	20	.011
	Post-Test Experiment (Quantum Learning)	.135	20	.131	.960	20	.267
	Pre-Test Control (Direct Method)	.127	20	.200*	.928	20	.035

[70] IBM SPSS 26 Version

	Post-Test Control (Direct Method)	.144	20	.089	.947	20	.117
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The data can be said normally distribution if Sig > 0.05, and not normally distribution if Sig < 0.05. Based on the data collected, it showed that sig value of pre-test in Experiemental Class and Control Class was 0.154 and 0.200, it means that the data of pre-test in both classes were normally distribution because 0.154 > 0.05 and 0.200 > 0.05. Moreover the post-test in Experimental and Control class showed that sig value was 0.131 and 0.89, it means that the data of post-test in both classes were normally distribution because 0.131 > 0.05 and 0.89 > 0.05.

2. Homogeneity Test

Homogeneity Test is performed to see whether the post-test data in the experimental class and control class are homogeneous or heterogeneous. The researcher conducted the Homogenity Test with IBM SPSS 26 with the following result:

Table 4.4
The Homogeneity Test[71]

Test of Homogeneity of Variance					
		Levene Statistic	df 1	df 2	Sig.
Hasil post-test	Based on Mean	1.283	1	63	.262
	Based on Median	.946	1	63	.334

[71] IBM SPSS 26 Version

	Based on Median and withadjusted df	.946	1	55.274	.335
	Based on trimmed mean	1.281	1	63	.262

Based on table above the significant value on the post-test of the Experimental and Control class was 0.262, it means that Experiment Class and Control class have the same variant or homogeneity because, 0.262 > 0.05.

3. Pre-Test and Post-Test

1. Students' Reading Test Score of the Pre-test

a. Experimental Class

In this section, the researcher presented the data of the pre-test in the experimental class before given the treatment using Quantum Learning method. The researcher has already chosen XI-Multimedia 3 as the experimental class which consists of 20 students and for the student's reading test score in the pre-test of Experimental Class as follow[72]:

Name	Aspects				Total	Score
	TC	PC	S	W		
F	4	3	3	0	10	50
FS	3	4	3	2	12	60
GNF	4	3	4	3	14	70
H	5	3	1	3	12	60
MZ	2	5	3	2	12	60
MR	4	3	3	4	14	70

[72] Excel 2010

MRD	2	2	4	5	13	65
MHM	1	4	2	4	11	55
SA	4	3	2	3	12	60
SI	4	2	4	3	13	65
SG	4	3	4	3	14	70
AR	3	3	4	2	12	60
SJ	2	3	4	3	12	60
MF	5	2	1	5	13	65
ADF	3	4	3	4	14	70
AY	4	4	2	3	13	65
A	2	3	4	3	12	60
FR	2	2	4	5	13	65
FL	3	4	3	3	13	65
H	3	4	3	4	14	70

It can be seen table above, the highest score was 70 and the lowest score was 50. Based on the result, the data revealed that mean score of pre-test in the experimental class was *63.2*. It can be seen that students in experimental class still have a low reading skill.

b. Control Class

Another section, the researcher presented the data of the pre-test in the control class. The researcher has already chosen XI-Multimedia 2 as the control class. The class consisted of 20 students and for the student's reading test score in the pre-test of Control Class as follow[73]:

[73] Excel 2010

Name	Aspects				Total	Score
	TC	PC	S	W		
ARM	5	0	5	0	10	50
ANS	3	4	4	2	13	65
ACJRP	5	1	2	3	11	55
AY	4	2	4	2	12	60
ANR	1	3	4	4	12	60
AAN	3	5	5	0	13	65
CRW	2	5	2	4	13	65
DBP	4	4	5	1	14	70
DD	3	3	5	3	14	70
EMA	4	2	2	5	13	65
FDM	4	2	4	2	12	60
FRI	3	3	5	1	12	60
GAIB	3	2	4	5	14	70
HRW	4	4	0	4	12	60
HRJN	3	3	3	3	12	60
MSTC	2	5	0	5	12	60
MRCR	4	4	5	1	14	70
NAH	1	5	3	2	11	55
NA	3	2	1	5	11	55
NFA	4	2	4	2	12	60

It can be seen table above, the highest score was 70 and the lowest score was 50. Based on the result, the data revealed that mean score of pre-test in the control class was *62*. It can be seen that students in control class still have a low reading skill.

2. Students' Reading Test Score of the Post-Test

a. Experimental Class

This section presents the data from the post-test in the experimental class that was taught using the quantum learning method. The data was obtained from the multiple-choice reading test. The post-test scores of the experimental class were distributed in the following table to measure the students reading skills after conducting the treatment using the quantum learning method[74].

Name	Aspects				Total	Score
	TC	PC	S	W		
F	1	5	5	5	16	80
FS	4	5	5	4	18	90
GNF	4	4	4	4	16	80
H	2	5	5	5	17	85
MZ	3	4	4	5	16	80
MR	5	2	4	5	16	80
MRD	4	3	5	5	17	85
MHM	3	5	5	5	18	90
SA	5	3	5	5	18	90
SI	5	5	5	2	17	85
SG	4	3	5	4	16	80
AR	4	3	4	5	16	80
SJ	5	5	5	3	18	90
MF	4	5	5	4	18	90
ADF	3	4	5	5	17	85
AY	3	5	4	3	16	80

[74] Excel 2010

A	4	4	4	4	16	80
FR	5	0	5	5	15	75
FL	3	5	5	5	18	90
H	4	4	3	4	15	75

It can be seen table above, the highest average score was 90, and the lowest average score was 75. The data revealed that mean score of post-test in the experimental class was *83.5.* It can be seen that the data shown has increased scores from the pre-test results before and after the Quantum Learning method.

b. Control Class

The post-test scores of the control class were distributed in the following table to measure the students reading skills after being taught, except using the Quantum Learning method (Direct Method)[75].

Name	Aspects				Total	Score
	TC	PC	S	W		
ARM	4	4	3	3	14	70
ANS	4	4	4	4	16	80
ACJRP	3	4	3	4	14	70
AY	5	3	5	2	15	75
ANR	2	5	2	5	14	70
AAN	3	3	3	5	14	70
CRW	5	3	5	2	15	75
DBP	3	5	3	5	16	80
DD	4	5	4	2	15	75
EMA	5	4	3	3	15	75
FDM	3	3	4	5	15	75

[75] Excel 2010

FRI	5	4	5	2	16	80
GAIB	3	4	4	5	16	80
HRW	4	4	4	3	15	75
HRJN	4	3	5	3	15	75
MSTC	3	3	5	3	14	70
MRCR	4	0	5	5	14	70
NAH	2	5	3	4	14	70
NA	4	4	3	4	16	80
NFA	3	4	4	3	14	70

As can be seen in the table above, the highest average score was 80, and the lowest average score was 70. The data revealed that mean score of post-test in the control class was *74,2.* It can be seen that students in the Control class still have medium reading skills.

C. Analysis and Hyphotesis Testing

Analyzing the data collected was done to find out the comparison between the experimental and the control class as the hypothesis testing. The comparison of the value was seen from the data obtained through the pre-test and post-test in experimental and control classes could be seen in the data presented below:

NO.	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	50	80	50	70
2	60	90	65	80
3	70	80	55	70
4	60	85	60	75

5	60	80	60	70
6	70	80	65	70
7	65	85	65	75
8	55	90	70	80
9	60	90	70	75
10	65	85	65	75
11	70	80	60	75
12	60	80	60	80
13	60	90	70	80
14	65	90	60	75
15	70	85	60	75
16	65	80	60	70
17	60	80	70	70
18	65	75	55	70
19	65	90	55	80
20	70	75	60	70

In making the categorization of students reading test scores, the researcher used SPSS version 22 to find out the mean (M) and standard deviation (SD). The mean is the average score of the students' scores and dividing them by the number of the students. Meanwhile, the standard deviation is measurement of how the scores are spread out. In this section, the researcher divided the categorization into four main parts. They were the category of the experimental group pre-test, the category of the experimental group post-test, the category of the control group pre-test and category of the control group post-test.

Table 4.5

The Display Data Description Output

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	20	50	70	63.20	5.643
Post-test Experimental	20	75	90	83.50	5.590
Pre-test Control	20	50	70	62.00	5.730
Post-test Control	20	70	80	74.25	5.447
Valid N (listwise)	20				

The data presented above is descriptive statistical analysis result data that includes: minimum score, the maximum score, mean score, and standard deviation. By looking at the data above, we can find out the mean score or the average score of pre-test and post-test in the experimental class and the control class. The post-test of experimental class experienced significant differences from previous pre-test results. This result can be interpreted that there is an influence or there is an effect using quantum learning in teaching reading skill in learning english at eleven grade students of SMK Raudhatul Ulum.

An independent sample t-test conducted to determine whether the two sample groups had significant differences on the average or not. Independent sample t-test was conducted by testing the post-test data of the experimental class and the control class. The result shown in table below:

Table 4.6
The Output Data of Independent Sample T-test[76]

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the Lower	Interval of the Upper
The Result of Reading Test	Equal variances assumed	0,050	0,824	6,950	64	0,000	10,45455	1,50416	7,44963	13,45946
	Equal variances not assumed			6,950	63,955	0,000	10,45455	1,50416	7,44959	13,45950

Decision making for independent sample t-test can be done by comparing the results in the Sig column (2-tailed) with Alpha research. The basis making decision on the Independent Sample T-Test is as follows:

a. If the value is Sig. (2-tailed) < Research Alpha (0.05), then H0 is rejected and Ha is accepted.

b. If the value is Sig. (2-tailed) > Alpha Research (0.05), then H0 is accepted and Ha is rejected.

Based on the data above, the significance sig. (2 tailed) is 0.000 < 0.05. It means that Ha is accepted which an interpretation that there is a significant effect using quantum learning in teaching reading skill in learning english at eleven grade students of SMK Raudhatul Ulum.

D. Discussion

This research was conducted to know the effectiveness of using quantum learning in teaching reading skill for the eleventh grade of SMK Raudhatul Ulum. The data collection technique the researcher used was a multiple choice reading

[76] IBM SPSS 26 Version

test, which consists of the pre-test and post-test which was conducted in the experimental class and control class. The data collected was analyzed by using T-Test with IBM SPSS 26 version.

The result showed that the significance sig. (2 tailed) is 0.000 < 0.05, which means that Ho was rejected and Ha was accepted. Therefore there was a significant effect of using quantum learning in teaching reading skill for the eleventh grade of SMK Raudhatul Ulum. As Bobbi DePorter state that Quantum Learning is an effort, guide, strategy, and entire learning process that can sharpen memory and understanding, and make learning a useful and enjoyable process. Quantum Learning is a comprehensive model that includes educational theory and hands-on classroom implementation[77]. Thus it was reasonable if quantum learning could help teacher in teaching reading skill.

In the first treatment, the students had lack interest and felt bored to reading English during demonstrate section. The students were crowded and sometimes the students are less concentrated during discussion activities. As Erlidawati said about the disadvantages of using quantum learning that takes a long time to be able to identify characters in students to find their interest in learning[78]. Yet, in the next treatment the students began to feel the anthusiasm to read English text, they were also enjoyed the learning process. As Wini Martika et al said about the advantages of using quantum learning that quantum learning can positively impact interest and motivation so that students have high enthusiasm in

[77] Bobbi DePorter, Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, terj. Alwiyah Abdurrahman (Bandung, Mizan Media Utama, 1992, 20
[78] Erlidawati, "Quantum Learning In Learning Reading Comprehension", (Lhokseumawe: STAIN Malikussaleh Lhokseumawe, 2016). 46

the learning process to read[79].

Raudah, in her thesis entitled "The Effectiveness of Quantum Learning Model Toward Eight Grade Student's Reading Skill in SMPN 12 Bintan", stated that the implementation of quantum learning on students reading skill was successful, the students were interested and also enthusiastic in using quantum learning method[80]. During the learning process the researcher applied the TANDUR design frame with various kinds of reading text game models because it could make it easier in teaching reading. After the researcher conducted the treatment with quantum learning four times the students showed their reading skill progress, it can be seen when conducting the post-test, many students have enough courage to read English text, and have enough many vocabularies. Therefore, the score of the post-test showed that the treatment was successful.

[79] Wini Martika and Hermayawati, "Improving Students' Reading Skill By Using Quantum Learning," JELE (Journal of English Language and Education) 2, no. 2 (2016): 118, https://doi.org/10.26486/jele.v2i2.227.
[80] Raudah, "The Effectiveness Of Quantum Learning Model toward Eighth Grade Students' Reading Skill in SMPN 12 Bintan", (Kepulauan Riau: SALEE, 2020): 18

CHAPTER V

CLOSING

This chapter contain conclusion and suggestion of this research. The conclusion summarize all discussion of this research that had been discussed in the previous research chapter, while suggestions were from the researcher which referred to research finding, discussion, and conclusion of this research.

A. Conclusion

Based on the result of this research, there was improvement of students mean scores in the experimental class before and after the treatment. The improvement was *63.2* to 83,5. It presented the significance sig. (2 tailed) is 0.000 < 0.05, which means that Ho was rejected and Ha was accepted. It can be conclude that there was a significant effect of using quantum learning design frame TANDUR in teaching reading skill for eleventh grade of SMK Raudhatul Ulum.

B. Suggestion

From all that has been over in this research, the researcher has several suggestions to be presented:

1. For the English Teacher

The researcher hopes that the English teacher can employ quantum learning design frame TANDUR as an alternative method in teaching English, especially in reading, because quantum learning engages student to be more attract to read English text, and also they can enjoy the learning process, so it will

give positive impact.

2. For Further Researcher

The researcher hopes that further researcher can use this research as the reference or a source of information to similar research topics with the use of quantum learning for the reading learning process.

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DECLARATION OF AUTHORSHIP

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States that the undergraduate thesis entitled **"The Effetiveness Using Quantum Learning On Teaching and Lerning Reading Skill At Eleventh Grade Students of Vocational School of Raudhatul Ulum Jember"** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, June 27th, 2023

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Appendix 1

MATRIX OF QUANTITATIVE RESEARCH (Quasi Experimental Design)

TITTLE	VARIABLES	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEMS
The Effectiveness Using Quantum Learning To Increase Reading Skill In Learning English At Eleven Grade Students Of MA. Putri Nurul Masyitoh Lumajang	**:** Quantum Learning	**Sub Variable A:** 1. TANDUR	**Indicators A:** 1. Tumbuhkan 2. Alami 3. Namai 4. Demonstrasikan 5. Ulangi 6. Rayakan	**Participants:** - Students	**Quasi Experimental (Nonrandomized Control Group):** 1. Pre-test implementation for experiment group and control group. 2. Treatment implementation for experiment group only. 3. Post-test implementation for both group. **Data Collection:**	Is there any significant effect Quantum Learning to increase reading skill?
	: Reading Skill	**Sub Variable B:** 1. Psychology	**Indicators B:** 1. Self Confidence, self anxieties, and satisfaction in learning 2. Vocabulary,	**Instruments:** - Test which consists of pre-test and post-test		

		2. Linguistics Competence 3. Work Product	pronunciation, and fluency. 3. Can conclude the material discussed written (Confidence in answering)		1. Test (Pre and post) **Data Analysis Method** Using T-Test	

Appendix 2

Instrument

Normality and Homogeneity Test

Multiple Choice

Choose the best alternatives, Give a cross (x) to a best option A, B, C, D, or E!

A natural disaster is a terrible accident, e.g. a great flood , a big fire, or an earthquake. It usually causes great suffering and loss of a large sum of money. The causalities are injured or died. Some people are homeless and need medical care.

Floods occur when the water of rivers, lakes, or stream overflow their banks and pour out into the surrounding land. Floods are caused by many different things. Often heavy rainstorms that last for a brief time can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If, however, the land is hard and rocky, heavy rain cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland.

In many parts of the world floods are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to the surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad tracks and buckles are uprooted from their beds. Highways are washed away.

When a building caught fire, the firemen pitched in to help battle the blaze. Before the pumps were invented, people formed bucket brigades to fight fires. Standing side by side, they formed a human chain from the fire to nearby well or river. They passed buckets of water from hand to hand to be poured on the flames.

The damage of fire did depend a great deal on where it happened. In the country or a small village, only a single house might burn down. But in crowded cities, fire often destroyed whole blocks and neighborhoods before being controlled.

1. What can possibly prevent rivers and lakes from overflowing?
   A. An absorbent bed
   B. A rocky surrounding
   C. A low land
   D. A high bank
   E. A high road

2. We know from the text that ....
   A. River can sweep heavy flood
   B. People can make money from flood
   C. The destruction by flood is always less severe
   D. Water flood is absorbed by land directly
   E. Typhoons caused heavy flood

3. We know from the text that.....
   A. The pump is the only tool used by fire fighters now
   B. The pump helps people to fight fires more efficiently
   C. fires in big cities are always very big
   D. People no longer use buckets to control fire
   E. Only firemen can control fires in crowded cities

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

4. Tsunami happens because....
   A. The displaced rock pushes water above it
   B. A major fault under the ocean floor slips suddenly
   C. The ocean waves spread out from the vicinity of the source
   D. The waves moves across the ocean until they reach the beach
   E. A tsunami is undetectable far out in the ocean

5. What are the impacts of tsunami?
   A. The part of the Earth's crust that slopes, or rises, from the ocean floor down to the land
   B. A tsunami washes ashore with often disastrous effects such as flooding and loss of lives
   C. A tsunami is a very large sea wave which is not generated by a disturbance a long the ocean floor
   D. A tsunami is detectable far out in the ocean Top of Form
   E. Once tsunami reaches shallow water, the wave never grows very large

6. We understand from the text that tsunami ....
   A. Causes the movement of earth
   B. Forms a new shape of coastline
   C. Makes unfortunate event
   D. Rises a new coastal land
   Top of Form
   E. Displaces rocks to land

7. "... producing powerful water waves at the ocean surface." The synonym of the underlined word is....

A. Fast
B. Deep
C. Quick
D. Strong
E. Weak

Water pollution has been increasing at a worrying rate. If consumed in a contaminated state, it may prove fatal to both – human beings and the environment. Let us find out how this pollution affects the ecological balance and poses a threat to our lives. First, it is agricultural pollution. Excess fertilizers, pesticides and insecticides used for agricultural procedures often get discharged in water bodies right from streams to lakes and seas. Another way water pollution happens is mining activities. During mining, the rock strata is crushed with the help of heavy equipment on a large scale. These rocks are often composed of sulfides and heavy metals, which when combined with water from sulfuric acid and other harmful pollutants. Next, it happens through the so-called sewage water. The leftover or excess water that is left after carrying out domestic and industrial activities is called sewage water which consists of a lot of chemicals, and is left untreated. People flushing medicines and other chemical substances down the toilet has been a cause of concern for the developed countries today. Also, the burning of fossil is another source.

8. The main idea of the text is ....

A. The level of water pollution is determined by its pollutant
B. There are different ways for water to be polluted
C. Most water around us is heavily polluted
D. Water pollution takes different forms
E. Water pollution happens every where

All human beings eat food and make use of the chemical energy in it, so do all other animals. Perhaps you wonder where all that chemical energy comes from. Why doesn't the food all get used up?

The answer is that new food is being grown as fast as old food is used to. It is the green plants that form the new food. Animals either eat the plants or eat other animals that have eaten plants.

The green substance of plants is chlorophyll. Chlorophyll can absorb sunlight. When it does so, it changes the energy of the sun into chemical energy. The chemical energy present in sunlit chlorophyll is used to combine dioxide in the air with water from the soil. Starch and other complicated compounds are formed. These are high in chemical energy obtained from the sunlit chlorophyll.

They make up the food on which mankind and all other animals live. In the process of forming this food, some oxygen atoms are left over. These are given off into the air by the plants. The whole process is called photosynthesis.

Thus, plants use sunlight to from food and oxygen to from carbon dioxide and water again. Plants change the sun's energy into chemical energy. And animals change the animal energy into kinetic and heat energy.

9. The text is about ....
   A. The process of changing chemical energy
   B. The formation of carbon dioxide
   C. The green substance of plants
   D. The process of photosynthesis
   E. The use of chemical energy

10. What will happen when the chlorophyll absorbs sunlight? It will ....
   A. Change heat into kinetic energy
   B. Form complicated compound
   C. Make use of heat energy
   D. Change kinetic energy into chemical energy
   E. Change the sun's energy into chemical energy

Appendix 3

BLUEPRINT FOR READING TEST

Sekolah : SMK Raudhatul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI-Multimedia (3&2)/2 (Genap)
Materi : Explanation Text
Bentuk/Jumlah Soal : Pilihan Ganda/20
Alokasi waktu : 3x30 menit

NO.	Kompetensi Dasar	Kelas /Smt	Materi	Indikator Soal	Bentuk Soal	No. Soal
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	XI/II	Explanation Text "Bencana Alam"	• Disediakan teks explanation tentang peristiwa bencana alam, siswa dapat mengidentifikasi maksud dari teks tersebut dan dapat membedakan makna dari setiap paragraf	PG	1, 2, 3, 4, 5, 6, 7
				• Disediakan teks explanation tentang peristiwa bencana alam puting beliung, siswa dapat mengidentifikasi maksud dari teks tersebut dan dapat	PG	8, 9, 10, 11, 12

				membedakan makna dari setiap paragraph		
				• Disediakan teks explanation tentang peristiwa bencana alam mengenai kondisi tanah sebelum dan sesudah terjadinya peristiwa gempa bumi, siswa dapat mengidentifikasi maksud dari teks tersebut dan dapat membedakan makna dari setiap paragraf	PG	13, 14, 15, 16, 17
				• Disediakan teks explanation tentang fotosintesis, siswa dapat mengidentifikasi maksud dari teks tersebut dan dapat membedakan makna dari setiap paragraf	PG	18, 19, 20

APPENDIX 4

EXPERT VALIDATION CHECKLIST OF
PRE-TEST AND POST-TEST

No	Criteria	Scale					
		1 (Poor)	2 (Enough)	3 (Good)	4 (Very Good)	5 (Excelent)	Suggestion for Revision
A	**Content**						
1	The pre-test and post-test questions are adjusted to the level of students and considering the syllabus.				√		
2	The pre-test and post-test questions are adjusted to the material for the eleventh grade of vocational high school (SMK).				√		
3	In the pre-test and post-test, there are appropriate instructions to direct students in answering the test.					√	
4	Pre-test and post-test questions lead students to think systematically in answering questions.					√	
B	**Construct**						
1	Pre-test and post-test questions can determine the effectiveness in teaching reading skill.				√		
2	The pre-test and post-test questions are prepared using a "reading test" to determine the effectiveness in teaching reading skill.					√	

3	The pre-test and post-test questions for the reading test are structured according to the reading theory which requires students to reading.				√		

No	Criteria	Scale					
		1 (Poor)	2 (Enough)	3 (Good)	4 (Very Good)	5 (Excelent)	Suggestion for Revision
C	**Language**						
1	Instructions and questions use correct English grammatical rules.					√	
2	Instructions and questions use correct words or sentences that are easily understood by students.				√		
3	Instructions and questions do not use words or sentences that can cause misunderstandings.					√	

Instruction:

1. Put a check mark (V) in the column according to your opinion.
2. If there is a need to be revised, please write in the column.

Jember, 18 May 2023

Nurul Dewi Qomariyah, S.S, M. Pd
NIP. 197901272007102200 3

Appendix 5

Pre-Test

Multiple Choice

Choose the best alternatives, Give a cross (x) to a best option A, B, C, D, or E!

This text is for questions number 1 to 4

Grand Canyon is the result of a combination of geologic events. The term "canyon" is a type of erosional valley with extremely steep sides, frequently forming vertical or nearly vertical cliff faces. The term "gorge" is often used interchangeably with "canyon" and generally implies a smaller, particularly narrow feature.

The story begins almost two billion years ago with the formation of the igneous and metamorphic rocks of the inner gorge. Above these old rocks lie layer upon layer of sedimentary rock, each telling a unique part of the environmental history of the Grand Canyon region.

Then, between 70 and 30 million years ago, through the action of plate tectonics, the whole region was uplifted, resulting in the high and relatively flat Colorado Plateau. The uplift of the Colorado Plateau was a key step in the eventual formation of Grand Canyon. The action of plate tectonics lifted the rocks high and flat, creating a plateau through which the Colorado River could cut down.

There are two currently favored hypotheses which are called shallow-angle subduction and continued uplift through isostacy. Shallow-angle subduction allowed for deformation to move further inward from the plate margin. Different from the theory, some scientists believe that uplift of the Colorado Plateau continued into the middle to late Cenozoic. This is the theory of continued uplift.

Finally, beginning just 5-6 million years ago, the Colorado River began to carve its way downward. Further erosion by tributary streams led to the canyon's widening.

1. What does the writer want to do through the text?

A. Describe a place called Grand Canyon.
B. Explain about the formation of Grand Canyon.
C. Explain the procedure of visiting Grand Canyon.
D. Describe the physical characteristics of Grand Canyon.
E. Persuade readers that Grand Canyon is a natural phenomenon.

2. ". . . frequently forming vertical or nearly vertical cliff faces." (Paragraph 1). The underlined word is closest in meaning with ….

A. Slow
B. Fast
C. Near
D. Seldom
E. Often

3. What causes the Grand Canyon to expand?

A. Erosion by tributary streams
B. Shallow-angle subduction
C. Action of tectonic plates
D. Rock sedimentation
E. Continued uplift

4. It can be understood from paragraph 3 that….

A. The action of the plate tectonics created the Colorado River.
B. Grand Canyon was formed because of abrasion in Colorado River.
C. Colorado Plateau was resulted by the formation of Grand Canyon.
D. Colorado Plateau was formed after the formation of Grand Canyon.
E. The uplift of Colorado Plateau generates the formation of Grand Canyon.

This text is for questions number 5 to 9

Adapting to a new culture can be difficult, especially when moving abroad.

Most people who live in a foreign country for some time go through an adjustment period during which "Culture Shock" is experienced. Once culture shock is understood, its effects can be minimized dramatically. Expatriates usually experience the following phases while adjusting to their new country: honeymoon phase, negotiation phase, adjustment phase, reverse culture shock, and countering culture shock.

During the "Honeymoon Phase", newly arrived expatriates are excited about their new surroundings and are eager to explore the new country. They are very positive about their relocation and the newness of the country.

During the negotiation phase which happens after a few weeks in a foreign country, expatriates usually experience homesickness. Simple day-to-day tasks, such as taking transportation, shopping or attending school meetings, can become a real challenge in a different environment. This is sometimes exacerbated by language barriers. These are challenges that locals may not be able to understand, and they may be seen by expatriates as being insensitive or unsympathetic people.

Six to 12 months after arriving in the host country, expatriates usually begin to grow accustomed to their new home and know what to expect from their surroundings. This is called the adjustment phase. Daily activities become routine and the customs of the host country are accepted as another way of living. At this stage expatriates are able to communicate more freely with locals.

5. "Adapting to a new culture can be <u>difficult</u>, especially when moving abroad". (Paragraph 3). The underlined word is anonymous with ….

A. Hard
B. Fast
C. Slow
D. Easy
E. Rapid

6. What is meant by "honeymoon phase" in paragraph 2?

A. The first few times when people live in other countries.
B. A period of harmony immediately following marriage.

C. The trip or vacation taken by a newly married couple.

D. A period when people love the new country where they live.

E. A period when people understood the culture of the new country.

7. According to the text, in what phase do usually expatriates experience homesickness?

A. Negotiation phase.

B. Honeymoon phase.

C. Adjustment phase.

D. Reverse culture shock.

E. Countering culture shock.

8. What can we infer from the last paragraph?

A. It is difficult for expatriates to accept the new country's way of living.

B. Expatriates are not able to communicate well with their new neighbours.

C. After a year, expatriates usually have new hopes from their surroundings.

D. It takes about a year for people to learn to communicate with their neighbours.

E. It usually takes about a year for people to be able to adapt to the new culture.

9. "Expatriates usually experience the following phases …" (Paragraph 1). The underlined word is closest in meaning with ….

A. natives

B. colonials

C. refugees

D. emigrants

E. Deportees

This text is for questions number 10 to 14

There are three broad stages of development: early childhood, middle

childhood, and adolescence**.**

The first stage of development is the early childhood (birth to eight years). This is a time of tremendous growth across all areas of development. The dependent newborn grows into a young person who can take care of his or her own body and interact effectively with others. For these reasons, the primary developmental task of this stage is skill development.

Typically, three-year-old babies have mastered many skills, including sitting, walking, toilet training, using a spoon, scribbling, and sufficient hand-eye coordination to catch and throw a ball. Between three and five years of age, children continue to grow rapidly and begin to develop fine-motor skills. By age five most children demonstrate fairly good control of pencils, crayons, and scissors.

The second stage of development is the middle childhood (eight to twelve years). More recent theorists have recognized the importance of middle childhood for the development of cognitive skills, personality, motivation, and inter-personal relationships. During middle childhood children learn the values of their societies. Thus, the primary developmental task of middle childhood could be called *integration*, both in terms of development within the individual and of the individual within the social context.

The next stage of development is the adolescence (twelve to eighteen years). The primary developmental task of adolescence is *identity formation.* Adolescence is an important period for cognitive development as well, as it marks a transition in the way in which individuals think and reason about problems and ideas. In early adolescence, individuals can classify and order objects, reverse processes, think logically about concrete objects, and consider more than one perspective at a time. However, at this level of development, adolescents benefit more from direct experiences than from abstract ideas and principles. As adolescents develop more complex cognitive skills, they gain the ability to solve more abstract and hypothetical problems.

10.Which of the following persons are most likely interested in reading the text?

A. University studentens majoring in Psychology.

B. Mothers with more than one child.

C. Language learners or lecturers.

D. High school students.

E. Doctors in general.

11. ". . . the primary developmental task of this stage is skill development" (Paragraph 2). The underlined word is synonymous with ….

A. Phase

B. Situation

C. Condition

D. Case

E. Circumstances

12. How can you compare paragraphs three and four?

	Paragraph 3	Paragraph 4
A	Exeperienced by children	Experienced by babies
B	Learning to do sport	Learning school lessons
C	Development in the late childhood	Development in the early childhood
D	Development in the early chilhood	Development in the early adolescence
E	Development of motoric skills	Development of cognitive and social skills

13.What can we conclude from the last paragraph?

A. Teeanegrs are in the stage of late adolescence phase.

B. Teenagers learn to form their identity while developing their cognitive.

C. It is easier for teenagers to learn from abstract ideas and principles.

D. Teenagers are the same with adults in the way they think.

E. Teenagers develop more cognitive skills than adults.

14.“This is a time of tremendous growth across all areas of development” (Paragraph 2). The underlined word can be replaced with ….

A. wonderful
B. adequate
C. common
D. trivial
E. Mutual

This text is for questions number 15 to 18

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products. In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and fl oats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood

trees (trees used to produce paper).

15. The following things can be recycled, *EXCEPT*….

A. Precious metals

B. Broken glass

C. Old newspapers

D. Plastic spoons

E. Fresh vegetables and fruits

16. Which of the following is NOT the benefit of recycling?

A. It costs much money for the process of recycling

B. It costs less to make new products

C. It requires less energy

D. It can reduce pollution

E. It reduces the demand for high-pollution alternatives

17. From second paragraph, we can make use of the ink after being separated from the paper fibres by doing the followings, *EXCEPT*….

A. Skim it off

B. Dry it

C. Reuse as ink

D. Burn as boiler fuel

E. Mix it with the pulp

18. What is the third step of recycling paper products?

A. Collect and search for contaminants such as plastic bags and aluminium foil

B. Mix the paper with hot water in a blender which turns it into pulp

C. Screen and filter the pulp to remove smaller contaminants

D. Put the pulp to a large vat to separate the ink from the paper fibres

E. Mix the pulp with new wood fibres to be made into paper again

This text is for questions number 19 and 20

Human body is made up of countless millions of cells. Food is needed to

built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.\

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

19. What is the text about?

A. The digestive system
B. The digestive juice
C. The method of the digestive system
D. The process of intestine work
E. The food substances

20. How can we swallow the food easily?

A. The food changes into acids absorbed by the villi.
B. The food must be digested first through the process.
C. The food is directly swallowed through esophagus into the stomach.
D. The food is mixed with the juices secreted by the cells in the stomach.
E. The food we take must be changed into substances carried in the blood to the places.

Appendix 6

Post-Test

Multiple Choice

Choose the best alternatives, Give a cross (x) to a best option A, B, C, D, or E!

This text is for questions number 1 to 7

A natural disaster is a terrible accident, e.g. a great flood, a big fire or an earthquake. It usually causes great suffering and loss of a large sum of money. The casualties are injured or died. Some people are homeless and need medical care.

Floods occur when the water of rivers, lakes, or streams overflow their banks and pour onto the surrounding land. Floods are caused by many different things. Often heavy rainstorms that last for a brief can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If the land cannot absorb the rainwater, floods occur. Where the banks are low, a river may overflow and flood adjacent lowland.

In many parts of the world floods are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad track blocked and uprooted from their beds. Highways are washed away.

Fire disaster in housings are usually caused by some factors such as cooking equipment, heating, smoking in bedrooms, electrical equipment, candles, and so on. Fire disasters that happen in wildlife or forested land (called wildfire) occur when vegetated areas are set alight and are particularly common during hot and dry periods. They can occur in forests, grasslands, brush and deserts, and with sufficient wind can rapidly spread.

1. What is the writer's intention in writing the text?

A. To describe the causes of floods.

B. To describe the effects of fire disaster.

C. To explain the causes of some natural disasters.

D. To explain the suffering and casualties caused by floods.

E. To explain what people should do to prevent disaster.

2. How can we compare paragraph 2 and paragraph 3?

	Paragraph 2	Paragraph 3
A	the effects of floods	the effects of tropical storms
B	the causes of floods	the causes of tropical storms
C	the floods caused which are less destructive	the floods which are more destructive
D	floods caused by overflow of rivers	floods caused by tropical storms
E	the causes of floods	The floods caused by storms

3. What is the main idea of paragraph 4?

A. Wildfire occur when vegetated areas are set alight.

B. Fire disaster in housings are usually caused by some factors.

C. There are factors causing fire disasters in housings and in wildlife.

D. Carelessness in using equipment can cause fire in housings.

E. Wildfire usually occurs in dry season.

4. Which of the followings should be the best topic of the NEXT paragraph?

A. The causes of floods.

B. The effects of floods.

C. The causes of fire disasters.

D. The causes of earthquakes.

E. How to avoid fire disasters.

5. "Where the banks are low, a river may overflow and flood <u>adjacent</u> lowland" (Paragraph 2). The underlined word is synonymous with ….

A. over

B. Under

C. Beside

D. Nearby

E. Beneath

6. What can possibly prevent rivers and lakes from overflowing?

A. An absorbent bed

B. A rocky surrounding

C. A low land

D. A high bank

E. A high road

7. “Whole villages and towns are sometimes swept away by water pouring swiftly over the land.” (Paragraph 3). The underlined word is synonymous with ….

A. Slowly

B. Closely

C. Quickly

D. Faithfully

E. Precisely

This text is for questions number 8 to 12

Tropical cyclone, also called typhoon or hurricane, is an intense circular storm that originates over warm tropical oceans and is characterized by low atmospheric pressure, high winds, and heavy rain. Drawing energy from the sea surface and maintaining its strength as long as it remains over warm water, a tropical cyclone generates winds that exceed 119 km per hour. In extreme cases winds may exceed 240 km per hour, and gusts may surpass 320 km per hour. Accompanying these strong winds are torrential rains and a devastating phenomenon known as the storm surge, an elevation of the sea surface that can reach 6 metres above normal levels. Such a combination of high winds and water makes cyclones a serious hazard for coastal areas in tropical and subtropical areas of the world. Every year during the late summer months (July–September in the Northern Hemisphere and January–March in the Southern Hemisphere), cyclones

strike regions as far apart as the Gulf Coast of North America, northwestern Australia, and eastern India and Bangladesh.

Tropical cyclones are compact, circular storms, generally some 320 km in diameter, whose winds swirl around a central region of low atmospheric pressure. The winds are driven by this low-pressure core and by the rotation of Earth, which deflects the path of the wind through a phenomenon known as the Coriolis force. As a result, tropical cyclones rotate in a counterclockwise (or cyclonic) direction in the Northern Hemisphere and in a clockwise (or anticyclonic) direction in the Southern Hemisphere.

8. What benefit can readers get by reading the text?

A. They understand the types of cyclones.

B. They understand the effects of tropical cyclones.

C. They understand the processes of how cyclone occurs.

D. They understand the suffering and casualties caused by cyclone.

E. They understand what people should do when cyclone attack.

9. What makes cyclones a dangerous for coastal areas in tropical and subtropical areas?

A. The winds blow very high in the sky of the sea to the land.

B. The strong winds destroy coasts and subtropical areas.

C. Strong winds and heavy rains attck at the same time.

D. The heavy rains destruct big trees and cause floods.

E. The heavy rains cause high tidal waves on the sea.

10. It can be understood from the text that ….

A. cyclones occur when the seawater is clod

B. Cyclones may happen in the southern hemisphere in august

C. Tropical cyclones rotate in a clockwise direction in the Northern Hemisphere

D. Tropical cyclone only attack areas with low atmospheric pressure

E. Cyclones may strike Australia in September

11. Which of the following best describes a phenomenon known as the Coriolis force?

A. deflection of the path of the wind

B. Winds which blow very high above the sea

C. Winds on a central region of low atmospheric pressure

D. An elevation of the sea surface up to 6 metres above normal levels

E. A counterclockwise direction of the wind in the Southern hemisphere

12. "Accompanying these strong winds are torrential rains and …" (Paragraph 1). The underlined word is closest in meaning with ….

A. short

B. Heavy

C. Destructive

D. Harmful

E. Violent

This text is for questions number 13 to 17

To understand liquefaction, it is important to recognize the conditions that exist in a soil deposit before an earthquake. A soil deposit consists of an assemblage of individual soil particles. If we observe these particles, we will see that each particle is in contact with a number of neighboring particles. The weight of the overlying soil particles produces contact forces between the particles – these forces hold individual particles in place and give the soil its strength.

Liquefaction occurs when the structure of a loose, saturated sand breaks down due to some rapidly applied loading. As the structure breaks down, the loosely-packed individual soil particles attempt to move into a denser configuration. In an earthquake, however, there is not enough time for the water in the pores of the soil to be squeezed out. Instead, the water is "trapped" and prevents the soil particles from moving closer together. This is accompanied by an increase in water pressure which reduces the contact forces between the individual

soil particles, thereby softening and weakening the soil deposit.

Then, the contact forces are very small because of the high water pressure. In an extreme case, the porewater pressure may become so high that many of the soil particles lose contact with each other. In such cases, the soil will have very little strength, and will behave more like a liquid than a solid – hence, the name "liquefaction".

13. What does the first paragraph tell us mostly about?

A. The effects of an earthquake to the condition of soil.
B. The condition of soil particles before an earthquake.
C. The processes of how liquefaction occur.
D. The contacts between soil particles.
E. The definition of liquefaction.

14. What happens to the soil particles when an earthquake occurs?

A. They move to get closer together.
B. They cannot move into a denser configuration.
C. They act to squeeze out water in the pores of the soil.
D. Their contact forces to move closer increases.
E. They prevent the water to be squeezed out.

15. What can we conclude from the third paragraph?

A. The very high pressure of the water in an earthquake weaken the soil particles' force so liquefaction happens.
B. The porewater pressure becomes very high in an earthquake because the soil particles do not move closer together.
C. When the soil particles loose contact with one another, an earthquake happens, causing the water pressure increase.
D. In an earthquake, the water pressure's strength becomes very weak so the soil particles move closer together.
E. The term liquefaction comes from the condition of soil and water which are mixed together.

16. Based from first paragraph, what hold the soil from moving to other places?

A. The prewater pressure and individual soil particles.

B. The number of individual particles having contact.

C. The weight of the overlying soil particles.

D. The contact forces between soil particles.

E. The porewater pressure in the soil.

17. "… saturated sand breaks down due to some **rapidly applied loading**" (Paragraph 2). The boldfaced words can be replaced with ….

A. Application which are loaded rapidly

B. Loading which are applied rapidly

C. Loading rapid application

D. Applied rapid loading

E. Rapidly loading application

This text is for questions number 18 to 20

What is photosynthesis? Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds. How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn form the soil to split into hydrogen and oxygen.

What are the steps of photosynthesis process? Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosporus from the soil-green plants can make starch, fat, protein, vitamins,

and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produced these compounds.

18. What step after the hydrogen combines with carbon dioxide from the air …

A. Photosynthesis provides the chemical energy that is needed to produced these compounds.
B. Water drawn form the soil to split into hydrogen and oxygen.
C. Food-making process that occurs in green plants.
D. Phosporus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life.
E. Oxygen from the water molecules is given off in the process.

19. What are photosynthesis need ….

A. Water, light, oxygen, worm
B. Soil, chlorophyll, sun, human
C. Bug, air, oxigen, food
D. Light, Carbon dioxide, humus
E. Candle, vitamins, hydrogen

20. “Photosynthesis is a food-making process that occurs in green plants”. (Paragraph 1). The underlined word is closest in meaning with ….

A. Happen
B. Feed
C. Root
D. Make
E. Process

Appendix 7

Indicators Of Reading Text

a. Pre-test

NO.	Text Comprehension	Paragraph Comprehension	Sentence	Word
1.	√			
2.				√
3.			√	
4.		√		
5.				√
6.			√	
7.			√	
8.		√		
9.				√
10.	√			
11.				√
12.		√		
13.		√		
14.				√
15.	√			
16.	√			
17.		√		
18			√	
19.	√			
20.			√	

a. Post-test

NO.	Text Comprehension	Paragraph Comprehension	Sentence	Word
1.	√			
2.		√		
3.		√		
4.	√			
5.				√
6.			√	
7.				√
8.	√			
9.			√	
10.	√			
11.			√	
12.				√
13.		√		
14.			√	
15.		√		
16.		√		
17.				√
18	√			
19.			√	
20.				√

Appendix 8

RENCANA PLEKASANAAN PEMBELAJARAN

Nama Sekolah : SMK Raudhatul Ulum

Materi Pelajaran : Bahasa Inggris

Materi Pokok : Explanation Text

Kelas/Semester : XI/2

Tahun Pelajaran : 2022/2023

Alokasi Waktu : 3 x 35 menit/pertemuan

A. Kompetensi Inti

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai	3.8.1. Menemukan fungsi sosial, struktur teks, dan unsur kebahasan dalam teks explanasi. 3.8.2. Memberikan contoh text explanasi dan mengidentifikasi makna dalam teks explanasi

dengan konteks penggunaannya	
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	4.8.1. Menuliskan text eksplanasi sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar. 4.8.2. Menyajkan teks explanasi lisan dan tulis.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mengidentifikasi explanation text dengan menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.
2. Mampu membaca explanation text dan menentukan maksud dari setiap paragraf
3. Mampu membedakan persmaan dan lawan kata dalam explanation text

D. Materi Pembelajaran

1. Fungsi Sosial

   Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena

2. Struktur Teks

   Dapat mencakup:

   a. fenomena

   b. identitas gejala

   c. rangkaian penjelasan

3. Unsur Kebahasaan

   a. Adverbia *first, then, following, finally*

   b. Hubungan sebab-akibat *if –then, so, as a consequence, since, due to, because of, thanks to*

c. Kalimat pasif, dalamtenses yang *present*

d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI

E. Metode Pembelajaran

Metode TANDUR (Tumbuh, Alami, Namai, Demonstrasi, Ulangi, Rayakan)

F. Kegiatan Pembelajaran

1. Pertemuan Pertama

Kegiatan Pendahuluan (5 menit)	
Experimental Class	**Control Class**
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru memperkenalkan diri dan menjelaskan maksud untuk melakukan penelitian • Guru menjelaskan tentang tujuan pembelajaran.	• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru memperkenalkan diri dan menjelaskan maksud untuk melakukan penelitian • Guru menjelaskan tentang tujuan pembelajaran.

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
• Guru melakukan normality dan homogeneity test kepada peserta didik • Guru menjelaskan instruksi terkait pelaksanaan normality dan homogeneity test • Peserta didik mengerjakan test sesuai dengan alokasi waktu yang diberikan.	• Guru melakukan normality dan homogeneity test kepada peserta didik • Guru menjelaskan instruksi terkait pelaksanaan normality dan homogeneity test • Peserta didik mengerjakan test sesuai dengan alokasi waktu yang diberikan.

Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**
• Guru mengajak peserta didik untuk melakukan review terhadap test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak peserta didik untuk melakukan review terhadap test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya • Guru mengakhiri kelas dengan berdo"a dan mengucapkan salam.

2. Pertemuan Kedua (Pre-Test)

Kegiatan Pendahuluan (5 menit)	
Experimental Class	**Control Class**
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran.	• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran.

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
• Guru membagikan instrument soal pre-test • Guru meminta seluruh siswa untuk mengerjakan pre-test dan menjelaskan instruksi pengerjaan sesuai dengan instruksi tertulis pada instrument yang telah mereka dapat • Siswa mengerjakan *pre-test* • Guru peneliti mengoreksi *pre-test* berdasarkan *scoring rubric* sebagai data *pre-test*	• Guru membagikan instrument soal pre-test • Guru meminta seluruh siswa untuk mengerjakan pre-test dan menjelaskan instruksi pengerjaan sesuai dengan instruksi tertulis pada instrument yang telah mereka dapat • Siswa mengerjakan *pre-test* • Guru peneliti mengoreksi *pre-test* berdasarkan *scoring rubric* sebagai data *pre-test*

Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**
• Guru mengajak siswa untuk merefleksikan *pre-test* yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak siswa untuk merefleksikan *pre-test* yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.

3. Pertemuan Ketiga (Treatment)

Kegiatan Pendahuluan (5 menit)	
Experimental Class	**Control Class**
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan prosedur TANDUR yang akan diterapkan dalam kegiatan pembelajaran.	• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran berlangsung.

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
Tumbuhkan • Guru memberikan *ice breaking "Simon Says"* dengan tujuan menarik perhatian siswa dan meningkatkan konsentrasi siswa, siswa yang tidak fokus melakukan permainan dihukum dengan berdiri ditempat duduknya **Alami** • Guru memutarkan video proses terjadinya hujan, siswa memperhatikan video tersebut • Guru memberikan beberapa pertanyaan seperti bagaimana pendapat siswa tentang video tersebut, siswa memberikan jawabannya secara lisan dan bergantian. • Guru memberikan pertanyaan hubungan peristiwa pada video dengan kehidupan siswa sehari-hari • Guru menanyakan dampak yang dihasilkan dari peristiwa tersebut.	**Direct Method** • Guru mengulas kembali materi mengenai materi explanation text. • Guru memberikan instruksi setiap siswa untuk membaca beberapa kalimat pada explanation text yang telah diberikan. • Guru meminta siswa utuk mengerjakan soal yang telah diberikan.

Namai • Guru menginstruksikan siswa untuk membuat kelompok yang terdiri dari empat siswa dalam satu kelompok dengan cara berhitung satu sampai lima, siswa yang memiliki nomor yang sama dapat berkelompok. • Siswa berkumpul dengan kelompoknya. • Guru memerintahkan perwakilan kelompok untuk mengambil amplop yang berisikan explanation text. • Siswa mengerjakan soal sesuai dengan amplop yang didapatkan dengan membaca teks bacaan dahulu.	
Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**
• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.

4. Pertemuan Keempat (Treatment)

Kegiatan Pendahuluan (5 menit)	
Experimental Class	**Control Class**
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan prosedur TANDUR yang akan diterapkan dalam kegiatan pembelajaran.	• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran berlangsung.

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
Tumbuhkan • Guru memberikan *ice breaking "Snowball"* dengan tujuan menarik perhatian siswa dan meningkatkan konsentrasi siswa, siswa yang tidak fokus melakukan permainan dihukum dengan berdiri ditempat	**Direct Method** • Guru mengulas kembali materi mengenai materi explanation text. • Guru memberikan instruksi setiap siswa untuk membaca beberapa kalimat pada explanation text yang telah

duduknya **Alami** • Guru menunjukkan gambar proses daur ulang sampah plastik, siswa memperhatikan gambar tersebut • Guru memberikan beberapa pertanyaan seperti bagaimana pendapat siswa tentang gambar tersebut, siswa memberikan jawabannya secara lisan dan bergantian. • Guru memberikan pertanyaan hubungan peristiwa pada gambar dengan kehidupan siswa sehari-hari • Guru menanyakan dampak yang dihasilkan dari peristiwa tersebut. **Namai** • Guru menginstruksikan siswa untuk membuat kelompok yang terdiri dari empat siswa dalam satu kelompok dengan cara berhitung satu sampai lima, siswa yang memiliki nomor yang sama dapat berkelompok. • Siswa berkumpul dengan kelompoknya.	diberikan. • Guru meminta siswa utuk mengerjakan soal yang telah diberikan.

• Guru memerintahkan perwakilan kelompok untuk mengambil amplop yang berisikan paragraf explanation text acak. • Siswa menyusun potongan paragraf explanation text dengan tepat dan mengerjakan soal sesuai dengan explanation text yang telah disusun dengan tepat. **Demonstrasi** • Siswa mempresentasikan hasil kerja didepan teman kelompoknya dengan membaca kesimpulan yang telah dikerjakan **Ulangi** • Guru memberikan siswa kesempatan untuk menjelaskan materi sesuai pemahaman siswa **Rayakan** • Guru mengapresiasi hasil kerja siswa dengan memberikan ucapan terima kasih dan memuji hasil kerja siswa	
Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**

• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.

5. Pertemuan Kelima (Treatment)

Kegiatan Pendahuluan (5 menit)	
Experimental Class	**Control Class**
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan prosedur TANDUR yang akan diterapkan dalam kegiatan pembelajaran.	• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran berlangsung.

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
Tumbuhkan • Guru memberikan *ice breaking "Snowball"* dengan tujuan	**Direct Method** • Guru mengulas kembali materi mengenai materi explanation

menarik perhatian siswa dan meningkatkan konsentrasi siswa, siswa yang tidak fokus melakukan permainan dihukum dengan berdiri ditempat duduknya **Alami** • Guru menunjukkan video proses fotosintesis, siswa memperhatikan video tersebut • Guru memberikan beberapa pertanyaan seperti bagaimana pendapat siswa tentang video tersebut, siswa memberikan jawabannya secara lisan dan bergantian. • Guru memberikan pertanyaan hubungan peristiwa pada video dengan kehidupan siswa sehari-hari • Guru menanyakan dampak yang dihasilkan dari peristiwa tersebut. **Namai** • Guru menginstruksikan siswa untuk membuat kelompok yang terdiri dari empat siswa dalam satu kelompok dengan cara berhitung satu sampai lima, siswa yang memiliki nomor	text. • Guru memberikan instruksi setiap siswa untuk membaca beberapa kalimat pada explanation text yang telah diberikan. • Guru meminta siswa utuk mengerjakan soal yang telah diberikan.

yang sama dapat berkelompok. • Siswa berkumpul dengan kelompoknya. • Guru memerintahkan perwakilan kelompok untuk mengambil papan permainan tema explanation text • Siswa mengidentifikasi misi yang terdapat pada papan permainan. **Demonstrasi** • Siswa mempresentasikan hasil kerja didepan kelompok lain dengan membaca hasil kerja. • Kelompok lain yang tidak presentasi dapat memberikan koreksi kepada kelompok yang melakukan kesalahan dalam pengucupan saat membaca. **Ulangi** • Guru memberikan siswa kesempatan untuk menjelaskan materi sesuai pemahaman siswa **Rayakan** • Guru mengapresiasi hasil kerja siswa dengan memberikan ucapan terima kasih, memuji hasil kerja siswa, dan guru memberikan hadiah kepada	

setiap kelompok	
Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**
• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.

6. Pertemuan Keenam (Treatment)

Kegiatan Pendahuluan (5 menit)	
Experimental Class	**Control Class**
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan prosedur TANDUR yang akan diterapkan dalam kegiatan pembelajaran.	• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menyakan kabar dan memeriksa daftar hadir • Guru menjelaskan tentang tujuan pembelajaran. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran berlangsung.

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
Tumbuhkan • Guru memberikan *ice breaking "Snowball"* dengan tujuan menarik perhatian siswa dan meningkatkan konsentrasi siswa, siswa yang tidak fokus melakukan permainan dihukum dengan berdiri ditempat duduknya **Alami** • Guru menunjukkan gambar bencana alam, siswa memperhatikan gambar tersebut • Guru memberikan beberapa pertanyaan seperti bagaimana pendapat siswa tentang gambar tersebut, siswa memberikan jawabannya secara lisan dan bergantian. • Guru memberikan pertanyaan hubungan peristiwa pada gambar dengan kehidupan siswa sehari-hari • Guru menanyakan dampak yang dihasilkan dari peristiwa tersebut.	**Direct Method** • Guru mengulas kembali materi mengenai materi explanation text. • Guru memberikan instruksi setiap siswa untuk membaca beberapa kalimat pada explanation text yang telah diberikan. • Guru meminta siswa utuk mengerjakan soal yang telah diberikan.

Namai • Guru menginstruksikan siswa untuk membuat kelompok yang terdiri dari empat siswa dalam satu kelompok dengan cara berhitung satu sampai lima, siswa yang memiliki nomor yang sama dapat berkelompok. • Siswa berkumpul dengan kelompoknya. • Guru memerintahkan perwakilan kelompok untuk mengambil amplop yang berisikan explanation text. • Siswa mengerjakan soal sesuai dengan amplop yang didapatkan dengan membaca teks bacaan dahulu. **Demonstrasi** • Siswa mempresentasikan hasil kerja didepan kelompok lain dengan membaca hasil kerja. • Kelompok lain yang tidak presentasi dapat memberikan koreksi kepada kelompok yang melakukan kesalahan dalam pengucupan saat membaca. **Ulangi** • Guru memberikan siswa	

kesempatan untuk menjelaskan materi sesuai pemahaman siswa **Rayakan** • Guru mengapresiasi hasil kerja siswa dengan memberikan ucapan terima kasih, memuji hasil kerja siswa, dan guru memberikan hadiah kepada setiap kelompok	
Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**
• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak siswa untuk merefleksikan pembelajaran yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.

7. Pertemuan Ketujuh (Post-Test)

Kegiatan Inti (25 menit)	
Experimental Class	**Control Class**
• Guru membagikan instrument soal post-test • Guru meminta seluruh siswa untuk mengerjakan post-test dan menjelaskan instruksi pengerjaan sesuai dengan instruksi tertulis pada instrument yang telah mereka	• Guru membagikan instrument soal post-test • Guru meminta seluruh siswa untuk mengerjakan post-test dan menjelaskan instruksi pengerjaan sesuai dengan instruksi tertulis pada instrument yang telah mereka

dapat • Siswa mengerjakan *post-test* • Guru peneliti mengoreksi *post-test* berdasarkan *scoring rubric* sebagai data *post-test*	dapat • Siswa mengerjakan *post-test* • Guru peneliti mengoreksi *post-test* berdasarkan *scoring rubric* sebagai data *post-test*

Kegiatan Penutup (5 menit)	
Experimental Class	**Control Class**
• Guru mengajak siswa untuk merefleksikan *post-test* yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.	• Guru mengajak siswa untuk merefleksikan *post-test* yang telah dilakukan. • Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.

G. Media dan Alat

Media: Papan tulis, spidol, media pembelajaran

Alat: Buku refrensi: Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa Inggris kelas XI. kemendikbud revisi 2017.

H. Penilaian Pembelajaran

1. Aspek Sikap

No	Butir Sikap	Indikaor	Perolehan Skor
1	Keseriusan	Siswa serius dalam mengikuti pembelajarn Bahasa Inggris	4 = selalu 3 = sering 2 = kadang kadang 1 = jarang

2	Konsentrasi	Siswa berkonsentrasi dalam mendenarkan penjelasan guru saat pembelajaran Bahasa Inggris	4 = selalu 3 = sering 2 = kadang kadang 1 = jarang
3	Kerja sama	Siswa dapat bekerja sama dengan teman dan guru saat pembelajaran Bahasa inggris	4 = selalu 3 = sering 2 = kadang kadang 1 = jarang

Nilai = Jumlah skor x 100
Skor tertinggi

2. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan Skor
Task 1	Identifying Main Idea	1: Correct answer 0: Incorrect answer	
Task 2	Identifying Detail Information	1: Correct answer 0: Incorrect answer	

Score = Correct Answer x 100
Maximum

Jember, May 26 2023

Guru Mata Pelajaran

Husnul Hotimatus Sadiyah

Mahasiswa Penelitian

Aqila Abyani Rafitri

Appendix 9

Letter of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1574/In.20/3.a/PP.009/06/2023
Sifat : Biasa
Perihal : **Ujian Seminar Proposal**

Yth. Nina Hayuningtyas, M. Pd
Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Mengharap kehadiran Nina Hayuningtyas, M. Pd Pembimbing Skripsi dalam pertemuan yang akan diselenggarakan pada:

Hari, Tanggal	:	Selasa, 13 Juni 2023
Jam	:	10:30 WIB - Selesai
Tempat	:	UPB
Acara	:	Seminar Proposal Penelitian
Nama	:	AQILA ABYANI RAFITRI
NIM	:	T20186103
Program Studi	:	Tadris Bahasa Inggris
Judul	:	The Effectiveness Using Quantum Learning In Teaching Reading Skill In Learning English At Eleven Grade Students Of SMK Raudhatul Ulum

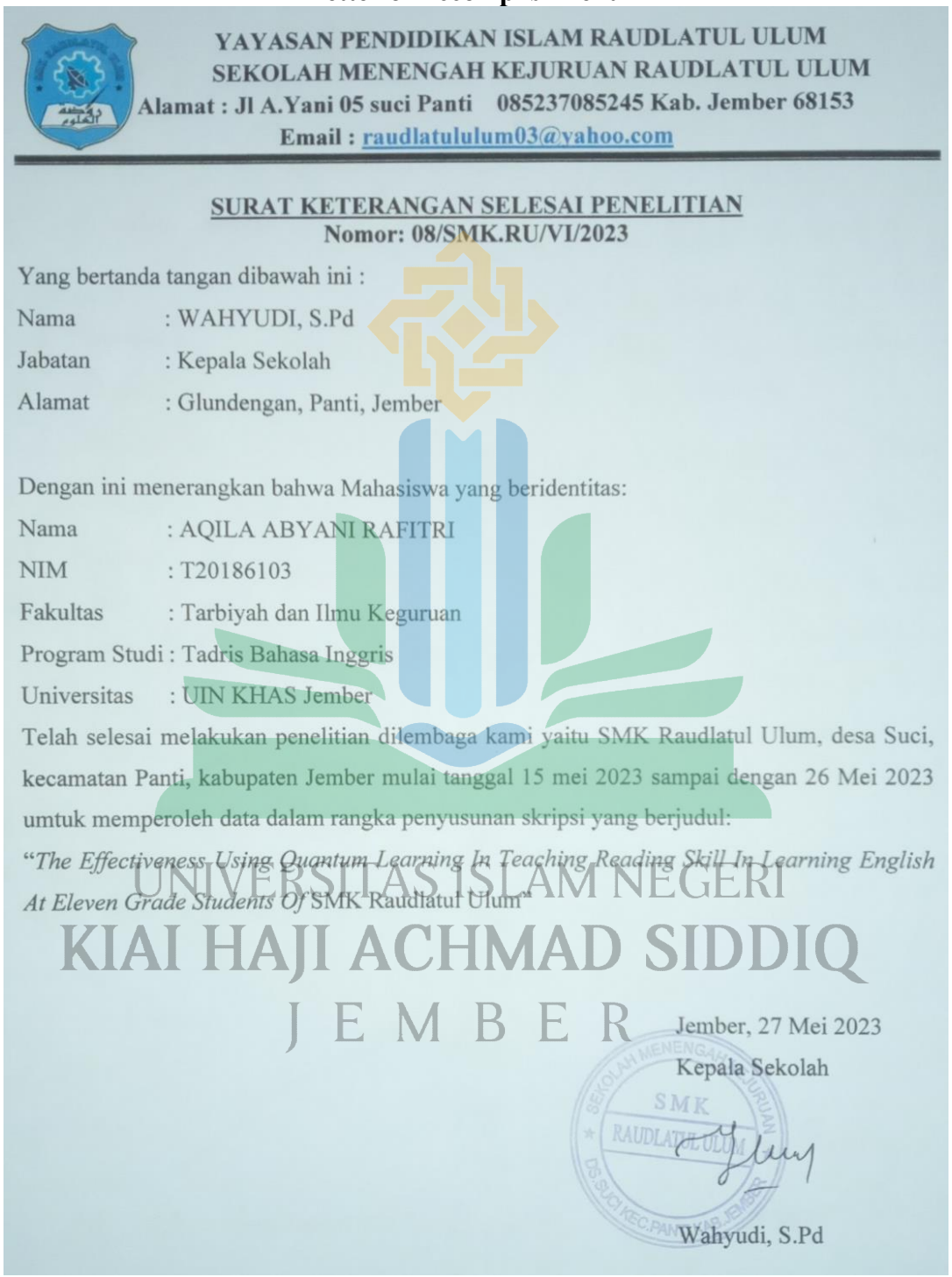
Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 12 Juni 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 10

Letter of Accomplishment



YAYASAN PENDIDIKAN ISLAM RAUDLATUL ULUM
SEKOLAH MENENGAH KEJURUAN RAUDLATUL ULUM
Alamat : Jl A.Yani 05 suci Panti 085237085245 Kab. Jember 68153
Email : raudlatululum03@yahoo.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 08/SMK.RU/VI/2023

Yang bertanda tangan dibawah ini :

Nama : WAHYUDI, S.Pd
Jabatan : Kepala Sekolah
Alamat : Glundengan, Panti, Jember

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas:

Nama : AQILA ABYANI RAFITRI
NIM : T20186103
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Universitas : UIN KHAS Jember

Telah selesai melakukan penelitian dilembaga kami yaitu SMK Raudlatul Ulum, desa Suci, kecamatan Panti, kabupaten Jember mulai tanggal 15 mei 2023 sampai dengan 26 Mei 2023 umtuk memperoleh data dalam rangka penyusunan skripsi yang berjudul:

"*The Effectiveness Using Quantum Learning In Teaching Reading Skill In Learning English At Eleven Grade Students Of* SMK Raudlatul Ulum"

Jember, 27 Mei 2023
Kepala Sekolah

Wahyudi, S.Pd

Appendix 11

Journal of Research

Researcher : Aqila Abyani Rafitri

NIM : T20186103

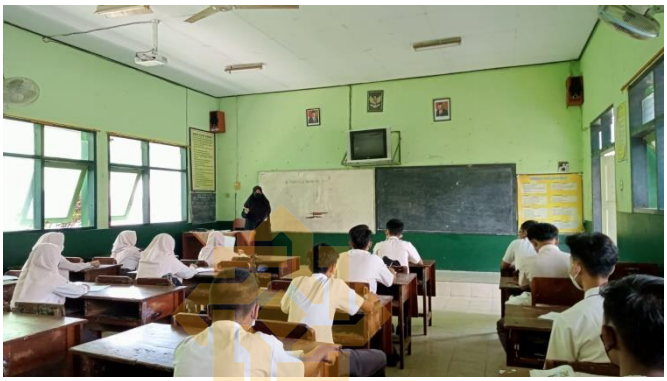
Research Title : The Effectiveness Using Quantum Learning In Teaching Reading Skill In Learning English At Eleven Grade Students Of SMK Raudhatul Ulum

Research Setting : SMK Raudhatul Ulum

No	Time	Research Subject	Activity
1	May, 02 2023	Head master of SMK Raudhatul Ulum	Asking permission to conduct the research in SMK Raudhatul Ulum
2	May, 04 2023	XI-Multimedia 1	Conducting try-out
3	May, 15 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting pre-test
4	May, 17 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting first treatmeant
5	May, 19 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting second treatmeant
6	May, 22 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting third treatmeant
7	May, 22 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting fourth treatmeant
8	May, 22 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting fifth treatmeant
9	May, 22 2023	XI-Multimedia 3 and XI-Multimedia 2	Conducting post-test
10	May, 22 2023	XI-Multimedia 3 and XI-Multimedia 2	Asking permission to accomplish the research in SMK Raudhatul Ulum

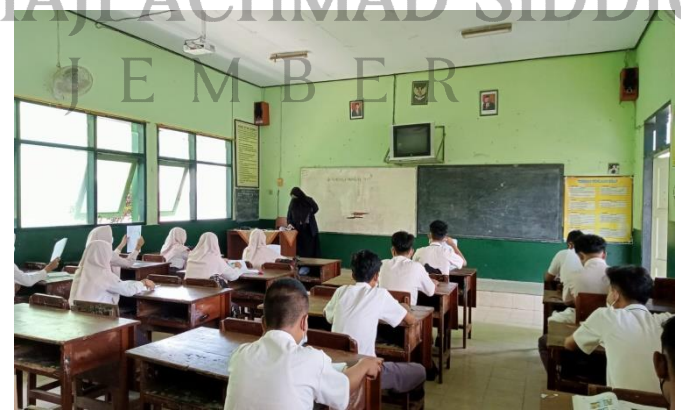
Appendix 12

Documentation



The students of experimental class were doing pre-test

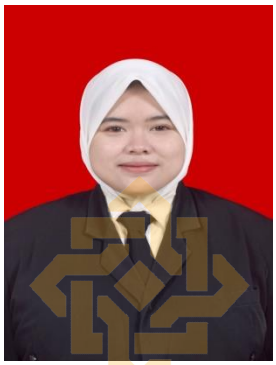
The students of experimental class were taking treatment



The students were doing post-test

Appendix 13

Curriculum Vitae



Name	: Aqila Abyani Rafitri
NIM	: T20186103
Place/Date of Birth	: Malang, January 24 2000
Address	: Perumahan Griya Santa Blok F no 25, Mijen, Semarang
Faculty	: Tarbiyah and Teacher Training
Program	: Tadris Bahasa Inggris (English Department)
Email	: aarafitri24@gmail.com

Educational Background

a. TK Pembina Lumajang (Graduated 2006)

b. SDN Bintoro 04 Demak (Graduated 2012)

c. SMPN 02 Demak (Graduated 2015)

d. MAN 02 Semarang (Graduated 2018)