



IMPROVING THE STUDENT READING COMPREHENSION THROUGH QUANTUM TEACHING TECHNIQUE AT SECOND SEMESTER ENGLISH STUDY PROGRAM BENGKULU ISLAMIC STATE INSTITUTE

Heri Syahrizal¹, Azwandi Bahri², Irma Diani³

Email: herisyahrizal.ss@gmail.com

ABSTRACT

This research attempted to improve students reading comprehension by applying the quantum teaching technique. This research employed a classroom action research design, and it was carried out in two cycles. The data of study were student's reading comprehension which were collected by means of a reading comprehension test. The student's reading comprehension were categorized into five categories, namely: very high, high, moderate, low and very low levels of comprehension. The student's participation was obtained through class observations during the reading classes. The observation data were calculated and categorized high, moderate, and low categories. The results show that the use of quantum teaching technique could increase the student's reading comprehension. Students who fell into very high and high reading categories increased from 17 students (cycle one) to 21 (cycle two); the number of students who belonged to moderate and low categories also slightly decreased from 14 in cycle one to 12 in cycle two. There was two students who were in the very low reading comprehension category in cycle one, but none was in cycle two. Furthermore, the use of quantum teaching technique has also encouraged students to participate actively during the reading classes. The average level of the student's participation in the reading class process was moderate. In short, the use of quantum teaching technique in reading classes could improve not only the students reading comprehension but also their participate in reading class activity.

Keywords: Quantum teaching, reading comprehension, short stories.

1. INTRODUCTION

Reading Comprehension is the ability to read text, not only in pronunciation but also ability in process, analyzing and understanding the meaning of the text. The explanation about pronunciation more reinforced again with opinion by Otlowski (1998) and Fraser (1999) in Zhang (2012: 203) said that the goals of pronunciation teaching should be "developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom".

As a Marzano, (2008: 43) stated that comprehension involves the related process of integrating and symbolizing knowledge. That is the processes of students are able to identify the critical or essential information as opposed to the noncritical or nonessential information. Further in viewed by Rosenblatt, the reading process involves a reader and a text. Both, the reader and the text interact or share a transactional experience (Bressler, 1998: 66). By definition reading comprehension is a reading skill which leads to the nature understanding of the readers. In other words, reading comprehension can consider is located on the high order level, that include a simple understanding, significant or meaning, evaluation, assessment and rapidly reading that flexibility.

Quantum teaching is one of the most popular teaching methods and also technique that usually used by teachers in teaching process. In this technique, the researcher has applied the quantum teaching technique in improving the students reading comprehension and their understanding as a more quickly. Quantum teaching presents many kinds of manner and ways for teacher that can use to improve students score in reading comprehension, ability, literacy and students understanding accord with quantum technique procedure. Quantum teaching technique in reading is a process that is done and used by the readers to get the message from the writer such as words, meanings, short story, novel, poetry though the written language. According to Nunan, (2003), stated that reading is a process of students combining information from a text and their own background knowledge to build meaning.

Besides, (Cahyono, 2009: 62) is also stated that Reading is a communication event between a sender (the writer) and a receiver of information (the reader). Two major abilities in reading comprehension involve meaning of words and phrases as well as the content and reasoning with verbal concept. The basis good comprehension, then, is an understanding of the manner in which words are used into meaningful phrases, phrases into sentences and sentences into paragraphs. While, according to Carrel, Joanne and Eskey, (1995: 12) explained that reading is a receptive language proses. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct. Based on the theoretical, in conclusive that the reading is focused of the text, the learners could focus on understands the message of sentences in the text and also a few aspects in literary work such as contextual clues, specific details, sentence phrases, vocabulary and the others which were improve student's comprehension.

While another study, Ary and Sobandi, (2016). Found that in the result the application of quantum teaching has an influence in improving the students' knowledge, ability and could make

students more develop in response such as; active in utterance of giving some opinion, discussion, works the task and the others. Then, Khairunnisa, Yelvema and Yeni, (2018). Said that in the result that the students' motivation with quantum teaching was higher than conventional teaching model on social studies, quantum teaching has a positive effect to improve students learning motivation.

Thus, in another research study by Fikri, (2016). Has also said the same result that quantum teaching strategy affected the performance of the students writing skill. It is recommended for English teacher to use QTS as an alternative to improve quality of teaching. Ummu Kalsum and Fadhila, (2018). In descriptive analysis the result shows of cognitive learning of physics students after being taught through quantum teaching method with tander technique is in high category.

From a few previous research studies of quantum teaching did not much exploit the literary work as reading source. Most previous studies used nonliterary texts as reading text as stated by Pokras, (1996: 156) the short story is one of the more intense forms of literature. It has a lot to say and not a lot of space to say it in. because of this, learning to read short stories well can help you to improve your comprehension abilities. Literary work is a rich source for reading as the language features of literary work such as short stories and poems differ significantly from non-fictional texts.

Further viewed by Kenney, (1996: 62-63), in short story, poetry is choosing his words primarily for their connotations, for their suggestive power. His method is, in itself, as legitimate as swift and as suited to the demands of his story and his temperament. Short story presents much knowledge about the reality of life and the aspects of human life. In the short story always have a many ways and side for literacy and understanding the human lives in the classroom learning. That is why, literary work can add people' understanding of life because the literary work contains some information, moral values or understanding of life that can be read and understood or even interpretation by the readers and the students in many ways.

This study research has done in Tarbiyah and Shariah at IAIN Bengkulu Islamic State Institute on 2019. the main problem of the students are lack in understanding some a hardly word context, less in vocabulary, less in understanding long term paragraphs and event, and contextual clues. So that why this research is important, the advantages of this research is for literacy studies, practical learning and theoretical basis for student or who will need a references in short story review and learning, which are contextual clues, figurative language meaning, quantum teaching technique in comprehending a reading comprehension.

2. METHOD

The research is classified as classroom action research. Classroom action research has an important role and strategic in order to improve quality of learning, when implemented with good and well. Right implemented means match with the role of classroom action research. According to Somekh, (2006: 6) stated that action research integrates research and action in a series of flexible cycles involving, holistically rather than as separate steps: the collection of the data about the topic of investigation; analysis and interpretation of those data; the planning and introduction of action strategies to bring about positive changes; and evaluation of those changes through further data collection.

Further viewed by Tomal, (2003) explained that action research is systematic process of solving educational problem and making improvement. The researcher use this method and applying of quantum teaching technique in order to resolve, development and improving any kinds of factual problem and practical in improving the quality of learning in live interaction between the teacher and students in the classroom.

The researcher choose this method it is because the data are collected from every cycle of the test, the research instrument and by students answering how the improvement of students on reading comprehension through their understanding in contextual clues, figurative language, comprehension skills like scanning, skimming and skipping that are found in the short story learning. Then what is the most dominant improvement in learning a short story on reading comprehension

3.FINDINGS AND DISCUSSION

This research in the cycle one, had seen that the actively and improvement of the students has develop as in the purpose. The students more interesting when they learn in the class, with a good condition of learning that really support so that the research reach the purpose. Between the teacher and students has a good communication among them. In this cycle one that the applying of quantum teaching technique in reading comprehension of short stories already determine the many improvement in students' knowledge and experience.

Table. 1 The Data of Cycle One Test

Score	Number of students	Percentage	Category
18-20	10	30.3	Very High
16-17	7	21.2	High
13-15	7	21.2	Moderate
11-12	7	21.2	Low
10	2	6.1	Very low

From the table in knowing that 10 students had a very high score in reading category, 7 high, medium and low scores in the test. Then, there are only 2 students in very low score in the test. It means, already half more of the students could answer the test with good and well condition. Inconclusive that the students improvement quite good in this cycle one test. After the meeting with the students in the class at cycle one, then the result of the research is really satisfied.

There a few term that already match with the quantum teaching technique on reading comprehension of short stories are: 1) the researcher giving learning to the students match with the right procedure of quantum teaching technique of learning, 2) the observation checklist right with the learning at the classroom lesson course, 3) monitoring of class is good, 4) the students answer is satisfied on the test result. Then a few things that not fully match with what of the researcher hopes in this cycle one are: 1) the students not too enthusiasm in the first meeting, 2) many of students have a lack experience and understanding in vocabulary and long term paragraph, specific details, and other lesson in reading short stories, 3) the material command is oral and written.

It is because, in the first time meeting there are many students did not have and know about what are contextual clues, figurative language, short story elements, implied meaning, and the others. They are confused with what is the quantum teaching technique in reading comprehension. The students hard to understand and how to works the task sheet in this cycle one, they not too enthusiasm, it is because they did not know much about the short stories and how the lesson details. The material lesson command is written and not too details. And also they not much ask a question or attention about reading comprehension of short stories in this cycle one. It can be said that in the beginning of the lesson, the students understanding is still in low level thinking but, as long the material learn in time, the development and improvement of the

students begin appears slowly and more better than before in each of every meeting. Besides, in the cycle two there are a few improvements of the students.

Table. 2 The Data of Cycle Two

Score	Number of Students	Percentage	Category
18-20	16	48.5	Very High
16-17	5	15.2	High
13-15	10	30.3	Moderate
11-12	2	6.1	Low
10			Very low

From the table in knowing that 16 students had a very high score in reading comprehension category, 5 high, 10 medium, and 2 in low scores in the test. It means, already half more of the students could answer the test with good and well condition. As we can see there a few differences and new improvement between cycle one and cycle two. Inconclusive that the student's improvements in this cycle two test is excellent.

The following is the all of the result the student's improvement in cycle one and two test. It could be seen on the table category of score, percent trail of the students that has a different between cycle one and two.

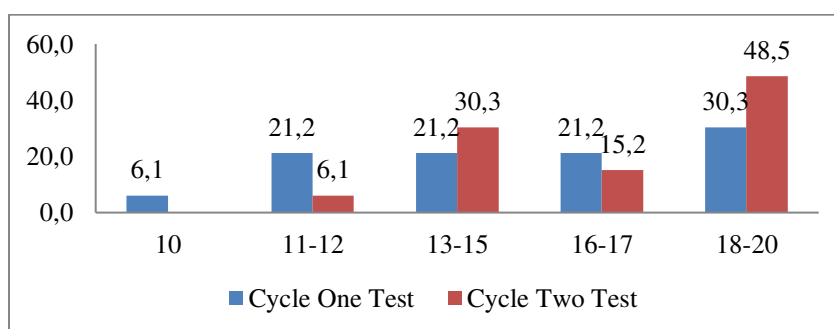
Table. 3 The Final Result of the Cycle Test

Score	Category	Cycle One Test	Cycle Two Test	Remarks
18-20	Very High	10	16	There are the differences between cycle one and two, the improvement of the students in cycle two is plus 6 students in very high category,
16-17	High	7	5	Minus 2 point of students than cycle one,
13-15	Moderate	7	10	Plus 3 point students improve from cycle one,
11-12	Low	7	2	Minus 5 students lower score in cycle two.
10	Very Low	2		Calculated that there is 2 point of improvement students reading comprehension at cycle two. It means, the improving students reading comprehension through quantum teaching technique is success and excellent.
Average Score of Students		15.1	16.8	The average of students score total shows that the improving of students reading comprehension in cycle two is 16.8 more higher than cycle one. In other words, the improving of students reading comprehension on short story through quantum teaching is excellent.

Based on the table, there are improvements in students reading comprehension category between cycle one and two. In cycle one, the very high score category of students there are 10 students on the very high score. Besides, cycle two is higher 6 point of the students that had got

very high score than cycle one. Then in the very low score only appears at cycle one there are 2 students in very low score and cycle two none. After in calculated from the table data, there are improvement two points in cycle two than cycle one through the cycle test. The average of students reading comprehension score is also shows there are an improvement in cycle two 16.8 point more higher than cycle one 15.1. Detail information for average score of students, on the appendix 5 tabulation of the data. Inconclusive that the influence in improving the students learning a reading comprehension of short story through quantum teaching technique is excellent. It has done in the cycle two and could be seen from the table data score.

Table. 4 Percentages of Students Reading Comprehension



Based on the result above, it could see how the improvement of students is excellent. It can be interpreted that the application of quantum teaching has given an influence in improving students reading comprehension learning. Then, if we look from the previous students score before doing the research as a comparative, the following is the data of students reading intermediate before this quantum teaching technique is applied.

Table. 5 The Previous Reading Comprehension Result

Score	Category	Value	Result
5-7	18	A	High
3-5	13	B	Moderate
<3	1	C	Low

The previous reading comprehension test before has done determine that has a differences on the score before doing the research. Where, the difference is the collaborator use an essay test but it still could count on the score. So that is why the previous test gives a difference between this research studies. It could be as the comparative score in data of the

research. Absolutely, this research has done works and excellent in improving the students' knowledge and ability of reading comprehension on short stories.

In the section above it has been clearly explained that the data result of the research from cycle one and two have a few differences in improvement of the students' knowledge. Cycle one just make the students understand what they learn, how it works and the others. But in the cycle two, the students have a new experience in learning a reading comprehension, they begin give much attention to the material, more seriously than before, they have got a new knowledge and understanding that the improvement itself not only in knowledge but also in all of their aspect of learning reading comprehension of the short stories.

The following are the findings on this research study. First, the student's improvement on reading comprehension of short stories different between cycle one and two. In the cycle two the improvement is excellent such as they improve learning a vocabulary understanding, understanding specific details improved adequately, long term sentence paragraph, contextual clues and meaning words in context also improved but understanding figurative language meaning did not improve noticeable. The explanation is in line with literature review by Karen, (2003), stated that Reading is the understanding of the reader to the written books knowledge of the world allows them to comprehend these words and sentences.

The varieties of short story is also contribute in improving the students reading comprehension, that it is in line with the literature review by Cyril in (1993: 52) said that in ordering task candidates are asked to put a group of words, phrases, sentences or paragraph in order. Such tasks are typically used to test simple or complex grammar, reference, and cohesion, or reading comprehension. Then, Brumfit, (1985: 111) explained that the profound of reading comes partly from an experience which is simultaneously individual and communal. We discuss author against author, genre, national tradition, history, ethic, politics and whole epoch.

Second, the student's participation also improves in line with the time of the learning at the classroom. Third, the side discovery the most important things in the applying of this quantum teaching technique is the '*style and how*' the teacher could bring and deliver the information of the lesson to the students excellent. The ability of the students is not determine by their department, class or grade level where they learn an English language but by who the teacher has taught, content, reading material lesson, situation, condition, knowledge and ability of the teacher that could bring and gives the students to the new improvement in understanding reading comprehension more better in learning and practicing. From the explanation, in line with

the literature review by Bressler, (1998: 66), stated by Rosenblatt, the reading process involves a reader and a text. Both, the reader and the text interact or share a transactional experience.

4. CONCLUSIONS

This research aimed at improving the students reading comprehension by applying the quantum teaching technique and to improve the student's participation in the teaching learning process. Based on the findings, it can be concluded that the application of quantum teaching technique in the intermediate reading course on semester 2 at Tarbiyah and Tadris IAIN Bengkulu could improve the students reading comprehension. There also evidence that the student's participation in the learning process increased satisfactory. However, the student's improvement in reading comprehension varies across reading aspects. The students understanding specific details improved adequately, contextual clues and vocabulary words in context also improved but understanding figurative language meaning did not improve noticeable. This may result from the text types that may not facilitate adequate practice of these two reading skills.

Furthermore, the student's participation during the reading classes also increased. The students were more attentive, enthusiastic, and responsive to the task given in the classes. These positive learning characteristics may have contributed to the students reading comprehension improvement.

Acknowledgments

Based on the conclusion, the researcher suggests that English teachers apply the quantum teaching technique in reading comprehension classes as an alternative technique. There is evidence that the application of this technique has encouraged students to elaborate in the learning process. Also learners become more active in expressing opinion, asking questions, commenting on others opinion, works well in a group discussion, and so forth. This application of quantum teaching may be able to help students more better in future understanding on reading comprehension in all of the aspects of language style and meaning.

REFERENCES

- Bressler, Charles E. (1998). *Literary criticism: An introduction to theory and practice*. Upper Saddle River, New Jersey: Prentice Hall.
- Cahyono, B. Y. (2009). *Teaching English with insight from linguistic*. Malang, Indonesia: State University of Malang Press.

- Carrel, Patricia L. Devine, Joanne and Eskey, David E. (1995). *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press.
- C.J. Brumfit. (1985). *Language and literature teaching: From practice to principle first edition*. England, Great Britain: Pergamon Press Ltd.
- Tankersley, K. (2003). *The Threads of Reading: strategies for literacy development*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Kenney, William. (1966). *How to analyze fiction*. New York, NY: Monarch Press.
- Khairunnisa, Yalvema Miaz and Yeni Karneli. The effect of quantum teaching on students motivation on social studies. *International Conference on Educational, Social Sciences and Technology*. Retrieved 6th February, 2020, from <https://www.gci.or.id/assets/papers/icesst-2018-22.pdf>.
- Marzano, Robert J. Kendall, John S. (2008). *Designing and assessing educational objective: Applying the new taxonomy*. Thousand Oaks, California: Corwin Press.
- Nunan, David. (2003). *Practical English language teaching*. New York, NY: McGraw-Hill Companies Inc.
- Pokras, Judith. (1996). *Contexts in the college curriculum: A reading skills text to build your information base*. California, USA: Wadsworth Publishing Company.
- Somekh, Bridget. Editor Pat Sikes. (2006). *Action research: A methodology for change and development*. New York, NY: Open University Press.
- Tomal, Daniel R. (2003). *Action research for educators*. Lanham, USA: Scarecrow Press, Inc.
- Ummu Kalsum and Fadhila. (2018). Implementation of quantum teaching method with tandur techniques on learning physics students result class XI IPA SMA PPM Al-Ikhlas. *Journal of Physics: Conference Series*. Retrieved 8th January 2020, from <https://iopscience.iop.org/article/10.1088/1742-6596/1028/1/012202/pdf>.
- Weir, Cyril J. (1993). *Understanding and developing language test*. New York, NY: Phoenix ELT.
- Wigati, Fikri Asih. (2016). The effect of implementation of quantum teaching strategy in

teaching writing a descriptive text. *Jurnal Pendidikan Unsika* 4, (1), 1. Retrieved 8th January, 2020, from <http://garuda.ristekdikti.go.id/documents/detail/976467>.

Yanuarti, Ary. Sobandi, A. (2016). Upaya meningkatkan hasil belajar siswa melalui penerapan model pembelajaran quantum teaching. Efforts to improve student learning through application of models of quantum learning teaching. *Jurnal Pendidikan Manajemen Perkantoran* 4, (1), 11-18. Retrieved 26th October, 2019, from <http://ejournal.upi.edu/index.php/jpmanper/article/view/00000>.

Zhang, Felicia. Editor, (2012). *Computer-enhanced and mobile-assisted language learning: Emerging issues and trends*. Hershey, PA: Information Science.