

**THE USE OF QUANTUM TEACHING METHOD TO IMPROVE STUDENTS'
READING COMPREHENSION AT THE ELEVENTH GRADE OF MAN PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of S1 Tarbiyah Departement
and Teacher Training Faculty of State Islamic Institute of Palopo
in Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

BY,

ST FATIMAH SARI

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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Supervised by:

- 1. DR. H. Dahlan, M.Hum**
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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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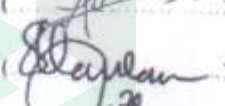

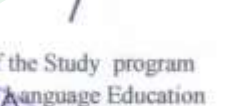
THESIS APPROVAL

This thesis, entitled "The use of quantum teaching Method to Improve Students' Reading Comprehension At the Eleventh Grade of Man Palopo" written by St Fatimah Sari, Reg. Number 14.16.3.0133, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, July, 10th 2019 M, coincided with Dzulqaidah 7th 1440 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.


Palopo, July, 10th 2019 M

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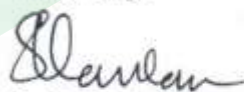
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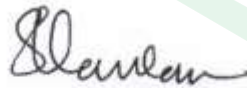
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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Faculty, English Study Program of Teacher Training of State College for Islamic Studies entitled "*The Use Quantum Teaching Method to Improve Students Reading Comprehension at the Eleventh Grade of MAN PALOPO*" was truly my original work. It did not incorporate and materials previously written or published by another person except does indicated in quotations and bibliography. Do to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, Juny 25th 2018

Researcher



ST FATIMAH SARI

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
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Finally the researcher pray to God may Allah SWT, shower divine judgement of their service who has given her The reseacher accept that this thesis can give a lot of contribution for all readers . Therefore, it can be charity.

Palopo, May 3th 2019

The researcher


St Fatimah Sari

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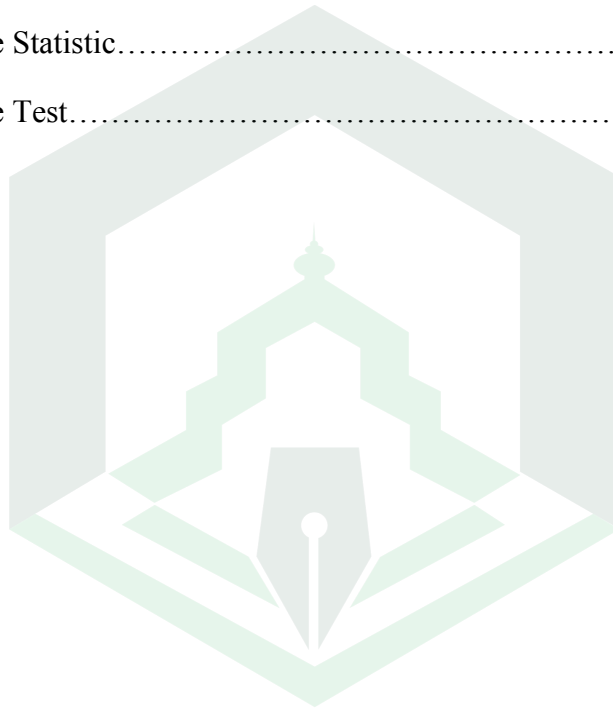
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ABSTRACT

St Fatimah Sari, 2019. The Use of Quantum Teaching Method to Improve Students Reading Comprehension at the Eleventh Grade of MAN PALOPO. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute For Islamic Studies (IAIN) Palopo. Supervised by : (1) Dr. H. Dahlan, M.hum and (2) Dewi Furwana, S.Pd.I., M.Pd.

Key words: Reading Comprehension, Quantum Teaching

This research was about The Use of Quantum Teaching Method to Improve Students Reading Comprehension at the Eleventh Grade of MAN Palopo. The problem statement of this research: Does Quantum Teaching Method Improve students Reading Comprehension at the Eleventh Grade of MAN Palopo? The objective of the research was to find out wheter or not Quantum Teaching Method improve students reading at the Eleventh grade of MAN Palopo.

This research applied quasi experimental. The population of this research was two classes, namely XIA and XI B. The number of population was 240 students. The sample was class experiment class and control class, they were class XI A as the experimental class and class XI B as the control class, the experimental class (XIA) consisted of 20 students and the control class (XIB) consisted of 20 students. The sampling tehcnique in this research was purposive sampling. The instrument of the research was reading test. The researcher gave pretest and posttest to the students.

Based on the data gained, it was found that the mean score of the posttest experiment was 82.4000 while the mean score of the posttest control class is 65.8000. it mean that there was a significant difference in the mean scores between posttest experiment and posttest control class. In this research, the result of sig.2 tailed was 0.000 and it proved that $p < \alpha$. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, then H_0 (Null Hypothesis) was rejected and H_1 (Alternative Hypothesis) was accepted. It showed that quantum teaching method is can improve students reading comprehension.

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CHAPTER I

INTRODUCTION

A. Backgroun

There are four integrated skills in English that support each other namely: Listening, Speaking, Reading, And Writing. Reading is one of initial step to obtain knowledge or new experience. Reading is source of getting some information. No one can get much information without reading. By reading student can improve their vocabulary, grammar, understanding, and same aspects. And also by reading we can increase knowledge.

Reading is a key to get information from book, magazine, newspaper, and study science and technology. Development science demand people to read a lot. In the theory, then all students should become efficient readers, which are required to reach level a reading competence. Reading also has the value of helping students to learn and express their own thought and making them familiar with language pattern and ways of using language effectively. Many students want to read in English books but they don't understand them. Therefore they become bored and lazy to study. In connect with the four skills, writing, speaking, listening and reading are very important, and all of them are connected one another. Reading comprehension is often needed by learners of English as foreign language.¹

However, in some school the researcher found that there were many learners who still had low skills. It was proven when the researcher observed a lerning process in a school named MAN PALOPO. They are not interested in English reading because it is difficult to understand and its also the foreign language for them..

¹ http://on.Wikipedia.org/wiki/speed_reading accessed on my 25 2012

Quantum is an interaction between the packets of energy that changed become energy. So, quantum teaching is some of the learning interaction that in the classroom and in around of the learning process². These interaction are all of the effective learning unsure that can influence to the students' natural skill and knowledge be an energy that can useful for their selves and the other people.

The researcher choose quantum teaching because it quantum teaching can help the teacher in teaching reading and quantum teaching combines all the things (potential of students) in the class to support learning process. As well as in the quantum teaching so that the students understand to read and student became funny in invite learning the classroom. The researcher choose MAN Palopo because the students lacks of reading.

B. Problem Statement

Does Quantum Teaching Method improve students Reading comprehension at the eleventh grade of MAN Palopo?

C. Objective of the Research

The objective of the research to find out whether or not Quantum Teaching Method improve students reading at the eleventh grade of MAN Palopo.

D. Significant of the Research

1. Theoretically

² Bobby De potter, Mark Readun, sarah singer-Noure, Quantum Teaching,(Cet II, Bandung: kalfa. 2010)
p.5

The researcher findings a reference for learning to reading effectively and way of knowing the knowledge of reading comprehension.

2. Practically

a. Teacher

- 1) As a teacher's strategy in teaching reading in the classroom so that students' natural aptitude grows.
- 2). Help teachers to expand students' skill and students' motivation.
- 3). As at teachers' strategy to teach in the classroom to make the classroom atmosphere fun.

b. Students

The researcher was expected to help students in learning to read students become happy.

E. Scope of the Research

This research was focused in reading comprehension through quantum teaching in learning. By discipline, this research was under applied English language Teaching. By an activity, the research used quantum teaching in teaching reading comprehension. By content, this research was emphasized on comprehension, identify the main idea , and to make inference.

F. Definition of Term

Based on definitions above, the researcher has definition of some below:

1. Reading is an activity that the reader does to get a message that will convey the author to the media, reading comprehension was often needed by learners of English as foreign language.

2. Quantum teaching is a process of teaching and learning process that is fun and can develop the natural talents of students.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this thesis, the researcher finds some literature that related to this research as follows:

Musthanirat, under the title “The use of Quantum teaching method in encouraging the students to write at the eleventh year students of MAN Suli”, found that quantum teaching method could encourage students to write³.

Muhammad Nur Fuad, under the title “ The Effectiveness of using quantum teaching in teaching speaking”, found that quantum teaching could improve student ability in speaking⁴.

Yusuf Abdullah, under the title “ teaching Reading Using Quantum Teaching and Quantum learning Method at SMAN 1 cibeber, cianjur”, found that the implementation of quantum teaching gave positive effect for the students where the students were able to find ideas quite easily to develop their Speaking⁵.

Based on previous studied above, the research has different subject and object and they uses the same method that is quantum teaching different skill. In this research the subject of the research is student at the eleventh grade of MAN Palopo. And the object of the research is increase students’ reading comprehension through quantum teaching. The difference between Musthanirat’s research and this Research is in the Research focus. Musthanirat focus on could

³ Musthanirat, “ The Use of Quantum Teaching Method in Encouraging The Students to Write at the eleventh year students of MAN Suli” (Institute of Islamic Studies (IAIN) palopo:faculty of tarbiyah and teacher training,2013)

⁴ Fuad, Mohammad Nur, “ The Effectiveness of Using Quantum Teaching in Teaching Speaking” (UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan, 2011)

⁵ Yusuf Abdullah “ Teaching Reading Using Quantum Teaching and Quantum Learning Method at SMAN 1 Cibeber Cianjur” (English Education Study Program Language and arts Department STKIP Siliwangi Bandung 2012)

encourage students to write and this research focus on Improve students reading comprehension. The previous research implemented her research in MAN SULI. The researcher implements her research in MAN PALOPO. The similarity research is quantum teaching method. And the different between Fuad's research and this research is in the research focus. Fuad focused on improve students ability speaking and this research focus on improve students reading comprehension. The previous research implemented his research in UIN Jakarta. The researcher implements her research in MAN Palopo. The similarity research is quantum teaching method. The differences between Yusuf's research and this research is in focus. Yusuf focus on develop their speaking students and this research focus on improve students reading. The previous research implemented his research in SMAN 1 cibeber. The researcher implements her research in MAN Palopo. The similarity research is teaching quantum teaching and the researcher used design quasi experimental.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition

Day stated that although out of class reading is a school assignment, it can resemble real world reading if student choose what they want to read and respond to it in their own way, without being tested on it. They are likely to be interested in and inspired by opinions and reading

experiences of their peers but should be held individually accountable for what they read.⁶ Meanwhile, according to Harmer there are many reasons why to get students attention to read English texts becomes an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.⁷ Another explanation, Day explained that:

“Students need to get used to reading large amount of material in preparation for later college assignments. They also need to make choices about what they and then have the opportunity to discuss their views on what they've read with others”.⁸

Karimi asserted that reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. Many articles indeed, whole books have been devoted to investigating reading. However, little research has been done to explore the nature of the reading strategies. The text attempts to provide a brief synthesis of the literature on the reading strategies.⁹ Febriani stated that reading is a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the writer's purpose.¹⁰

Alyousef stated that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts

⁶ Richard R. Day, *New Ways in Teaching Reading*, (Illinois USA: Bloomington), p. 3.

⁷ Jeremy Harmer, *op. cit.*, p.99.

⁸ Richard R. Day, *op., cit*, p. 147.

⁹ Hossein Karami, *Reading Strategies: What Are They ?* <http://files.eric.ed.gov/fulltext/ED502937.pdf> (Accessed on 5th August 2015), p.2.

¹⁰ Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique* (Published Thesis, 2011), p.9.

dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process.¹¹

Grabe explained that reading can simply be defined as a complex ability to extract, or build, meaning from a text. However, this definition, by itself, is not very informative. The most commonly accepted way for researchers to explain the above definition is to identify the key component abilities and skills that allow reading comprehension to emerge. Reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes and underlying cognitive skills.¹²

Day explained that effective readers are aware of various reading strategies and use them appropriately. Students can learn to change strategies depending on the type of text they are reading and their reasons for reading it. This activity assumes that the students are already aware of and understand the reasons for reading and can use a variety of reading strategies.¹³ Another researcher Alderson explain that During the reading process, not only looking at print, deciphering in some sense the marks on the page deciding what they mean and how they relate to each other.¹⁴

Richard and Plate asserted that reading is an exercise dominated by the eyes receives messages and the brain. The eyes and the brain, then have to work out the significance of

¹¹ Hesham Suleiman Alyousef, "Teaching Reading Comprehension To Esl/Efl Learners" The Reading Matrix Vol. 5, No. 2, (September 2005). P. 145. [www.readingmatrix.com>articles>article](http://www.readingmatrix.com/articles/article). (Accessed on 28 June, 2016).

¹²William Grabe, Key Issues in L2 Reading Development, William Grabe pdf. william.grabe@nau.edu (Accessed on 5th August 2015), p.8.

¹³Richard R. Day, *op., cit*, p. 157.

¹⁴J.Charles Alderson and, *Assessing Reading* (Cambridge: 2000), p. 3.

messages. It means that people receive the information from their eyes then understand the meaning by their brain.¹⁵

reading is a process to comprehend a text read, even reading is something complicated, but reading is our necessary. In reading there are many purposes such as for pleasure and for information. By reading the students will learn many words, new ideas and enlarge knowledge, reading is a way for students to extend knowledge larger. In addition, while they read they have to try to comprehend the text.

b. The Principle of Teaching Reading

1. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures and the words are painting, understand, argument, and work out if we agree with them.

2. Students need to be engaged with what they are reading

As with everything else in lesson students who are not engaged with the reading text not actively interested in what are they doing, are less likely to benefit from it when they are really fired up by the topic or the task, the get much more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text no just to the language

Of course, it is important to study reading text for the why they use language, the number of paragraph they contain of many times they use relative clauses. But the meaning the massage of the text, is just as important and we must give students a chance to respond that massage in some

¹⁵Jack Richard at.all., *Longman Dictionary of Applied Linguistics* (UK: Longman Group, 1990), p.127.

way it is especially important that they should be allowed to express their feeling about the topic. Thus, provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photograph and headlines hints at what articles are about and report look like reports before we read a single word.

5. Match the task to the topic

Once decision has been taken about what reading text the students are going to read we need to choose and good reading tasks. The right kind of question engaging and useful puzzles. The most interesting text can be undermined by asking boring and inappropriate questions, the most commonplace passage can be made really exciting with imaginative and challenging task.

6. Good teacher exploit reading text to the useful

Any reading text is useful of sentences, words, ideas description. It does not make sense just to get students to read it. And then drop it to move on something else. Good teacher integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for study and later activation.¹⁶

¹⁶Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p. 99.

c. Some Kinds Of Reading

1. Extensive Reading

Harmer explained that the term of extensive reading refers to reading which students do often (but not exclusively) away from the classroom.¹⁷ Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development.¹⁸

2. Intensive Reading

According Mikulecky and Jeffries the term of intensive reading on the other hand refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialties.¹⁹ To sum up, when the readers try to read something intensively, they have to more focus to get the information. They also read deeply to understand the structure and the meaning of the text.

3. Reading For Pleasure

¹⁷ *Ibid.*, 99.

¹⁸ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Taylor and France Group, 2009), p. 50.

¹⁹ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*, (United State of America: Pearson Longman, 1996), p.3.

Reading for pleasure is the readers read a text whatever he/she wants either fiction or nonfiction. The activity brings the readers enjoy and fun.²⁰

Reading for pleasure means any reading that is primarily for enjoyment. It encompasses a wide range of genres and publications, and includes both fiction and non-fiction.

Reading for pleasure is no longer restricted to the printed word but increasingly includes on reading whether on a website, or via an e-reader such as a kindle.

- Fiction: novels, short stories, jokes, comics, poetry, lyrics, plays and scripts
- Non-fiction: Reference books, newsletters, letters, emails, biographies, memoirs, newspapers, magazines, websites.²¹

4. Reading Comprehension Skill

Reading comprehension is an activity when the reader's brain and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. According to Mikulecky and Jeffries there are some reading comprehension skills, they are:

a. Scanning is the high-speed reading. The reader has information that she/he needs it earlier after that she/he skips the unimportant words. When you scan, you skip over many words you look for some information as quickly as you can. Scanning is especially important for improving your reading.²²

b. Previewing means the reader looks and finds out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about the book. Previewing is when you look for information then you can make guesses out what is in the letter. And when you make a guesses in like this, it means you are predicting. Before the students

²⁰Team, *Reading for Meaning Material for Bahasa Inggris MKU Hasanuddin University* (Makassar), p.17.

²¹ <http://www.bbc.co.uk/skillswise/tutors/using-skillswise-as-a-tutor/> reading-for-pleasure.

²² Ibid. 19.

begin any reading passage, they need to preview it, to see what they already know in terms content and vocabulary. Previewing makes for smoother reading and smoother reading lessons.

c. Making Inferences some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clues.

d. Vocabulary Knowledge for Effective Reading. The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word. Student motivation and interest are greatly enhanced when reading selections are made by students themselves, when discussion of a reading is students led, and when the student leader of a group is the source of vocabulary knowledge and the expert on the article.

e. Finding the topic of the passage is the others strategy to read for meaning. It gives advantage to use a question the topic the text is reading about.

f. The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

g. Skimming is getting the general sense of a passage or a book fast can save the reader's time. Students use their skimming and scanning skills naturally as they reread passages to find information. This activity is the opposite of they try and true approach to determining the degree of student reading comprehension. Having the students generate questions increases motivation. In addition, they use their skimming and scanning skill as they reread the passages to create their questions.

h. Making Inferences is some reading passages are not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clues.

i. Summarizing from the important key points is to retell of a reading text and to make shorter form.²³

j. A paragraph is a group of sentences. In the unit, you will first learn how to find the topic of the paragraph, and then you will learn how to find the main idea of paragraph. The topic then, the main ideas are important. They help you to understand and they help you to remember what you read.²⁴

k. Predicting: efficient reading entails making accurate predictions and understanding transition they will probably find. Because this activity is recursive, students can try it with increasingly sophisticated text. When the reader have some idea of what the overall rhetorical structure of what text is, they have already made context for interpreting hierarchies of ideas as well as vocabulary. This activity asks students to skim titles and subtitles for clues to how the text is organized.

l. Webbing, or clustering, is often used as an aid in preparing to write a paper, but it can also help students bring to bear their knowledge of the topic of reading to improve reading comprehension. Webbing generates key vocabulary, taps into students prior knowledge of the topic, may bring up a few things some students don't know, generates predictions about what may be covered in the reading, and can prepare students for the type of discourse they will encounter.²⁵

5. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono, quoted by shamilah usually the questions in reading comprehension tests are about:

²³ Beatrice S. Mikulecky and Linda Jeffries, *op. cit.*, p.21.

²⁴ Team, *op. cit.*, p.34.

²⁵ Richard R. Day. *op. cit.*, p. 39.

1. Main idea is Chief point an author is making about a topic. To sums up the author's primary message.²⁶ The main idea is always referred to the writers' goal in write a text. It is topic of sentence.

2. Supporting details a paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea.²⁷ Supporting details always refers to clarify, illuminate, explain, describe, expand and illustrate the main idea

3. Inferring is defined as the process of figuring something out through reason.²⁸ An example of inferring is figuring out who stole the cookies based on who is in the room at the time.

4. Passage structure is the structure of the text. For example the structure of narrative text such as: Orientation, Complication and Re-orientation

5. Author's aim the mean of author's like the topic of the sentences, topic of the paragraph.

6. Knowledge about certain vocabulary is to measures of vocabulary knowledge are potent predictors of a variety of indices of linguistic competence.²⁹ It is provided in reading text to know the students' vocabulary building.

7. Defining vocabulary based on the context it is similar with vocabulary knowledge.

In addition according to Syamsudin, there are some questions usually provided in reading comprehension test.

²⁶Main ideas and supporting details manoa. hawaii. Learning Assistance Center University of Hawaii, Manoeu /undergrad/.../Main Ideas and Supporting.pdf (Accessed on 15th November 2015).

²⁷Ibid.

²⁸Your dictionary. <http://www.yourdictionary.com/inferring#SBTTg4kpQZ1uWFi5.99>. (Accessed on November 15th 2015).

²⁹Richard C. Anderson and Peter Freebody Reading Education Report No. 11 Vocabulary Knowlegde and Reading, (University of Illinois: The Nation Institut of Education), p.1.

- a. Main idea: in reading comprehension test for TOEFL, main idea or topic often tested. Main ideas not only ask about topic but also the writer's opinion. For example: *what is the topic of the passage?*
- b. Understanding the detail: understanding the detail get you to choose a question like fact, paraphrase, or the idea in the passage, the meaning from the context/ reference. For example: *according to the passage...?*
- c. Identified the reference: to identify the reference the reader should understand about personal pronoun. For example: *the words it in line 3 refers to...?*
- d. Understanding the inference: inference question can use for asking the implicit information in the passage. For example: *It can infer from the passage...?*
- e. Making prediction: the reader should able to predict the information of the plot form the passage. It is like making conclusion. We can make prediction accurately by interpreted the clues given by the writer accurately.³⁰

6. .Reading Skill

Definitional component of reading skill which is stated by Perfetti is an individuals standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students

³⁰A. Maimun Syamsudin. *Reading Comprehension TOEFL* (Jogjakarta: Diva Press Group. 2007), p.229.

may increase the pleasure and effectiveness of reading activity. In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

D. Some Method In Teaching Reading

1. The Phonic Method

The phonic method is concerned with helping a child learn how to break words down into sound, translate sounds into letters and combine letters to form new words. Phonemes and their frequency in English words. The phonic method is one of the most popular and commonly used method.

2. The Whole-Word Approach

This method teaches reading at the word level. Because it skips the decoding process, students are not sounding out words but rather learning to say the word by recognizing its written form. Context is important and providing images can help. Familiar words may initially be presented on their own, then in short sentences in longer sentences. As their vocabulary grows, children begin to extract rules and patterns that they can use to read new words.

3. The Language Experience Method

Learning to read nonsense words in black-and-white activity book is not always the most effective approach. The Language Experience Method of teaching reading is grounded in personalized learning where the words taught are different for every child. The idea is that learning words that the child is already familiar with will be easier.

4. Quantum Teaching

Quantum is an interaction between the packets of energy that changed becomes energy. So, quantum teaching is some of the learning interaction that in the classroom and around of the learning process. These interaction are all of the effective learning unsure that can influence to the students' natural skill and knowledge be an energy that can useful for their selves and the other people.

2. *The Concept of the Quantum Teaching*

1. *Definition of Quantum Teaching*

Word “quantum” means of interaction between the packets of energy in the photon energy, while learning is a teaching quantum interaction that occur in the classroom between students with effective learning environment.³¹

Quantum is an interaction that changes energy into light³². They conclude that Quantum Teaching is orchestrating various interactions that are in teaching learning process. These interactions, then change the ability and the talent of the students into “light” that will be useful for them and others.

2. **The Learning Steps of Quantum Teaching**

In learning process, the teachers must have good steps to learn the students in classroom. A good step taken a lesson planning can help the teacher to manage the learning process. According in Bobby de porter, the steps of Quantum Teaching are:

a) Classroom setting: the language chosen by the teachers, the teacher's method to build sympathy with the students and the teacher's attitude to the students in learning process.

³¹ Bobby Depoter et, all Quantum Teaching : Mempraktekkan quantum learning di ruang- ruang kelas(Bandung: kaifa, 2007),5.

³² Bobby Depoter & Mike Hernacky. Quantum learning: Membiasakan belajar nyaman dan menyenangkan (Bandung: kaifa, 2003). 16

- b) Base is a handbook that use by the teacher in learning process.
- c) Area/ surroundings are the method to manage the classroom ,lighting, coloring, the setting of the bench, music and all of that support the learning process.
- d) Program is a creation the unsure of character that can grow up the students' motivation and interest to study.³³

They add that quantum Teaching is the arrangement of a merry studying with its nuance. It focuses on the dynamic relationship in the class environment- interaction that builds and the design- to study³⁴.

Quantum Teaching shows teachers how to orchestrate their student's success by taking into account everything" (the students, the teacher, the technique of teaching used by the teacher, or interaction among teacher and students) in the classroom along with the environment, the design curriculum and how it is presented³⁵.

3. The Main Principle of Quantum Teaching

In quantum, teaching rests on the concept of "bring their world into our world, our world and deliver them to the world"³⁶. This shows how the teaching of the quantum teaching not only offers students the material that should be studied. But from it, students are also taught how to create emotional connections both in and when to learn. With quantum teaching we can both hemispheres on the left and right brain functions respectively. In addition, they provide the tenets of Quantum Teaching:

³³Bobbi De porter, mark readon. Sarah singer-Nourie, Quantum Teaching, (cet II; Bandung: Kaifa, 2010)p. 44-45

³⁴ Bobby deporter et all. Quantum Teaching : mempraktikkan quantum learning di ruang- ruang kelas (Bandung: kaifa,2007),5.

³⁵ Bobby DePorter et, all. Quantum Teaching(Us: Pearson Education, 1998) <http://www.amazon.com/Quantum.Teaching-Orchestrating-student-success/dp/020528664X>, accessed on 22 february 2015

³⁶ Bobby DePorter et, all. Quantum Teaching: mempraktekkan quantum learning di ruang-ruang kelas(Bandung : Kaifa, 2007),6

1. Everything speaks, the classroom environment, body language, the design of the lesson and handouts influences the success of students in studying³⁷. When Dr. Lozanov spoke about the influence our environment has over us, he proclaimed, “Everything speaks!” During his years of research on the power of suggestion, Lozanov found that our physical and emotional environments can greatly impact the quality of our work and lives. Based on that, he developed a teaching method known as “Suggestology.” (This is his term. The term “accelerative learning” was coined by his followers and includes work done by others as well as Lozanov³⁸).

2. Everything is on purpose; as teachers carefully orchestrate their lessons.

3. Experience before label, as learning happens best when students experience the information at the outset of learning³⁹.

4. Acknowledge every effort, as students take risks and build their competence and confidence.

5. If it is worth learning, it is worth celebrating, with appropriate feedback that increases positive emotional association with learning⁴⁰.

4. Some core elements in Quantum Learning to be successful such as:

1. The Physical Environment

Every effort is made to create a comfortable learning environment. Lighting, temperature, color, plants and decor are taken into careful consideration. Seating arrangements are open and flexible⁴¹.

³⁷ Ibid 7

³⁸ Bobby DePorter, Mike Hernacki. Quantum Business: Achieving Success Through Quantum Learning (Bandung: Kaifa, 1997). 30

³⁹ Bobby DePorter, Mark Reardon, Sarah Singer Nourie. Quantum Teaching: Mempraktekkan Quantum Learning Di Ruang-Ruang Kelas (Bandung : Kaifa, 2007). 7

⁴⁰ Ibid, 8

2. Music

Appropriate and effective use of music enhances the learning environment. Baroque music helps students relax and focus. Upbeat music energizes students⁴².

Here, the researcher using barok music, such as spirit music and relax music.

3. Peripherals

Peripherals are posters and visuals that reinforce lessons. The information, or suggestion, contained in the peripherals is taken in by the subconscious mind while the student is consciously focused on the teacher or an activity.

4. Teacher

The teacher must establish credibility with the students and be well trained in implementing the concept of Accelerated Learning. Tonality of speech (pitch / tone / tempo / loudness / softness) is a technique used to capture the students' attention and emphasize key points.

5. Atmosphere

Emotional safety is established and the tone is friendly and joyful. Positive emotions influence the learning process and enhance retention. Careful language emphasizes positive statements and avoids negative statements. The teacher builds strong rapport and relationships with the students.

⁴¹ Bobby DePorter & Mike Hernacki. Quantum Learning : Memnbiasakan Belajar Nyaman Dan Menyenangkan (Bandung: kaifa, 2003).66

⁴² Ibid 72

6. .Arts

The teacher uses props such as puppets, costumes, hats and artifacts to illustrate lessons. Dramatics, including role playing and storytelling, make lessons come alive.

7. . Concerts

These elements are used in classic suggestopedic classrooms. Accompanied by selected music, the teacher dramatically reads a story imbedded with information and main points from the lesson and students of the students. Join it actively or passively. Using the proper voice tonality is a crucial part of effectively telling the story.

8. Teaching Frame

The teaching frame is the elements that bring it all together into a harmonious flow. A strong frame gives the content structure, effectively taking students through a successful learning cycle⁴³.

5. The Framework of the Quantum Teaching

Any subject, class rate, or listener, this framework can get the students' attention and interest in learning process. This framework as follow:

- a) Grow: grow up the students' motivations to study. Grow up an enjoyable situation in students' heart, in a relax situation, grow the interaction with the students, bring themselves, horsefly them and satisfy them that students have to studied the materials and that they need to study.
- b) Experience: give students a study experience; growing up that “ it needs to know “

⁴³ Sa'adi, A Survey on the Theoretical Development of Quantum learning and Its Positive Value. STAIN (Sekolah Tinggi Agama Islam Negeri) Salatiga. Pdf.

- c) Named: ask students to write in a letter about the data/subject they get in learning process in a name(title).
- d) Demonstrations: give an occasion for students to demonstrate their experience with the new data, so they can inspire and make it as a personal experience.
- e) Repeatedly: give rule to repeat the material and make sure that students know it.
- f) Celebrate: celebration for arrangement, participation, and knowledge.⁴⁴

6. Quantum Teacher

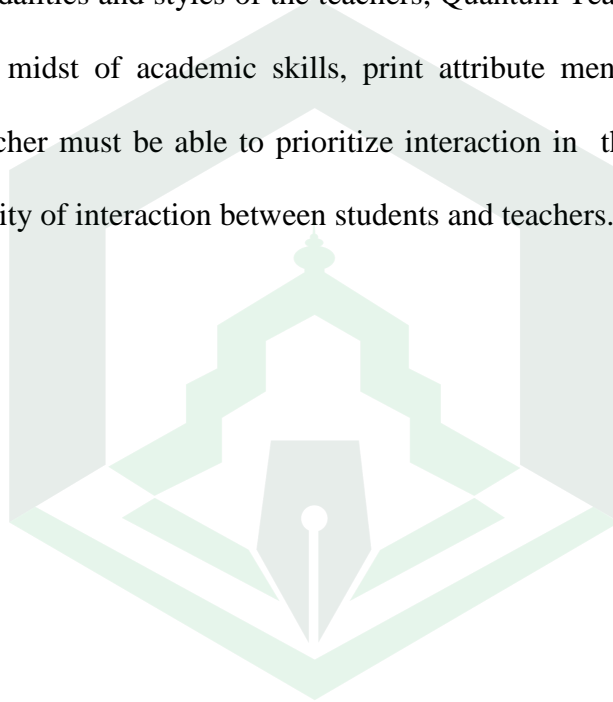
To encourage the students to speak, as a model in learning process, the teachers are one of the most important factors in students' successful in learning. So, the teachers have to know how to be a good model for the students. In Quantum Teaching Method, the researcher should to be a quantum teacher, and the characteristic of the quantum teachers as follow:

- a) Enthusiastic : showing zeal for live.
- b) Authority : motivate people/students.
- c) Positive : see an opportunity in every time.
- d) Flexible : easily establish relationships with diverse students.
- e) Humorist : relieved to accept mistake.
- f) Smooth : find more of one rule to be successes.
- g) Accept : look behind the outward appearance of the action and find the core values.
- h) Fluent : communicate clearly, concise and honest.
- i) Honest : it has the positive intention and motivation.
- j) Spontaneous : can follow the rhythm and keep the result.

⁴⁴ Bobby De porter, Mark readon, sarah singer-Nourie, *Quantum teaching*,(cetII; Bandung: kaifa,2010)p.128

- k) Interesting : associate any information with the students' life experience and care about the students.
- l) Consider the students " capability" believe and celebrate the students successful.
- m) Decide and protect a high desire: create guidelines for quality relationships and quality of work that encourage each students to do their best.⁴⁵

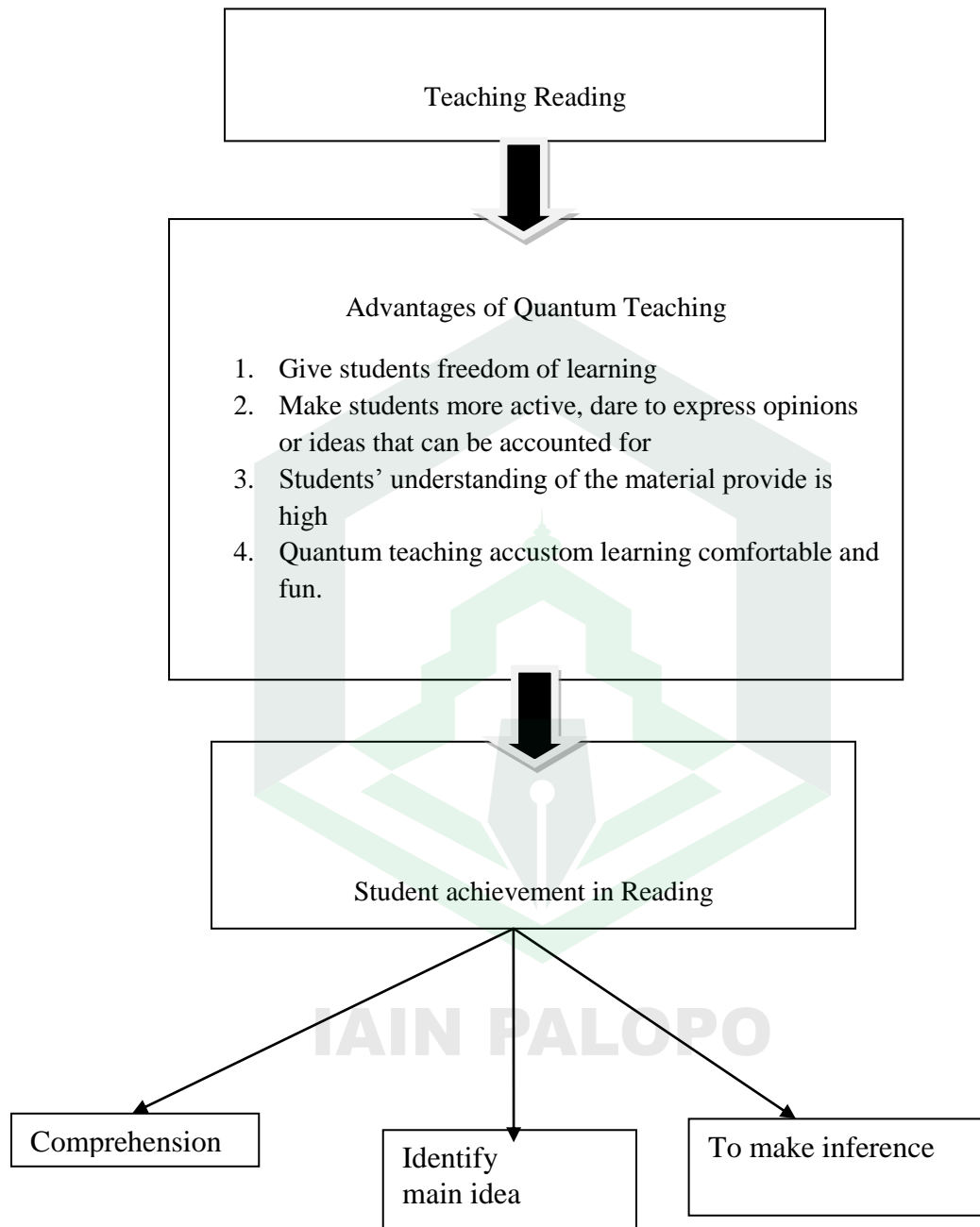
To be a Quantum Teacher, then a teacher should be able to orchestrate the learning in accordance with the modalities and styles of the teachers, Quantum Teacher must also be able to teach life skills in the midst of academic skills, print attribute mental / physical / spiritual students. Quantum Teacher must be able to prioritize interaction in the learning environment, pay attention to the quality of interaction between students and teachers.



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⁴⁵ Bobby De Potter, Mark Readon, Sarah Singer-Nourie, Quantum Teaching, (Cet II; Bandung: Kalifa,2010)p. 157

7. Conceptual Framework

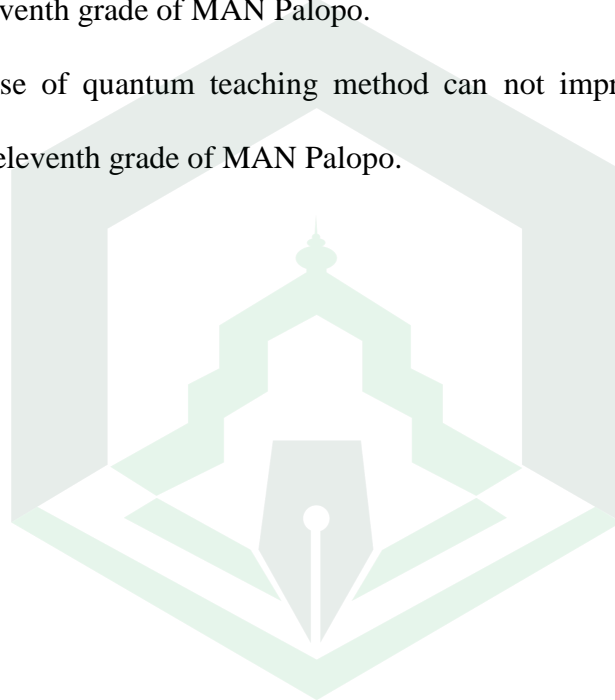


In this research the researcher was focus on the teaching reading comprehension through quantum teaching. The researcher used the quantum teaching for some meeting in English class at MAN Palopo. The students were encourage to reading comprehension with fun activities. Finally the students' reading comprehension effective after the treatment.

8. Hypothesis

(H0) : The use of quantum teaching method can not improve students' reading comprehension the eleventh grade of MAN Palopo.

(H1) : The use of quantum teaching method can not improve in teaching reading comprehension at the eleventh grade of MAN Palopo.



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CHAPTER III

METHOD OF THE RESEARCH

In this part, the researcher applied quasi experimental method. Quasi experimental is the research method to find out the relation of cause effect of the result by the treatment, where the difficult change control or not, the grouping randomly will make difficult and etc⁴⁶. in this quasi experimental method the researcher can divide exiting groups without distinguishing between control and expe group significantly while still referring to exiting natural form. This design does not have strict restrictions on randomization and the same time can control threats of validity. It aims to know the teaching reading comprehension through quantum teaching.

A. Research Design

The design of the research could be described as follows:

Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

Notes:

O₁ : Pre-test experiment group

O₂ : Post-test experiment group

O₃ : pre-test control group

O₄ : post-test control group

B. Variables

This research consists of two variables namely:

1. Independent Variable is quantum teaching

⁴⁶ Masyuhuri, Zainuddin, *Metodologi Penelitian Pendidikan Pendekatan Praktis dan Aplikatif*, (Cet, III; Malang : PT RefikaAdiatma, 2011), p.43.

2. Dependent Variable is teaching reading comprehension

C. Population and Sample

1. Population

The population of this research consists of two classes, namely XI B, XI C; the total number of the students was 240

2. Sample

The sample of this research was 40 students, which was divided into two classes, namely XI B, and XI C. the research taken two classes for the sample of the research; they are class XI C as the experiment class and XI B as the control class. The experiment class (class XI C) consists of 20 students. And the control class (XI B) consists of 20 students. The researcher used purposive sampling technique because by used purposive samples in taking samples more easily and samples was taken is fair and students taken not only smart students. Which consist of 40 students.

D. The Instrument of the Research

The instrument of this research was essay test and match test. The test are pretest and posttest. The format of the test is reading test. The purpose of the reading test is to know the students' reading comprehension. Form of the test are essay test there was 10 items and match test there was 10 items. reading test about narrative text and suggestion the total number of the test are 20 items, for Experiment class the researcher used essay test and fill in the blank, duration test just 45 minute, and for Control class the researcher just used essay test, duration test 45 minute.

E. Procedure of Collecting Data

The procedure of collecting data in this research, the researcher used some steps below:

1. Giving pre-test

At this stage, the researcher asks about the material to be taught, to test the extend to which students understand the material to be taught. As well as monitoring of students' circumstance examined and prepare all instrument in experimental research used two treatments, namely:

- a. Syllabus and lessons plan (Rpp)
- b. Reading test

2. Giving Treatment

- a. Classroom setting : the researcher used the language that is understood and the researcher gave student's diverse learning methods and then the researcher must be firm in learning process.
- b. The researcher used handbook BSE from service
- c. Method manage to the classroom : the researcher used music in learning process and setting of the bench.
- d. The researcher provides an opportunity for students to choose what type of tests are expected to at least provide students with motivation to learn.

The research conducted treatment during these steps are follow:

i. First treatment

Before the start of learning students are required to read the prayer first. After that, the classroom atmosphere is made as comfortable as possible. Students are asked to close their eyes, then do some movements than make the mood comfortable

(in a related state). This process takes about 10 minute. This is done so that students can be more concentrated and not rigid in learning. After the rilexation process is complete, the researcher then distributes the reading test to each students that contains interesting reading the topic is conversation about suggestion accompanied by soft music (ariana grande into you).After students get the reading test then they have to read the text on the reading text on the reading test. This process lasts for approximately 20 minutes. After the process of reading finished the teacher tried to test the students' ability, wheter the students really enjoy the reading that they read so that the students can understand the contents of the reading that they read. The researcher gives some related questions that are in the reading, this process takes approximately 15 minutes. Every end of the learning the teacher given a motivation for students.

ii. Second treatment

Before the start of learning students are required to read the prayer first. After that, the classroom atmosphere is made as comfortable as possible. Students are asked to close their eyes, then do some movements than make the mood comfortable (in a related state). This process takes about 10 minute. This is done so that students can be more concentrated and not rigid in learning. After the rilexation process is complete, the researcher then distributes the reading test to each students that contains interesting reading the topic is conversation about suggestion accompanied by soft music (ariana grande into you). After students get the reading test then they have to read the text on the reading text on the reading test. This process lasts for approximately 20 minutes. After the process of reading finished the teacher tried to

test the students' ability, whether the students really enjoy the reading that they read so that the students can understand the contents of the reading that they read. The researcher gives some related questions that are in the reading, this process takes approximately 15 minutes. Every end of the learning the teacher given a motivation for students.

iii. Third treatment

Before starting the students learning are required to read the prayer first. After that, the classroom atmosphere is made as comfortable as possible. Students are asked to close their eyes, then do some movements than make the mood comfortable (in a related state). This process takes about 10 minute. This is done so that students can be more concentrated and not rigid in learning. After the rilexation process is complete, the researcher then distributes the reading test to each students that contains interesting reading the topic is conversation about suggestion and offering accompanied by soft music (ariana grande into you). After students get the reading test then they have to read the text on the reading text on the reading test. This process lasts for approximately 20 minutes. After the process of reading finished the teacher tried to test the students' ability, whether the students really enjoy the reading that they read so that the students can understand the contents of the reading that they read. The researcher gives some related questions that are in the reading, this process takes approximately 15 minutes. Every end of the learning the teacher given a motivation for students.

iv. Fourth treatment

Before starting learning steps are required to read the prayer first. After that, the classroom atmosphere is made as comfortable as possible. Students are asked to close their eyes, then do some movements than make the mood comfortable (in a related state). This process takes about 10 minute. This is done so that students can be more concentrated and not rigid in learning. After the rilexation process is complete, the researcher then distributes the reading test to each students that contains interesting reading the topic is conversation about opinions accompanied by soft music (ariana grande into you).After students get the reading test then they have to read the text on the reading text on the reading test. This process lasts for approximately 20 minutes. After the process of reading finished the teacher tried to test the students' ability, whether the students really enjoy the reading that they read so that the students can understand the contents of the reading that they read. The researcher gives some related questions that are in the reading, this process takes approximately 15 minutes. Every end of the learning the teacher given a motivation for students.

v. Fifth treatment

Before starting the students learning are required to read the prayer first. After that, the classroom atmosphere is made as comfortable as possible. Students are asked to close their eyes, then do some movements than make the mood comfortable (in a related state). This process takes about 10 minute. This is done so that students can be more concentrated and not rigid in learning. After the rilexation process is complete, the researcher then distributes the reading test to each students that contains interesting reading the topic is conversation about opinions accompanied by soft music (ariana grande into you).After students get

the reading test then they have to read the text on the reading text on the reading test. This process lasts for approximately 20 minutes. After the process of reading finished the teacher tried to test the students' ability, whether the students really enjoy the reading that they read so that the students can understand the contents of the reading that they read. The researcher gives some related questions that are in the reading, this process takes approximately 15 minutes. Every end of the learning the teacher given a motivation for students.

vi. Sixth treatment

at this meeting the teachers do the same treatment as the previous meetings, only here the teacher replace the reading material that is expression about opinion agree and disagree with the soft music (ariana grande into you). Every end of the learning, the teacher given a motivation for students.

3. Giving post-test

After conducting some treatment. The researcher gave to student reading about narrative test and responds suggestion . This test is to know whether the students have different result after giving treatment or not.

F. Technique of Data Analysis

The data collection analyzed by using analysis quantitative by using SPSS (statistic product service solution) 22 computer program. SPSS 22 are computer software/program for processing, calculating or analysis data of statistic. This program product by IMB company.

In analyzing data of pretest, the data researcher used the following procedure.

1. Analyzed the raw data of pretest. Each of the students' correct answer got 1 and the wrong answer got 0.

2. Raw scores were converted to a set of core maximum of 100, using the following formula.

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

3. Score or the test is classified into criteria as follows:

a. 80 to 100 are classified as very good.

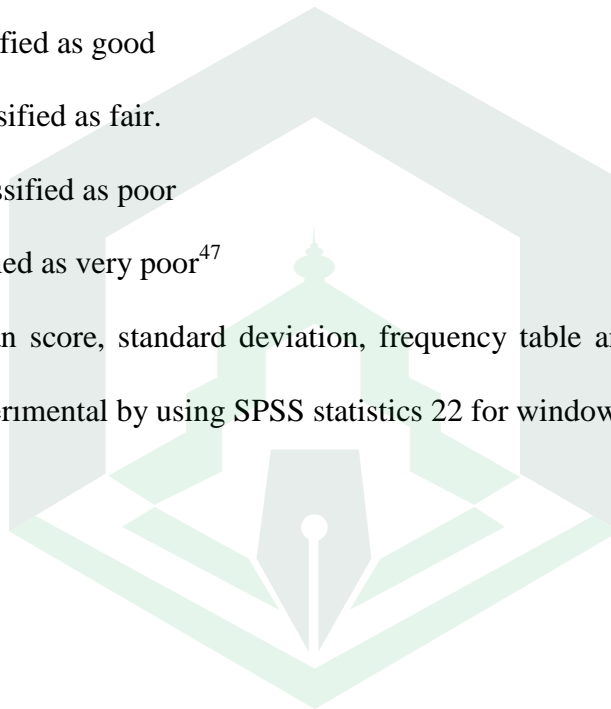
b. 61 to 80 is classified as good

c. 41 to 60 are classified as fair.

d. 21 to 40 are classified as poor

e. 1 to 20 is classified as very poor⁴⁷

4. Calculating the mean score, standard deviation, frequency table and test between Reading achievement of the experimental by using SPSS statistics 22 for windows evaluation.



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⁴⁷ Muhammad Kasiran, *Teknik analisis item ' Tes hasil belajar dan cara menghitung Validity and Reabsility*. (Surabaya: Usaha nasional, 1984).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second section deal with discussion. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research were to describe the result of the data analysis statically and the data tabulation. The research report the result of each group by comparing pretest and posttest of experimental class, the comparing pretest and posttest of control class and the result of both groups by comparing the pretest and posttest of both groups.

1. Students' pretest score of experiment class and control class

The researcher shown the students' complete score students vocabulary in pre-test. The tabulation of students' score in the pretest can be seen in table 4.1

Table 4.1
Scoring of the Students Reading Test in the Pre-test

Respondent	Pretest Score of Experiment Class	Pretest Score of Control Class
R1	80	35
R2	80	70
R3	85	55
R4	70	45
R5	55	50

R6	85	45
R7	75	40
R8	65	60
R9	80	70
R10	55	35
R11	75	70
R12	85	65
R13	45	70
R14	85	50
R15	80	60
R16	50	30
R17	55	40
R18	80	30
R19	60	75
R20	85	70

Table 4.1 showed that the data result indicates that the students' pretest score of experiment class and control class. The data of pretest score of experiment class showed that 1 students got score 45, 1 students got score 50, 3 students got 55, 1 students got score 60, 1 students got score 65, 2 students got score 75, 1 students got score 70, 5 students got score 80, and 5 students got score 85. While the data pretest of control class showed, 2 students got score 30, 2 students got score 35, 2 students got score 45, 2 students got score 40, 2 students

got score 50, 1 students got score 55, 2 students got score 60, 1 students got score 65, 5 students got score 70, and 1 students got score 75.

2. The Percentage of Students Pretest Score of Experiment and Control Class

Table 4.2

The rate percentage of students pretest experiment and control class

No.	Classification	Score	Posttest experiment class		Posttest control class	
			F	P	F	P
1	Very Good	80-100	10	50%	-	0%
2	Good	61-80	5	24%	7	35%
3	Fair	41-60	5	25%	7	35%
4	Poor	21-40	-	0%	6	30%
5	Very Poor	1-20	-	0%	-	0%
	Total		20	100	20	100

Table 4.2 showed the data of pretest in experiment and control class. The data pretest of experiment class were 5 students (25%) in fair classification, 5 students (25%) in good classification, and 10 students (50%) in very good classification. While the data pretest of control class were 6 students (30%) in poor classification, 7 students (35%) in fair classification, and 7 students (35%) in good classification.

3. The mean score and standard deviation of pretest score of experiment and control class

Table 4.3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest experiment	20	45,00	85,00	71,5000	13,48488
pretest control	20	30,00	75,00	53,2500	15,15490
Valid N (list wise)	20				

Table 4.3 showed there was a difference between the mean score of pretest in the experimental class and control class. The mean score of pretest experiment class was higher than the mean score of pretest control ($71.5000 > 53.2500$). The standard deviation of pretest experiment was lower than the standard deviation of pretest control ($13.484888 < 15.15490$). It means that the scores range of was pretest experiment loser than the score range of pretest control to the mean score.

4. Students' Posttest Score of Experiment and Control Class

Table 4.4

Respondent	Posttest Score of Experiment Class	Posttest Score of Control Class
R1	85	55
R2	83	75
R3	86	60
R4	80	65
R5	80	60
R6	90	60
R7	80	50
R8	80	70
R9	82	80
R10	80	50
R11	82	81
R12	87	75
R13	81	78
R14	86	75
R15	82	75
R16	75	55
R17	79	50
R18	83	40
R19	79	80
R20	88	82

Table 4.4 showed that the data resulth indicates that the students' post-test score experiment class and control class. The data of post-test score of experiment class showed that 1 students got score 75, 2 students got score 79, 5 students got score 80, 1 students got score 81, 3 students got score 82, 2 got score 83, 1 students got score 85, 2 students got score 86, 1 students got score 87, 1 students got score 88, and 1 students got score 90. While the data post-test of control class showed, 1 students got score 40, 3 students got score 50, 2 students got score 55, 3 students got score 60, 1 students got score 65, 1 students got students 70, 4 students got score 75, 1 students got score 78, 2 students got score 80, 1 students got score 81, and 1 students got score 82.

5. The Percentage of Students' Posttest Score of Experiment and Control Class

Table 4.5

The rate percentage of student's posttest experiment and control class

No.	Classification	Score	Posttest experiment class		Posttest control class	
			F	P	F	P
1	Very Good	80-100	13	65%	4	20%
2	Good	61-80	7	35%	11	55%
3	Fair	41-60	-	0%	4	20%
4	Poor	21-40	-	0%	1	5%
5	Very Poor	1-20	-	0%	-	0%
	Total		20	100	20	100

Table 4.5 showed the data of posttest in experiment class and control class. The data posttest of experiment class were 7 students (35%) in good classification, and 13 students (65%) in very good classification. While the data posttest of control class were 1 students (5%) in poor classification, 4 students (20%) in fair classification, 11 students (55%) in good classification, and 4 students (20%) in very good classification.

6. The Mean Score and Standard Deviation of Posttest Score of Experiment and Control Class

Table 4.6

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest experiment	20	75,00	90,00	82,4000	3,64764
posttest control	20	40,00	82,00	65,8000	12,87838
Valid N (list wise)	20				

Table 4.6 showed there was a difference between the mean score of posttest in the experimental class and control class. The mean score of posttest experiment class was higher than the mean score of posttest control ($82.4000 > 65.8000$). The standard deviation of posttest experiment was lower than the standard deviation of pretest cont ($3.64764 < 12.87838$). It means that the scores range of was posttest experiment loser than the score range of posttest control to the mean score.

Besides showing about the mean score in subject of students reading comprehension, this research also was present the total mean score and standard deviation of in pretest and posttest, and then compares both of them. The result could be seen in the following table 4.7:

Table 4.7

The Paired Samples Statistics of Post-test experiment and control class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post test experiment	82,4000	20	3,64764	,81564
	posttest control	65,8000	20	12,87838	2,87969

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	post test experiment & posttest control	20	,221	,348

The table paired samples statistics of post-test experiment and control class above indicates that value of standard deviation in post-test experiment was 3.64764 and control class 12. 87838. Besides, standard deviation error in post-test experiment was .81564 and in control class 2.87969. The table above also show that mean score in post-test experiment was 82.4000 and in control class was 65.8000. It can be concluded that the students' score from 82.4000 to 65.8000.

The table paired samples correlations of posttest experiment and control class above present that correlation of the students' ability before and after treatment was 0.221 it means that there was a significant correlation of students' ability in teaching reading comprehension by using quantum teaching before and after treatment.

Table 4.8**The Paired Samples Test of Post-test experiment and control class****Paired Samples Test**

		Paired Differences					T	Do	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest experiment - posttest control	16,60000	12,58403	2,81388	10,71049	22,48951	5,899	19	,000

From the table paired samples test of post-test experiment and control above, the researcher got data t_o (**count**) = 5.899 and do (degree of freedom) = 19. Assuming that the level of significant (α) = 0.05, the only thing which is needed; the degree of freedom (do) = $N - 1$, Where $DF = 19$, than the t-test is presented in the following table.

7. Hypothesis Testing

From the analysis, the researcher concluded that there was a significant different between pretest and posttest in teaching students reading comprehension by using quantum teaching. In the words, using quantum teaching in teaching reading comprehension could be used to improve the students reading comprehension.

The result of statistical analysis for level of significance 0.05 with degree of freedom (do) = $N-1$, Where (N) = 20, do = 19. The probability value was smaller than ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0)

was rejected. It means that quantum teaching method is effective to improve students reading comprehension.

B. Discussions

Based on the previous findings on the post test experiment that has been taught by using quantum teaching was has enough score. It can be seen from the mean of total score of the students is only (82.4000) and the mean score posttest control class is only (65.8000). It is shown from the mean score of student's achievement in reading comprehension it was good.

In collecting data, the researcher did some procedures, the procedures as follow: students were given a pretest to determine their ability in reading about narrative text and suggestion. After that they were given treatment as a reading learning process through quantum teaching. In the pretest, the researcher asked the students to read the story about Romeo and Juliet. After that researcher asked the students answer question. In the posttest, the researcher gave test writing which had different story with pretest. The story in posttest was about painting the wall. The researcher asks the students to read the story about Painting the wall and responds suggestion. Posttest done after giving four times the treatment to the students to get knows the score in posttest and increase students' reading comprehension. It was found that the students' posttest achieve adequate classification.

Based on the data of quantum teaching to improve students' reading comprehension in the pre-test experiment and control class test show there were 10 students (50%) who was got " very good" classification, there were 5 students (25%) got "good" classification, 5 students (25%) got " fair" classification, no one got poor and very poor classification. The mean score of pretest experiment 82, 4000 and 65, 8000. And the test shows there were 7 students'(35%) got "good" classification, there were 7 students (35%) got fair classification, 6 students'(30%) got poor and

no one got very good and very poor. It is mean that the students were low of reading before treatment because their does not know method in teaching reading comprehension.

According to the data posttest experiment and control class retelling story shows that from 20 students, there were 13 students (65%) got “ very good” classification, 7 students (35%) got “good” classification, no one got “ fair”, “poor” and “very poor” classification. There were 4 students (20%) got “very good” classification, 11 students (55%) got “good” classification, 4 students (20%) got “fair” classification, 1 students (5%) got “poor” and no one got “very poor” classification and the mean score experiment 82.4000 and control 65.8000. If we saw the score classification pre-test still now. But, in post-test there were improved score classification, its means quantum teaching is effective in teaching reading comprehension.

This research was line with previous researchers by Musthanirat (2013), Yusuf Abdullah (2012) who found that quantum teaching method could encourage students to write and the implementation of quantum teaching gave positive effect for the students where the students were able to find ideas quite easily to develop their speaking. The class will become enjoyable, interested, and fun. The different research Musthanirat and this research the same method. Mutshanirat uses skill writing and this research uses skill reading.

Based on explanations of the previous researchers above, the result of pretest before the result of pretest before quantum teaching was implemented was not effective than after quantum teaching implemented was effective for the students to find ideas quite easily to develop their speaking. It was found that there were significant differences between the experimental group and control group. It can be seen from table 4.8 that Sig. (2-tailed) the score was 0.000 smaller than 0.05. Therefore, it could be seen that $p < \alpha$ ($0.000 < 0.05$) which mean H_0 is rejected and H_1

is accepted. It means using quantum teaching is effective to teach students reading comprehension.

Quantum is an interaction that changes energy into light⁴⁸. They conclude that Quantum Teaching is orchestrating various interactions that are in teaching learning process. These interactions, then change the ability and the talent of the students into “light” that will be useful for them and others.

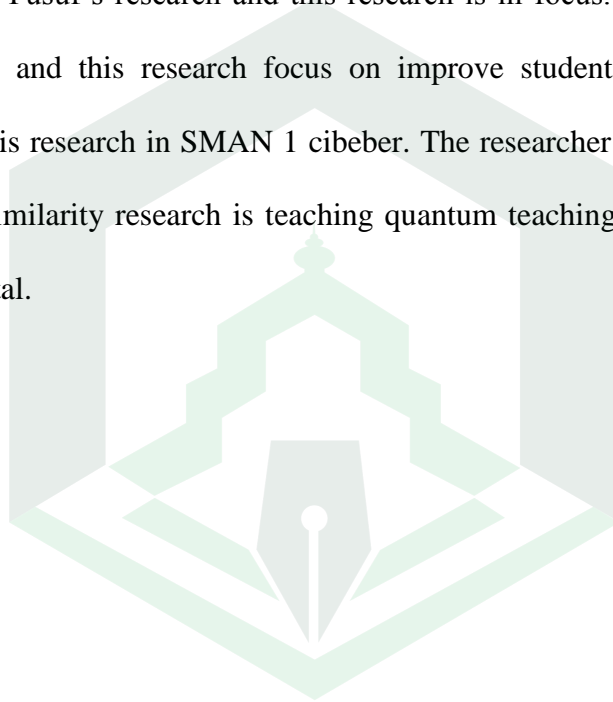
Quantum Teaching shows teachers how to orchestrate their student’s success by taking into account everything” (the students, the teacher, the technique of teaching used by the teacher, or interaction among teacher and students) in the classroom along with the environment, the design curriculum and how it is presented⁴⁹.

Musthanirat in her research using quantum teaching method in encouraging the students to write had successes because the use of quantum teaching method could encourage students to write. Muhammad Nur Fuad in his research the effectiveness using quantum teaching in teaching speaking, found that quantum teaching could improve students ability in speaking. Yusuf Abdullah using quantum teaching and quantum learning in teaching reading had successes because the implementation of quantum teaching gave positive effect for the students were able to find ideas quite easily to develop their speaking. While this thesis has different, they used the same method that is quantum teaching in different skill. The difference between Musthanirat’s research and this Research is in the Research focus. Musthanirat focus on could encourage students to write and this research focus on Improve students reading comprehension. The

⁴⁸ Bobby Depower & Mike Hernacky. Quantum learning: Membiasakan be ajar Nyman Dan menyenangkan (Bandung: knife, 2003). 16

⁴⁹ Bobby Deported ET, all. Quantum Teaching(Us: Pearson Education, 1998) <http://www.amazon.com/Quantum.Teaching-Orchestrating-student-success/dp/020528664X>, accessed on 22 February 2015

previous research implemented her research in MAN SULI. The researcher implements her research in MAN PALOPO. The similarity research is quantum teaching method. And the different between Fuad's research and this research is in the research focus. Fuad focused on improve students ability speaking and this research focus on improve students reading comprehension. The previous research implemented his research in UIN Jakarta. The researcher implements her research in MAN Palopo. The similarity research is quantum teaching method. The differents between Yusuf's research and this research is in focus. Yusuf focus on develop their speaking students and this research focus on improve students reading. The previous research implemented his research in SMAN 1 cibeber. The researcher implements her research in MAN Palopo. The similarity research is teaching quantum teaching and the researcher used design quasi experimental.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research find there was a significant effect of quantum teaching method in teaching reading. In other word, using quantum teaching is effective in teaching reading. After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follow: there was a significant influence of using quantum teaching is effective in teaching reading. Because by seeing the result of the data analysis in previous chapter where null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted, it means that the researcher's assumption is true, that is quantum teaching method is effective in teaching reading. It was supported by the scores achieved by the students in which they got high score after the researcher gave the treatment quantum teaching is as method in teaching reading. The significant can be seen from sig (2-tailed) Paired sample t-test table where sig (2-tailed) is 0,000. It is lower than $\alpha = 0, 05$ and it mean H_0 is rejected and H_1 is accepted. It can be revealed from the hypothesis test, where alternative hypothesis is accepted and null hypothesis is rejected. In other words, there is a significant influence of using quantum teaching method is effective in teaching reading at the second grade students of MAN Palopo.

B. Suggestion

There are some suggestions from researcher for the teacher, students, and further researches follow:

1. For the teacher

The English teacher need the use of quantum teaching method in the classroom so that the process of reading teaching learning can be more effective. Improving students reading skills could help the students to comprehend a text easily and effectly.

2. For students

The students need more practice in improving reading skills so that they can comprehend about quantum teaching method. When they find difficulties, they can share with friends or teacher freely. They should also motivate their selves to study hard so they can reach better achievement. The quantum technique is a way of improving reading skills. They need to deepen their understanding advantages for them in the reading activity.

3. For further researcher

For the other researcher, it is very useful as the information in conducting in depth research related to this research. The other researchers can improve this research with better design and use other skill. In other word, the other researcher can use this research as the reference for conducting their research.



IAIN PALOPO

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IAIN PALOPO

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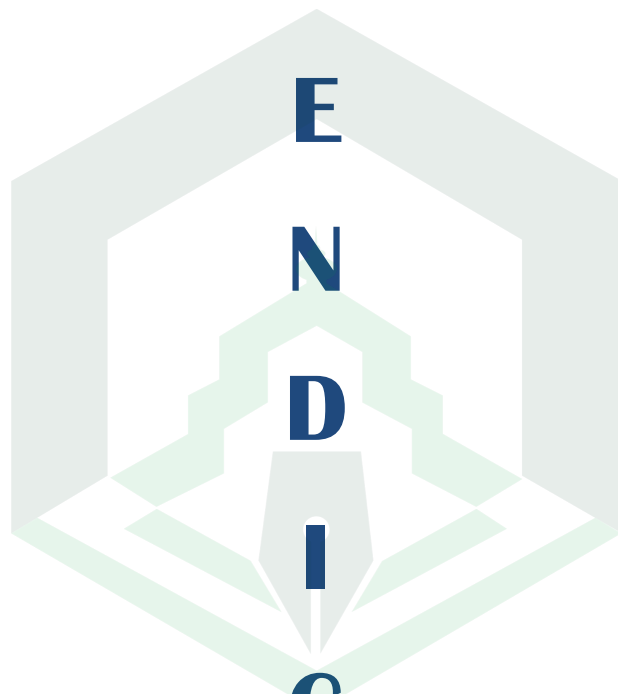
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IAIN PALOPO

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Alokasi Waktu : 6 Jam Pelajaran

Topik Pembelajaran : Suggestion and Offering

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	KOMPETENSI DASAR	INDIKATOR
1.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (perhatikan kebahasaan should, can)	<ol style="list-style-type: none">1. siswa mampu menyimak teks pendek yang di bacakan oleh guru berisi saran dan tawaran dengan ucapan dan tekanan kata yang benar.2. siswa mampu membaca teks pendek yang dibacakan oleh guru berisi saran dan tawaran

		<p>dengan ucapan dan tekananyang benar.</p> <p>3. siswa mampu menirukan teks pendek yang di bacakan oleh guru berisi saran dan tawaran dan tekananyangbenar.</p>
2.	<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4. siswa mampu menanyakan hal-hal yang tidak diketahui atau yang berbeda.</p> <p>5. siswa mampu menentukan modal yang tepat untuk di isikan ke dalam kalimat-kalimat yang rumpang.</p> <p>6. di berikan beberapa situasi, siswa mampu membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian di bacakan ke kelas.</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi social, struktur teks dan usnsur kebahasaan pada *ungkapan asking and giving suggestion* sederhana lisan dan tulis tentang terkait teks pendek sederhana sesuai dengan konteks penggunaannya.
2. Menjelaskan isi asking and giving suggestion dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan yang berisi saran sesuai konteks penggunaan.

C. Materi Pembelajaran

Ungkapan asking and giving suggestion

Definisi asking giving suggestion

Asking and giving suggestion adalah ungkapan-ungkapan dalam bahasa Inggris yang digunakan untuk mengungkapkan bagaimana cara meminta dan memberi saran kepada orang lain.

E. Metode Pembelajaran

Quantum teaching

F. Sumber /Bahan/ Alat :

1. Sumber
 - Buku teks yang relevan (English in focus)
 - Teks narrative yang berupa pilihan ganda
 - Kamus
2. Alat dan Bahan
 - Lembar kerja siswa (LKS)

G. Kegiatan Pembelajaran

Pertemuan pertama (1)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">➤ Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa.➤ Menyiapkan peserta didik siap untuk mengikuti pelajaran seperti mengecek daftar hadir dan pengelolaan kelas lainnya➤ Sebelum masuk ke topic pelajaran	10 menit

	<p>dimulai dengan sedikit pemanasan seperti me-review pelajaran sebelumnya.</p> <ul style="list-style-type: none"> ➤ Memberikan penjelasan terhadap tujuan pembelajaran kepada siswa yang hendak dicapai 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru memperkenalkan topic pelajaran sesuai dengan materi yang akan diajarkan ➤ Setelah itu guru akan menjelaskan kepada siswa tentang quantum teaching. ➤ Mengatur kelas, guru memilih bahasa yang mudah di mengerti siswa dan guru memberikan pelajaran yang sesuai dengan keinginan siswa. ➤ Guru menggunakan buku dalam proses pembelajaran. ➤ Guru mengatur kelas, mengatur bangku, musik dan semua yang dapat membantu proses pembelajaran. ➤ Guru memberi kesempatan kepada siswa untuk memilih jenis pembelajaran yang dapat menumbuhkan motivasi dan minat siswa untuk belajar <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk memahami apa itu quantum teaching kemudian menanyakan hal-hal yang tidak dimengerti oleh siswa. 	60 menit

	<p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk membentuk 4 atau 5 kelompok untuk mengisi kolom yang akan diberikan kepada siswa. ➤ Setelah selesai mengisi kolom tersebut, guru meminta perwakilan dari kelompok untuk membacakan hasil yang sudah mereka kerjakan. <p>Menalar</p> <ul style="list-style-type: none"> ➤ Guru kemudian memberikan sebuah test secara individu untuk mengecek pemahaman siswa Setelah siswa selesai mengerjakan sebuah teks esai. ➤ siswa dan guru membahasnya secara bersama-sama. ➤ Guru meminta siswa untuk mengumpulkan tugas yang telah mereka buat sebelumnya. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru kembali memastikan dengan menanyakan apakah siswa memahami topik yang telah dipelajari ➤ Siswa diminta untuk mengambil kesimpulan pelajaran tentang topik pada pertemuan ini ➤ Guru menutup proses pembelajaran dengan doa. 	10 menit

H. Penilaian

INDIKATOR	TEKNIK	BENTUK	INSTRUMEN
Memahami berbagai informasi dalam text	Tes Lisan Tes Tulisan	ESSAY	<ul style="list-style-type: none">• Question based on the text



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Alokasi Waktu : 6 Jam Pelajaran

Topik Pembelajaran : Giving and Asking opinion

D. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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, dan mampu menggunakan metoda sesuai kaidah keilmuan.

E. Kompetensi Dasar dan Indikator

No.	KOMPETENSI DASAR	INDIKATOR
1.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (perhatikan kebahasaan I think, I suppose, in my opinion)	1. siswa mampu menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan fikiran 2.siswa mampu mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat

		<p>dan fikiran dan menyebutkan pernyataan yang dimaksud.</p> <p>3. siswa mampu bertanya dan mempertanyakan tentang hal2 yang tidak di ketahui atau berbeda.</p>
2.	<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4. di berikan beberapa situasi, siswa mampu menyatakan pendapat dan fikiranya yang sesuai secara tertulis kemudian di bacakan ke kelas.</p> <p>5. siswa melakukan pengamatan di lingkungan daerah dan sekitarnya dan kemudian mampu menyatakan pendapat dan fikiranya terkait dengan upaya menjaga, memelihara dan memperbaikinya.</p> <p>6. siswa mampu melakukan refleksi tentang proses dan hasil belajar.</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi social, struktur teks dan unsnur kebahasaan pada *ungkapan giving and asking opinion* sederhana lisan dan tulis tentang terkait teks pendek sederhana sesuai dengan konteks penggunaannya.

2. Menjelaskan isi giving and asking opinion dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan yang berisi saran sesuai konteks penggunaan.

F. Materi Pembelajaran

Giving and asking opinion

Contoh dialog

Yudi : I think Rina's answer to the question is not right. It should be ' vinegar'.

Vivi: I think it is 'Vinegar' too, not ' wine'

Yani: in my opinion, our volley ball team needs a new coach. Mr. Zulfian cannot handle too many teams himself.

Firda: I agree with you.

Rahmat: Or English should be more active, I supposed. Why don't we meet three times a week?

Rully: I agree, but after the final exam, now we are very busy preparing for it.

E. Metode Pembelajaran

Quantum teaching

F. Sumber /Bahan/ Alat :

3. Sumber

- Buku teks yang relevan (English in focus)
- Teks narrative yang berupa pilihan ganda
- Kamus

4. Alat dan Bahan

- Lembar kerja siswa (LKS)

G. Kegiatan Pembelajaran

Pertemuan pertama (1)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa. ➤ Menyiapkan peserta didik siap untuk mengikuti pelajaran seperti mengecek daftar hadir dan pengelolaan kelas lainnya ➤ Sebelum masuk ke topic pelajaran dimulai dengan sedikit pemanasan seperti me-review pelajaran sebelumnya. ➤ Memberikan penjelasan terhadap tujuan pembelajaran kepada siswa yang hendak dicapai 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru memperkenalkan topic pelajaran sesuai dengan materi yang akan diajarkan ➤ Setelah itu guru akan menjelaskan kepada siswa tentang quantum teaching. ➤ Mengatur kelas, guru memilih bahasa yang mudah di mengerti siswa dan guru memberikan pelajaran yang sesuai dengan keinginan siswa. ➤ Guru menggunakan buku dalam proses pembelajaran. ➤ Guru mengatur kelas, mengatur bangku, musik dan semua yang dapat membantu proses pembelajaran. 	60 menit

	<p>➤ Guru memberi kesempatan kepada siswa untuk memilih jenis pembelajaran yang dapat menumbuhkan motivasi dan minat siswa untuk belajar</p> <p>Menanya</p> <p>➤ Guru meminta siswa untuk memahami apa itu quantum teaching kemudian menanyakan hal-hal yang tidak dimengerti oleh siswa.</p> <p>Mengumpulkan informasi</p> <p>➤ Guru meminta siswa untuk membentuk 4 atau 5 kelompok untuk mengisi kolom yang akan diberikan kepada siswa.</p> <p>➤ Setelah selesai mengisi kolom tersebut, guru meminta perwakilan dari kelompok untuk membacakan hasil yang sudah mereka kerjakan.</p> <p>Menalar</p> <p>➤ Guru kemudian memberikan sebuah test secara individu untuk mengecek pemahaman siswa Setelah siswa selesai mengerjakan sebuah teks esai.</p> <p>➤ siswa dan guru membahasnya secara bersama-sama.</p> <p>➤ Guru meminta siswa untuk mengumpulkan tugas yang telah mereka buat sebelumnya.</p>	
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Penutup	<ul style="list-style-type: none"> ➤ Guru kembali memastikan dengan menanyakan apakah siswa memahami topik yang telah dipelajari ➤ Siswa diminta untuk mengambil kesimpulan pelajaran tentang topik pada pertemuan ini ➤ Guru menutup proses pembelajaran dengan doa. 	11 Menit
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H. Penilaian

INDIKATOR	TEKNIK	BENTUK	INSTRUMEN
Memahami berbagai informasi dalam text	Tes Lisan Tes Tulisan	ESSAY	<ul style="list-style-type: none"> • Question based on the text

IAIN PALOPO

Pre-test

Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at a party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked Friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulet and the Montague agreed to stop fighting and live in peace together.

A. Answer the question below based on the text above!

1. Who was Tybalt?
2. Where did Romeo and Juliet live?
3. Where did they meet?
4. Why were they not able to see in the open?
5. Who was Mercutio?
6. Why did Romeo kill himself?

7. Why did Juliet killed herself too?
8. What happened to the two families after this tragedy?
9. “ they married in secret with the help of a priest, friar Laurence, and Juliet’s maid.” (paragraph 1 line 2). What does the word “ they” refer to ?
10. What moral value can you take from the story?

Let’s		I will help you with		Would you	
Would you like to		Can I		Would you	
				Why don’t you	
Would you		Can I		I’ll do	

B. Fill in the blank with the suitable words in the box!

1. Hey Siti, _____ go star gazing tonight?
2. Sam : “ would you like to go watch a movie this weekend?”
Carly: “ I can’t, I am low on cash right now.” _____ stay at home and watch Tv instead.
3. What shall we do today? _____ we go to library.
4. _____ like a cup of coffee?
5. _____ the washing, if you like.
6. Edo : “ I have a lot of work to finish; I don’t know how I will manage.”
Sam : _____ half of it if you want.
7. Carly : “ I submitted my essay to the teacher few days ago, but I haven’t received any response from her.”
Edo : _____ go and ask her?
8. _____ get you a drink?
9. Aisya : “ I am so thirsty.”
Annie : _____ get you something to drink?
10. _____ like me to clean your car.

Post-test

Painting the Wall

One morning, one of the witch's friends came over to visit. When she looked around the room, she said "your house is ugly. My house is more beautiful than yours, and the walls are brighter. The witch was very angry when she heard this and she shouted, "Get out of my house! And don't ever come back here!", "My friend was right. My house looks ugly and the paint is faded. I have repainted it." then, she went to the shop and bought a can of paint. After lunch, she started to paint, and she worked very carefully. In the afternoon she finished the lower part her house. When she wanted to start painting the upper part she found out that she couldn't reach it. Then she got an idea, "I will use my magic broom!" she shouted, "Broom, oh my broom, turn into a paint the upper and paint my walls. Suddenly the broom turned into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was done. The witch was very happy.

A. Answer the questions below based on the text!

1. What is the kind of the text?
2. Who is witch?
3. Who came to the witch's house?
4. What is the witch's friend said after come over to visit and look around her house.....
5. What was witch felt when she heard her friends talk about her house?
6. When did witch get an idea?
7. How did witch shout and call her Magic Broom?
8. How long witch and her Broom painting the wall?
9. What was witch felt after she saw her house?
10. What do you think about this history? According to yours.

B. Respond to the suggestion and offers given below.

1. can I help you?

2. why don't you go and get something to eat?

3. why don't you join us for mosque?

4. shall I bring a book to read?

5. why don't we meet at the bookstore tomorrow at 05:00 pm?

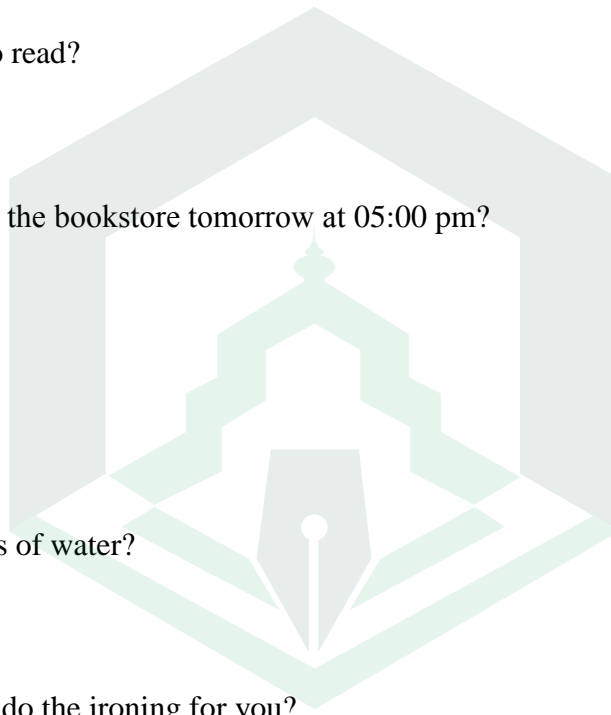
6. lets all eat together.

7. would you like a glass of water?

8. would you like me to do the ironing for you?

9. I will was the car, if you like.

10. I think we should go and pick your father up from the airport.



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