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**THE INFLUENCE OF USING QUANTUM THINKER METHOD ON
STUDENTS UNDERSTANDING OF HORTATORY EXPOSITION TEXT
AT THE ELEVENTH GRADE OF MA SALAFIYAH KANGGRAKSAN
CIREBON**

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of
The Requirements of Undergraduate Degree

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ABSTRACT

Windi Astuti, 1410130238: *The Influence of Using Quantum Thinker Method on Students Understanding of Hortatory Exposition Text at the Eleventh Grade of MA Salafiyah Kanggraksan Cirebon*

This research has aims (1) to find out the students understanding of written text on hortatory exposition text before using Quantum Thinker Method (2) to find out the students understanding of written text on hortatory exposition text after using Quantum Thinker Method (3) to find out the significant influence of using Quantum Thinker Method on students understanding of written text on hortatory exposition text. Therefore, this study was aimed to investigate how Quantum Thinker model by DePorter as a reading model in teaching reading to eleventh grade of senior high school in MA Salafiyah Kanggraksan Cirebon were involved in this study. This study employed case study as the methodology.

This research method is a quantitative which is designed as pre-experimental, that is one group pre-test post-test design. The technique of collecting data is test. The test is used to answer the questions in this research that have formulated by the researcher. The techniques of analysis data is done by testing of difference signification of two means with t-test formula of one group pre-test post-test design and also by using the calculation from T-Paired Samples Test in SPSS v.18 program. Normality and homogeneity test also included as requirement before hypothesis testing.



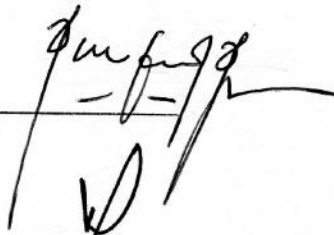

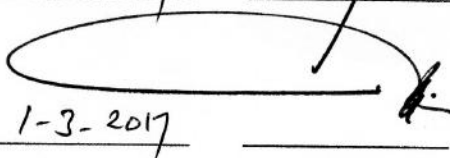

The students' mean score on understanding of hortatory exposition text before using Quantum Thinker Model method is 49.56. While after using Quantum Thinker Model method is 63.09. From the calculation, t_{count} is 13.674, while t_{table} is 1.692 ($t_{0.05}$). From the output of SPSS, Sig. (2-tailed) is $0.000 < 0.05$. $T_{count} > t_{table}$, $r = 0,9$ indicates the effect size as "large". It can be concluded that the alternative hypothesis H_o is rejected or H_a is accepted, so there is the significant influence of using Quantum Thinker Model Method on students' understanding of Hortatory Exposition Text at eleventh grade of MA Salafiyah Kanggraksan – Cirebon.

Moreover, the findings indicated that Quantum Thinker model also developed the students' enthusiasm and creativity in the learning process, and encouraged them to improve their reading ability. In other words, the implementation of Quantum Thinker model had significant influence toward the students' reading ability. However, facilitating students' characteristics and providing supporting media and guidance are also essential in implementing Quantum Thinker model in teaching reading.


Keywords: Using Quantum Thinker Model Method, Students Understanding of Hortatory Exposition Text.

RATIFICATION

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CHAPTER I

INTRODUCTION

This chapter presents the introduction which consist the background of the problem, the identification of the problem, the limitation, the questions of the problem, the aims of the research and the last is about the use of the research. In other words this chapter talks about why the researcher does this research and why the researcher took the method of teaching as the study of region.

1.1 Background of The Research

Language has significant function in spreading students' skill, social, emotion and one of tool to get successful in every learning process. Teaching and learning English process is hopped helping students to know their selves, own or other culture, showing their ideas and feeling, and also able to have active participation in English community, in this case is in the school area. English is divided into four skills, such as: listening, speaking, reading, and writing.

In the language classroom, for instance, there were various techniques, as well as method, strategies, and approaches and also time allotment 'bargained' by the educator or the source of information (especially English teacher) to the students to be more familiar in learning the target language. This all intended to modify the students in order to be able to community by using the target language effectively.

From the outline above, we can conclude that the teaching technique enable the English teacher can teach the students to communicate in target language as the objective learning. In the sense, the writer often hears beyond the drilling technique, grammar translation method, audio lingual method, and elect approach which were demand the students to focus of learning and also the teacher suggested in present the materials must suitable by what learner needed.



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With the problems encountered in MA Salafiyah Kanggraksan - Cirebon, the researcher will try to implement the strategy using interest method and expected to reading improve students' understanding of hortatory text. The role of teachers is to create situation in which the learner is most suggestible and then to present linguistic material in a way most likely to encourage positive perception and retention by the learner (Richards and Rodgers, 2001:104).

One of the reasons is the way to teach student in the class are not appropriate or suitable in teaching and learning. In the class, students only have a nice sitting, listening the teacher's explanation seriously and obey all of the content of material's explanation. They thing that, teacher is one of the center of the class and also they have common perceptions that teacher is known everything and always true in every single thing. Another reason, most of the students find the difficulties in understanding of text in written materials. They feel anxious about reading comprehension like identifying topic, main idea, supporting ideas, and writer message based on background knowledge or experience in inferring the implied information of a text. In this case the teacher needs to motivate student through new atmosphere that makes students more interested in reading comprehension especially in hortatory text and more enjoyable to practice.

According to Peters, Burnett and Farwell (1963:7), Teaching is concerned with doing somethingfor an individual who will result in something done to the individual. Teaching in school is a formal activity that is given by the teacher to the students in aneffort to encourage the students' development with the material that is given in a classroom. Teaching English is one of the activities at schools instead of other subjects. Teaching English is one of the teachers' roles in a classroom where they use different method. And for method it self William, Farncis, Mackey (1965:155) said that Method is means a set of teaching procedures.

The history of the English instruction in Indonesia, particularly in teaching reading indicates that teaching reading at schools mainly consist of



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ask students to reading several texts and than to do the follow exercise (Cahyono and Widiati, 2006, p. 47). The development of curriculum is not followed by appropriate socialization and teacher training so teacher are still teaching in the traditional way with grammar as the main focus, while moving toward a new approach, emphasizing on fluency and accuracy, and applying appropriate assessment will be beneficial (Seken and Artini, 2013). Cahyono and Widiati (2006, p. 47) state that EFL reading practice in Indonesia have been mainly focused on intensive reading where the teaching reading is conducted in the classroom, use a relatively short text accompany by tasks, and is conduct with hell and or intervention of a teacher.

Thus, the situation of teaching reading is consider as not varied and not innovative because teachers create reading activity by asking students to read a text in the text book directly without create self-planning before reading and it would lead to a passive teaching reading with a partial understanding. In contrast, under the present system of education in Indonesia as EFL (English as A Foreign Language) country, the teaching of English have been following the recent curricula, that are curriculum 2006 and curriculum 2013 which includes three competencies, namely attitude, knowledge, and skill as the set of goals of national education (Sisdiknas, 2013). These curricula place reading equal to other English language skills that are listening, speaking, and writing. The objective of English instruction according to Depdiknas as cited in Cahyono and Widiati (2006) are as follows. “Developing communicative competence in spoken and written English language which comprises listening, speaking, reading, and writing”. “Raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning. “Developing understanding of the interrelation of language and culture, as well as cross cultural understanding”. (Cahyono dan Widiati, 2006) as one of the language competence, reading is an essential competence as describe by Anderson (1999) who states that reading is an essential competence, especially for English as a Second Language or English as a Foreign



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Language (ESL / EFL) students because well advancement and development of learning will be achieved by students in all academic areas with a strengthened reading skill. Moreover, by being the main source of L2 input, reading is also the most important skill for the development of L2 academic competence (Saville and Troike, 2006). It is also claimed that the percentage of the largest knowledge transfer is done through reading (Sunendar & Iskandar wassid, 2008, p. 245). Although reading is important, many people tend to be lazy to read. Reading activity is a boring activity and makes people feel sleepy. Therefore, people prefer to listen than read. Badan Pusat Statistic (BPS) in 2012 shows that Indonesian still do not make reading activity as the main process of gathering information. People are more interested and willing to watch TV (91,7 %), listen to the radio (18,6 %), and read newspaper or magazine (17,7 %). Furthermore, Sheng (2000, p. 58) mentions that reading is the process of recognition, interpretation, and perception of printed material. There are a lot of texts as printed materials that can be found in human daily life, such as newspaper, magazine, book, brochure, and pamphlet. Sheng (2000, p. 58) adds that reading is a communication process from the writer to the reader and the recognition of letters, words, phrases, and clauses are involved. By reading, readers recognize the information from written materials but it is not guaranteed that they can comprehend it due to the different reading comprehension of each reader. Anderson (1999) states that reading comprehension is the ability to understand information and to interact based on background knowledge on a written text. Furthermore, Mc Namara (2007) adds that reading comprehension is the ability to understand the meaning of words, ideas, and their relationship presented in the text. Based on explanation of reading comprehension above, it can be concluded that reading comprehension is the process of identifying topic, main idea, supporting ideas, and writers message based on background knowledge or experience in inferring the implied information of a text.



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Nevertheless, some EFL / ESL students encounter several obstacles in learning reading comprehension. First obstacle is students' inability in comprehending the text due to the lack of understanding in terms of the vocabulary, morphology, phonology, syntax, and discourse structure in language system. In addition, a different cultural background of English context appears to be another factor of text comprehension (Saville and Troike, 2006). As a result, students are demotivated that lead to partial understanding of the information from what they have read. In regard to this theory, a writing will not become a well information bridge when the level of reader's reading ability is low and it leads to a not well-informed reader towards the writing's information. Second, Carlston (2006) argues that reading comprehension can be influenced by students' reading habit. Carlston (2006) further explains that students who read without strategy and even highlighting text cannot comprehend the text actively. Therefore, reading actively needs some appropriate training from teacher to aid students in reading English text. It is emphasized that using appropriate learning strategies will improve language proficiency and selfconfidence (Oxford, 1990). The third problem comes from the teachers themselves. Limited time of teaching reading comprehension in class leads to limited time of teachers to teach their students how to read a text. Therefore, finding some appropriate strategies in teaching reading comprehension is essential for teachers. Brown (2001) emphasizes that reading strategies can enhance students' reading comprehension. For instance, reading strategies play a significant role in enhancing students' reading comprehension as based on the study conducted by Hosenfeld, Arnold, Kirchofer, Laciura& Wilson (1981) as cited in Chamot et al., (1990) proved that high school students who were explicitly taught reading strategies have better reading comprehension. Lau and Chan (2003) state that skilled readers are able to use effective reading strategies in facilitating them in the reading process and building meaningful insight of a text, while poor readers are not able to use any strategy and just read a text



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word by word. One of the proposed reading strategy is quantum thinker introduced by De Porter in 2007.

Quantum thinker model is expected as an excellent strategy to be used with a textbook which provides a lot of information. De Porter introduces quantum thinker as a model of the way in thinking bigger than it was before and absorbed through its five principles: 1) There is always another way; 2) Always want to know about something; 3) Look for as many ideas as you can; 4) Find the example in your own environment; 5) Stay focus on who you are and what you want (De Porter, 2009). Through quantum thinkers principle, teaching reading in class can be done through five steps. First, the students are intructed to read only the title of a written text, next they create several questions related to the title of the text, then they look for as many ideas as they can to answer their questions, after that they relate the topic to the texts with their own experience and environment, finally they are allowed to read the text as a whole. By this model, students are expected to focus their reading of a text on who they are and what they want to know. Thus, quantum thinker model is considered as an appropriate model to be implemented at senior high schools because learning reading in senior high school is aimed at understanding every written text that provides a lot of information such as narrative, descriptive, hortatory exposition, and news item. In addition, Pardede (2013) an experiment about the influence of quantum thinker model toward the students extensive reading ability and the finding indicated that quantum thinker model is significantly influential in enhacing students extensive reading competence. Thus, quantum thinker model brings significant improvement of students reading comprehension. Concerning the reason above, this research is conducted to describe the implementation of quantum thinker model in teaching reading through a case study. Therefore, those concerns are within the context of English as a Foreign Language in Indonesia.



Generally, teaching and learning English process have strong intention to improve students' ability to communicate using English well, in speaking, writing, listening, and reading.

According to Harmer (2002:79), Method, procedures, approaches (and models) which influence the current state of English language teaching. Seeing those definitions, it can be concluded that method is a way that is used by someone to reach the expected goals. So that the teaching and learning process will be meaningful if teacher could make situation of the class alive such as to choose interesting method. Teaching and learning process will be meaningful if the teacher could make the situation of the class comfortable and right the choosing material with the choosing method. The teacher will help students to improve their understanding in learning English and the researchers try to make a research about "The Influence of Using Quantum Thinker Model on Students' Understanding of Hortatory Exposition Text"

1.2 The Formulation of The Problem

1.2.1 The Identification of The Problem

The identification of the problem in writing this thesis is as follows:

1.2.1.1 The Research Area

The research is entitled: "The influence of using Quantum Thinker Method on students' understanding of Hortatory Exposition Text at the eleventh grade of MA Salafiyah Kanggraksan - Cirebon". The area or field of this research is method of teaching.

1.2.1.2 The Approach of The Research

The method of the research is quantitative. According to Fraenkel et al (2012: 426), Quantitative method Data reduced to numerical scores. Much attention to assessing and improving reliability of scores obtained from instruments. It means that the researcher does the research by using the formula of statistic,



especially by using the formula of product moment correlation by Pearson and T-test.

1.2.1.3 The Kinds of The Problem

The main problem of this thesis can be identified as follow :

- 1) The students has little interest in learning English class.
- 2) The method is not appropriate in learning teaching process.
- 3) The teacher did not give the chance to the students to be active in the teaching learning process.

1.2.1.4 The Main Problem

The main problem in writing this thesis is the student's still difficulty to communicate using English, especially to understanding written text in the hortatory exposition. The researcher tries to apply QT method on students' understanding of written text in hortatory exposition as the problem solving to the problem.

1.2.2 The Limitation of The Problem

In this thesis, the writer would like to limits or discuss about:

1. There are many methods that can be uses by the teacher one of them is learning teaching method for teaching English, in the method has many model in this research the writer focus on Quantum Thinker Model Method.
2. In teaching English students should master by 4 skills, they are seaking, listening, reading and writing, this research discuss about reading comprehension.
3. The writers limits place of the research in MA Salafiyah Kanggraksan Cirebon because it's the writers micro teaching place.
4. There is some kind of text that should students master in junior or senior high school its follow : procedure, narrative, recount, descriptive and etc, but in this research the writer limit the text type it's hortatory exposition text.



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1.2.2.1 Quantum Thinker Model

Quantum thinker method is expected as an excellent strategy to be used with a textbook which provides a lot of information. De Porter introduces quantum thinker as a model of the way in thinking bigger than it was before and absorbed through its five principles: 1) There is always another way; 2) Always want to know about something; 3) Look for as many ideas as you can; 4) Find the example in your own environment; 5) Stay focus on who you are and what you want (De Porter, 2009). So, Quantum Thinker Model is the method in teaching english, Because of that teaching using appropriate method is really significance in order to develop the ability and students' understanding of written text especially in hortatory exposition text.

1.2.2.2 Student's Understanding of Hortatory Exposition Text

Asher in Diane Larsen Freeman's Book (2000: 108) reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation). QTM consists basically of obeying commands given by the instructor that involve on overt thinker. So, the students can understand the hortatory exposition text by following the directions from the instructor (teacher). It shows that this method can be suitable in learning proses to improve students' understanding of hortatory exposition text.

As long as I know, the students did not response the teacher's instruction when he gave the command to them, such as: clean the white board, turn on the lamp, and so on. It shows that the students' understanding of hortatory exposition text is low. So that's why, the researcher uses the QT method for the students' understanding of a text in hortatory exposition.



1.2.2.3 Unit of The Research

The place of the research in MA Salafiyah - Kanggraksan, it is located at Jl.Kanggraksan No.110 Cirebon. The researcher chooses students of the eleventh grade of MA Salafiyah Kanggraksan.

1.2.2.4 Sub Subject

In this research, the researcher has limited the topic only “the influence of using quantum thinker model on students’ understanding of hortatory exposition text at the eleventh grade of MA Salafiyah Kanggraksan - Cirebon”. The researcher chooses the topic because many students want to increase their understanding of written text.

So the researcher chooses the quantum thinker model in learning process, it is one of the way to increase students’ understanding of written text, from four aspect in learning English such as speaking, writing, listening, and reading and researcher just choose one aspect that is about reading aspect for example the researcher in using quantum thinker model to learning process, especially for sub subject about ”hortatory exposition text” from reading aspect at the eleventh grade in MA Salafiyah Kanggraksan - Cirebon and than to get data how far the students can increase students’ understanding of written text.

1.2.3 The Questions of The Research

The question of the research in writing this thesis are as follows:

- 1) How is the students’ understanding of reading text on hortatory exposition text before using Quantum Thinker Method?
- 2) How is the students’ understanding of reading text on hortatory exposition text after using Quantum Thinker Method?



- 3) Is there any significant influence of using Quantum Thinker Method on students' understanding of reading text on hortatory exposition text?

1.2.4 The Aims of The Research

Based on the background of the problem and the formulation above, the writer would like to take the aims of the study at investigation as about:

- 1) To find out the students' understanding of written text on hortatory exposition text before using Quantum Thinker Method.
- 2) To find out the students' understanding of written text on hortatory exposition text after using Quantum Thinker Method.
- 3) To find out the significant influence of using Quantum Thinker Method on students' understanding of written text on hortatory exposition text.

1.4 The Usefulness of The Research

1. For students

The students are expected can to be motivated to improved Improving Students' Understanding of written text on hortatory exposition text, their skill in English learning especially for sub subject is reading.

2. For teachers

The researcher expected that the present this research could gives insight in choosing appropriate method to teach reading in written text on hortatory exposition text effectively in the classroom overcome the discrepancy of ideal situation in teaching and learning English with the real condition in the school.

3. For the institution.

The result of this study is expected to give contribution to the field of institution especially in teaching. It can increase Students' Understanding



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of written text in hortatory exposition text and the use of Using Quantum Thinker Method.

4. For other researchers

The researcher expected that this research can give inspiratif to make the next research. After knowing the result of the action research I will develop others materials from curriculum (listening, Speaking, writing and reading) using this method in order to make students master in English.



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