QUANTUM LEARNING IN LEARNING READING COMPREHENSION

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Abstract
This study was quantum learning in learning reading comprehension. In teaching-learning process needs one method, technique and strategy that used by teachers or lecturers. Every lecturer can apply it in teaching. Specially, in teaching English subject should more interesting than another subject, because some of the students think English subject is one of the difficult subjects. In this case, quantum learning is a good method in learning reading comprehension because it can increase students’ comprehension and memory. The study aimed to know the significance of quantum learning. Quantum learning is effort, guide, strategy, and entire process learns able to sharpen recall and understanding, and also make to learn useful and pleasant process. It is a method that suitable in learning reading comprehension because it can develop students’ vocabulary and understanding in pleasant and comfortable situation.

Keywords: quantum learning, Learning, Reading Comprehension.

A. INTRODUCTION
Quantum Learning seems away, guidance, strategy and all learning process that it can sharpen the comprehension and memory. It makes learning process pleasant and helpful. It can build the positive attitude, motivated, lifelong learning skills, confidence and success. Learning process in quantum learning addresses on the right and left brain. In teaching learning process is meaningful for every words, minds, actions and association. So, it can memorize, read, write and made mind mapping faster.

In learning reading comprehension needs one way how to study pleasant and helpful, because in learning reading the students have to master the vocabulary and they have to comprehend the text.

In education, knowledge of reading also has a huge impact on people’s lives. Because reading is a communication tool in understanding a variety of media writing. The ability to read is very important. In the process of teaching and learning interactions, teacher is someone who gives lessons and students are who receive the lessons. In transferring knowledge to the students, the teachers need the knowledge and skills. Without these skills, the learning interaction will not be possible to run in the conducive learning. Here, in the sense of ability of absolute competence is needed for the teachers in performing their duties as educators. Ali said, teachers should be sensitive to a variety of situations encountered, so adjust their behaviour patterns in teaching with the situation that faced (Muhammad, 2008: 5). Reading activities for Islamic society is command of Allah, which needs to be implemented. This is confirmed in his word meaning:” reading with the name of your lord who created”. In the modern era, the ability to read is absolutely necessary for students to compete in order to achieve the goal achievement, because if reading skills are not possessed by the students, it will be difficult to grow and thrive.

B. Reading Comprehension Skill

1. Definition of Reading

Reading is one of the four skills of language. Reading is a physical and mental activities. Through reading the information and knowledge that is useful for life can be obtained. This is the principal motivation which can encourage the growth and development of interest in reading.

Reading is a physical and mental activities that require someone to interpret symbols with active and critical writing as communication patterns with yourself so that readers can find the meaning of the writing and obtain information to develop the intellectual thought process and lifelong learning.

Nurhadi said “reading is a complex and complicated process (Nurhadi, 2008: 13). Complex is in the reading process involved a variety of internal factors and external factors of the readers. Internal factors such as intelligence, interest, attitude, aptitude, motivation, purpose of reading, and so forth. External factors can be in the form of means of reading, social and economic backgrounds, and traditions of reading. Complicated means of external and internal factors are interconnected to form complex coordination to support reading comprehension.

Farida Rahim mention that “reading activities include three basic skills that are recording, decoding, and meaning ((Farida, 2008: 2). “Recording” refers to the words and sentences, then associate with sound according to the writing system used. “Decoding” process refers to the process of translating a series of graphics into words. While “meaning” is the process of understanding the meaning which lasted from the level of understanding, interpretative understanding, creative, and evaluative. “Recording” and “decoding” process takes place in low-grade students, while “meaning” more emphasis on high-grade.

Samsu Somadaya reveal that “reading is an interactive activity to pick and understand the meaning contained in the written material (Samsu, 2011: 4). This opinion was supported by Henry Guntur Tarigan which explains that reading is to understand the language patterns of picture writing. From the opinion of the above can be concluded that reading is process associate letters, translation, reading and understanding the meaning of the content (Guntur, 1979: 10).

Based on the above description, it can be concluded that reading is a critically processing - creatively done with the aim of obtaining a thorough understanding of the nature of reading. So reading is an active process of creative activities to recognize, process, and understand the phonetic symbols (free) contained in the literature.

2. Definition of Reading Comprehension Skill

Reading comprehension is one of the important activities in order to acquire knowledge, information, and entertainment. Much of the information is recorded and communicated through written media. Therefore, reading comprehension is one way to increase knowledge and information.

Reading comprehension is a key provision and student success in carrying out the educational process. Most of the students’ acquisition of knowledge is done through reading activities. Science students obtained not only obtained from the learning process in schools, but also through reading activities in everyday life. Therefore, the ability of reading and reading comprehension ability is important in the acquisition and improvement of students’ knowledge.

D.P. Tampubolon explains that the ability of the reader is the speed of reading and understanding the contents of the overall reading (D.P. Tambubolon, 2008: 6). Reading comprehension activities can be classified into literal comprehension, understanding of interpretation, critical understanding and creative understanding. Furthermore, Henry Guntur Tarigan said "state that the reading comprehension is a type of reading that aims to understand the standards or norms of literary, 

critical reviews, write plays and pattern of fiction (1985: 9). Furthermore, Samsu Somadayo explains that “reading comprehension is a process of acquisition of meaning that actively involves the knowledge and experience that has been owned by the readers and the content associated with reading. From the description, it can be concluded that reading comprehension is the ability to obtain either expressed or implied meaning and apply information from the literature involving the knowledge and experience that has been owned. Activity of the right to acquire the skills of this understanding is to be read silently. To be able to understand the content of a good reading material, necessary to good reading comprehension as well. Understanding is one important aspect of reading, because in essence, the understanding of reading materials can improve the reading skills as well as for specific purposes to be achieved. Thus, the ability to read can be defined as the ability to understand the reading material.

3. Principles of Reading Comprehension Skill

Reading comprehension activity is an activity that aims to obtain in-depth information and understanding of what is read. Reading comprehension is understanding the meaning or purpose in a reading through writing. Therefore to support the comprehension in reading, we need to know the principles of reading itself. Principles of reading comprehension are:

1. Understanding the social constructivist process.
2. The teacher read the professional influence student learning.
3. Good readers play a strategic and instrumental active in the process of reading.
4. Reading should occur in a meaningful context.
5. Students discover the benefits of reading from a variety of texts at various grade levels.
6. The development of vocabulary and learning affect reading comprehension.
7. Participation is a key factor in the process of understanding.
8. Strategy and reading skills can be taught.

Based on the principles in reading comprehension above it can be concluded that success in reading is determined by many factors. The principles described above is the most widely affect the ability to understand the reading so
that the purpose of reading can be done well the readers require to truly understand the principles of reading itself.

4. Factors Affecting Reading Comprehension Skill

Many factors affect the ability to read, both the beginning and read further reading (reading comprehension). Farida rahim said there are several factors that affect the ability of reading comprehension that are physiological factors, intellectual, psychological environment.

a. Physiological factors
Physiological factors include physical health, neurological considerations, gender, and fatigue. Irritation speech, hearing aids, and visual tools also can slow a child's learning progress. In general, there is a positive correlation between intelligence with the ability to read. However, not all students who have high intelligence capable of being a good reader.

b. Intelligence
Intelligence is the ability of individuals to act globally in accordance with the objectives, rational thinking, and doing it effective on the environment. In general, the children intelligence is not fully affect the success or failure of children in reading.

c. Environmental factors
Environmental factors may include the child in the home background and socioeconomic factors. The background of the child at home can be attitude given to the child's parents, family harmony conditions, parental support for children's interest in learning, and the breadth of experience of children in the home also support the child's reading progress. When viewed from the standpoint of social economy, the higher the economic status of students getting high reading ability. Children who come from families with many providing an opportunity of read in an environment full of reading material will have a high literacy.

d. Psychological Factors
While the psychological factors that affect the ability of reading comprehension is motivation, interests, and social maturity, emotional, and adjustment. Students who have high motivation and interest will have the ability of read high. From the aspect of emotion, students can control the emotions will be easier to focus on the text read.

If a child has self-confidence and high self-esteem will keep trying though doomed to failure so as to master the wide range of capabilities including
reading comprehension. To that end, one of the tasks of learning to read is to help the student to change his feelings about the ability to learn to read and improve self-esteem for students who are less capable of reading comprehension, (2008: 10).

From the four factors above we can see that in training a child to read we must have rules that we have carried out so that the child is easier to read and they want to read without prompting again. Reading is essentially a complex that involves a lot of things, not just recite the writing, but also involves the visual activity, thinking, psycholinguistics, and metacognitive. Therefore, we must study it carefully and cautiously and with a good understanding anyway.

5. The Importance of Reading Skill

The Importance of Reading Comprehension Ability is a very important teaching. If held up well, this teaching will have a positive impact to the success of students in the future. SabartiAkhadia explained through teaching this reading students can acquire language skills increase, reasoning ability, creativity, and appreciation of moral values (Agres, 2014: 27).

Reading comprehension seems the most important and should receive attention special. Competence understanding of the various texts are read not be obtained freely without any effort to achieve it. It was based on the notion that the various demands of the job required competencies read sufficient even to obtain inner pleasure such as when reading a magazine or a mild variety of literary texts. Besides competence required to read a good understanding and be a prerequisite to be able to read and understand literature eye another lesson.

6. Some Efforts to Improve Reading Comprehension Skill

There are some efforts to improve reading comprehension of students who can be discussed in this section, which fosters students interest in reading, motivating to students, selecting the relevant reading instructional strategies, and improve creative thinking abilities of students.

a. Growing interest in reading

Some efforts to foster interest in reading students in the school, they are can be seen as follows:

1) The school always provide books or reading material that is new and exciting. In addition to foster students interest in reading, also enrich the students with the knowledge and new experiences

2) In planning the instructional program reading comprehension, the teacher always choosing reading material estimated to attract the

attention of students. With using interesting reading material, the excitement of reading will raise in students themselves when they learn or follow exercises reading.

3) Textbooks and reading materials as always learning materials thought that have high levels of legibility relevant for students. Because the face of reading materials is too difficult, can reduce excitement in min reading.

b. Giving Motivation for Students

Teachers cannot motivate students to providing guidance and can encourage students to follow learning to read in school and to do exercise to read autodidact seriously. By providing guidance that is expected of students to know and realize that:

1) Acquisition and strategic science and technology are the most relevant in this era of globalization through reading.

2) In view of science and technology continues to evolve rapidly, reading comprehension relatively high really necessary, and

3) Reading comprehension and improvement can only be obtained through study or practice of continuous reading.

c. Selecting Relevant Reading Learning Strategies

In addition, the use of learning strategies, reading is one of the aspects that determine the success of learning in reading comprehension. Because even if the selected learning strategies are most relevant; if its use is not good, is not relevant to the learning procedure as accordingly, there reading comprehension learning it will not work the good one.

d. Improve Students Creative Thinking Ability

The creative thinking it made positive effect on the ability of reading comprehension of students. Therefore, to improve students reading comprehension in school, increase their creative thinking skills deemed necessary. An efforts are can be done is as follows: First, in connection with efforts to improve reading comprehension, students can be motivated to looking for something new in the reading or trying to unique as possible in develop ideas expressed in the passage. Second, teachers can train students to produce a comprehensive understanding as well ability to develop the ideas.
C. Quantum Learning Method

1. Definition of Quantum Learning

Quantum Learning Model was formerly introduced in 1982 by Bobbie DePorter who was the student of Lazanov. Lazanov was an educator from Bulgaria and developed suggestopedia or suggestology or known as accelerated learning. He developed it by seeing the physical surroundings and atmosphere of the classroom as the important part. By ensuring that the students are comfortable, confident and relax, it will enhance the teaching and learning process (Bobbi DePorter dan Mike Hernacki, 2002: 14).

This method is the combination of suggestology, accelerated learning and neurolinguistics with the learning theory, where in neurolinguistics is about how the brain controls the achieved information while learning. It means that in learning the students and the teacher can increase motivation, increase the score in the learning, and strengthen confidence and positive attitude.

Quantum Learning is effort, guide, strategy, and entire process learns able to sharpen recall and understanding, and also make to learn useful and pleasant process. Quantum Learning is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates research based on practices in education into a unified whole, making content more meaningful and relevant to the students’ lives. This model also integrates learning and life skills, resulting in students who become effective lifelong learners and responsible to their own education.

2. The Basic Theory of Quantum Learning Method

The basic theories of Quantum Learning can be seen as follows:

a. Suggestology

In principle, the suggestion can and do affect the results of the learning situation, and every detail can give suggestions are positive or negative. Some of the techniques used to provide positive suggestions are seated comfortably pupil, put background music in the classroom, the participation of individuals, providing posters to give a great impression and highlight information, and provide teachers who are trained in the art of teaching suggestive.

b. Accelerated Learning

Accelerated learning is defined as "allow students to learn at an impressive pace, with normal effort, and coupled with the excitement". This method brings together elements that at first glance seem not to have the equation:
entertainment, games, color, positive thinking, physical fitness, and emotional health. But all these elements work together to produce effective learning experience.

c. NLP (neurolinguistic programming)

Neurolinguistic programming is a study of how the brain organizes information. This program examines the relationship between language and behavior and can be used to create the fabric of understanding among students and teachers. The educators with knowledge of NLP know how to use positive language to enhance the positive actions which are important factors to stimulate brain function most effectively. All this can also create and show the best of each student’s learning style, and create the handle of the moments of success (2002: 16).

3. Characteristics of Quantum Learning Method

Quantum learning as "interactions that convert energy into the light." They presuppose the power of energy as an important part of any human interaction. Citing formula E= mc2 classic, they divert the energy affairs in analogy to the human body "physically is material". There are several characteristics that must be understood quantum learning for learning to run correctly. The characteristics of quantum learning, namely:

a. Quantum Learning stems from cognitive psychology, not quantum physics.
b. Quantum Learning seeks to combine (integrate), synergizing, and collaborate with potential human factors as the learner with the environment (physical and mental) as a context for learning.
c. Quantum Learning focuses on quality and meaningful interaction, not just transactional meaning.
d. Learning quantum emphasizes an accelerated learning with a high level of success.
e. Quantum Learning emphasizes naturalness and fairness of the process of learning.
f. Learning quantum puts values and beliefs as an important part of the learning process.

In the learning process if we know the characteristics of quantum learning teaching methods will help us in understanding the application of quantum learning itself.
4. The Principles in Quantum Learning Method

Quantum Learning Method has five principle or truth remains. These principles are considered as the basic chord of the symphony learn a teacher. These principles are:

a. Everything Speaks
   Everything from surroundings and tone of voice to distribution of materials conveys an important message about learning. So, all the things give the effect towards students learning process.

b. Everything is On Purpose
   Everything that the teacher does has an intended purpose. It shows that the teacher asking the students to do something has an intended purpose or meaningful purpose, not useless.

c. Experience Before Label
   Students make meaning and transfer new content into long-term memory by connecting to existing schema. Learning is best facilitated when students experience the information in some aspect before they acquire labels for what is being learned.

d. Acknowledge Every Effort
   Acknowledge of each student’s effort encourages learning. It is important that the teacher as the facilitator and motivator gives acknowledgement to the students to show that he or she appreciates every effort that they have done, not to feel underestimate on them if they make some mistakes in their performance.

e. If It’s Worth Learning, It’s Worth Celebrating
   Celebration provides feedback regarding progress and increases positive emotional association with learning (Gordon Dryden dan Jeannette Vos, 2002: 120).

5. The Quantum Learning Design Frame

In the process of communication interaction, the teacher’s role is very important especially in relation to the learning process. Based mastered the basic competencies expected of students in physics, then a teacher needs to perform operational measures supported by the ability to apply learning strategies and approaches appropriately.

Quantum Learning has several learning framework which if learning framework was implemented in a learning process will create a conducive learning
situation and focus that will ultimately be produced learners with cognitive competence, affective and psychomotor quality. The Quantum Learning design frame are:

a. Grow
In this part, the teacher gives some efforts that capture or increase the students' interest, curiosity, and attention, for example: giving a picture that related to the material taught. The concept of this grow is the operational concept of the principle of the world to bring them into our world. With the effort to include students in mind and emotions, so as to create braids and joint ownership or the ability to understand each other.

b. Experience
Create a common experience to which all learners can relate. Experience before label creates scheme in which to build new content. The teacher is hoped that he or she is able to give stimulus that make a simple material taught first, so that the students can relate it to their experience.

c. Learn and Label
Present, sequence and define the main content. Students learn labels, thinking skills and academic strategies. Students add new content to their existing scheme. The teacher delivers or transfers the materials to the students by giving good step to make teaching and learning process run well and also let the students label the taught information to be put into their existing schema in mind.

d. Demonstrate
Give the students opportunity to demonstrate and apply their new learning. After explaining the material, the teacher gives the chance to the students to demonstrate what is taught (performance), for example: the teachers asks the students to read their argumentative writing and give the arguments that convince the idea of their writing in front of the class.

e. Review and Reflect
Use a variety of effective, multi-sensory review strategies and empower students to process their new content through reflection. For example: the teacher will ask the students some questions to know their understanding of the lesson.

f. Celebration
Acknowledge the learning. It cements the content and adds a sense of completion. It is showed, for example like giving some support to the students, singing together, and saying “yes” together.
6. The Advantages and Disadvantages of Quantum Learning Method in Teaching English

It has been understood that there is no best teaching method or superior to other teaching methods. This is caused by many factors including: the factors purpose, teaching materials, the ability of teachers, student characteristics, situations, conditions of learning environments and others. There are any advantages and disadvantages of Quantum Learning are:

a. The advantages of Quantum Learning Method
   Some of advantages of quantum learning method are:

1). Quantum Learning familiarize students to practice their creative activities so that students can create a creative product that can be beneficial to themselves and their environment. For example when the class teacher teach students accustomed to always think creatively to find new things.

2). In quantum learning, emotion is needed to create a high learning motivation. High motivation can increase the confidence of students, so that students do not hesitate and shy and willing to develop the potentials that exist.

3). Quantum learning focused on quality and meaningful interaction, not just transactions meaning. So the teacher not only explain but to still in students.

4). Quantum learning emphasize on accelerated learning with a high level of success. For example, the use of classical music will stimulate student comprehension acceleration making it easy to understand the material provided.

5). Determine the quantum Learning naturalness and reasonableness of the learning process. For example, the teacher gives the concepts with examples of real not imaginary.

6). Quantum learning to focus on the establishment of academic skills, and skills (in) life.

7). Quantum Learning put values and beliefs as an important part of the learning process. So a teacher not only convey the material but also instill character must be owned by the students.

8). Quantum Learning prioritize diversity and freedom, not uniformity and order. So the students are given the freedom to express their opinions and engage their interest.
Quantum Learning in Learning Reading Comprehension

b. The Disadvantages of Quantum Learning Method

1). Requires a real experience. Because quantum learning requires teachers to be creative and make learning more fun activity so that necessary experience can create a situation ripe for the above.

2). The time is long enough to motivate their learning. Because quantum learning uses the method of administration of suggestion so it takes a long time to grow the expected character.

3). The difficulty of identifying the skills of students. Because every student has different skills so as to identify the skills of each student requires a process that is not easy is to observe the behavior and interests of each student.

4). Need and demand expertise and skills of teachers. Because quantum learning requires teachers to be creative and make learning more fun activity.

5). That the lack of learning resources, learning tools and demanding circumstances. Due to the limitation of infrastructure would prevent the implementation of these activities and the results of teaching and learning activities will run less effective.

C. CONCLUSION

Quantum learning is a good method in learning reading comprehension. It has some characteristics there are:

1. It is focus on quality and meaningful interaction, not just transactions meaning.

2. Quantum Learning emphasizes naturalness and fairness with high level of success in the process of learning.

3. Quantum learning puts values and beliefs as an important part of the learning process.

4. Implementing in learning process, it will create a conducive learning situation and focus that will ultimately be produced learners with cognitive competence, affective and psychomotor quality.
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