

**THE EFFECTIVENESS OF COOPERATIVE LEARNING
COLLABORATE WITH QUANTUM TEACHING MODEL
IN TEACHING READING COMPREHENSION AT THE NINE GRADE
STUDENTS OF JUNIOR HIGH SCHOOL 4 SUPPA**



A Thesis Proposal Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Education (M. Pd) at IAINParepare Postgraduate Program

THESES

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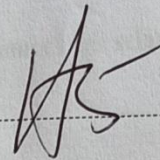
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Tesis yang berjudul *The effectiveness of cooperative Learning collaborate with quantum teaching model in teaching reading comprehension at the nine grade students of junior high school 4 suppa*, yang disusun oleh **Hariani**, NIM: **17.0213.007**, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup yang diselenggarakan pada hari , Kamis 27 -02 -2020 , dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar magister dalam bidang (Tadrís Bahasa Inggris) pada Pasca Sarjana IAIN Parepare.

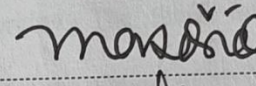
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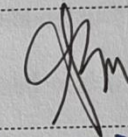
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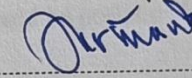
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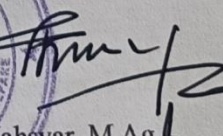
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Pinrang, februari 2020

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ABSTRACT

Hariani, 2020. *The effectiveness of cooperative learning with collaboration quantum teaching method in teaching reading comprehension at the nine grade students of junior high school 4 Suppa. Thesis, IAIN Parepare. Supervised by Haris Sunubi, as the first consultant and Arqam Majid as the second consultant.*

The aim of the research were to know whether or not the use of collaborative learning with quantum teaching model can improve the ability of the students of SMP Negeri 4 Suppa in reading comprehension and to know the students' interest in learning reading comprehension by using collaborative learning with quantum teaching method at the nine grade students of SMP Negeri 4 Suppa.

This research employed the method of the research was class action research (CAR). The population was the nine grade students (IX) of SMP Negeri 4 Suppa in 2019-2020 academic years. Total number of 20 students and one class of them was taken as sample by using total purposive sampling technique, class IX.A (20) was chosen as a sample. The instrument used in this research was to multiple choice, check list observation and questionnaire to measure students' interest.

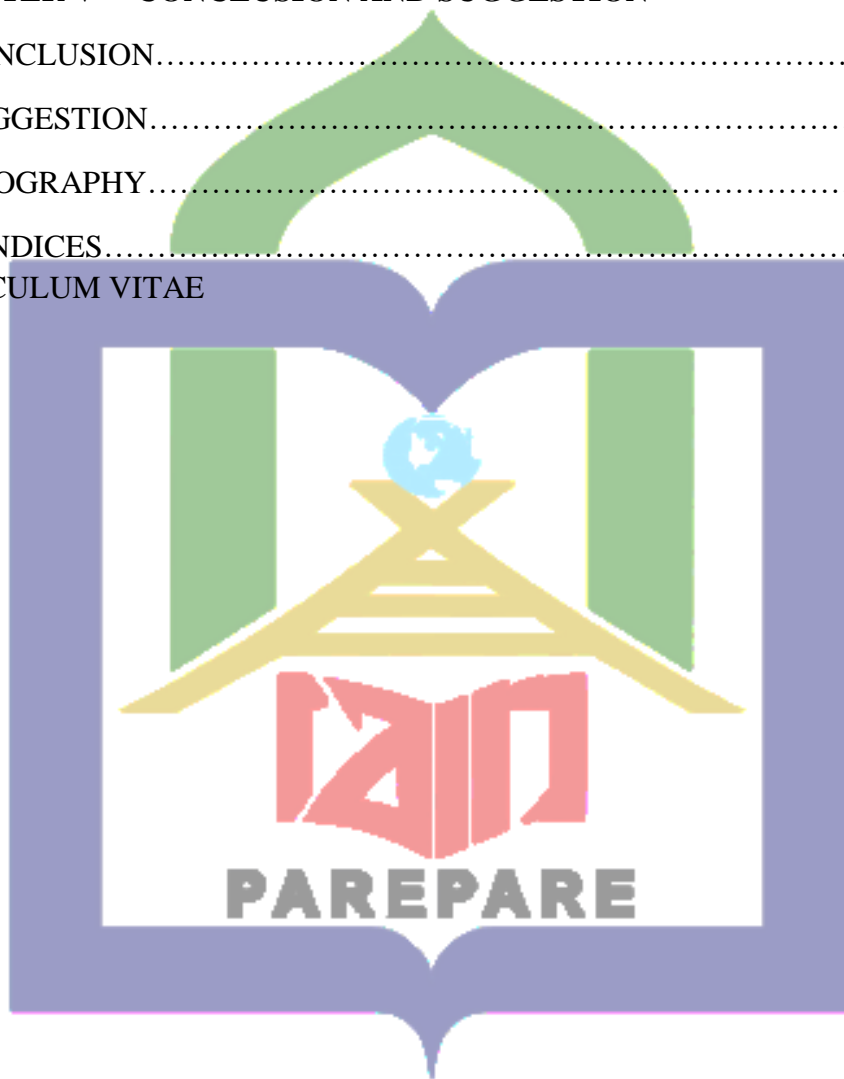
The result of this research showed that the pretest got the mean score (42,00) and the cycle I got the mean score (48,75) while the cycle II got mean score (81,75). This showed that there was significant difference between pre test and post test. The research concluded that teaching reading comprehension by using collaborative learning with quantum teaching model increased the students' ability to read at the nine grade students of SMP Negeri 4 Suppa, and the result of students interest showed that from 20 students and total score 1.733 got mean score 86.65 was categorized in strongly interested. It proven that students at the nine grade students of SMP Negeri 4 Suppa interested to learn reading comprehension by using collaborative learning with quantum teaching model.

Keyword: *Effectiveness, cooperative learning, quantum teaching, reading comprehension*

TABLE OF CONTENTS

	Page
TITLE.....	i
APPROVAL OF CONSULTANT COMMISSIONS.....	ii
DECLARATION OF THE THESIS AUTHENTICITY	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLE.....	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Question.....	4
C. Objective Of The Research.....	5
D. Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Findings	7
B. Some Pertinent Idea.....	10
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. The Research Design.....	34
B. Time and Location of the Research.....	37
C. Subject Of The Research.....	37
D. Instrument of the Research.....	38
E. Technique Of Collecting Data Analysis.....	38

CHAPTER IV FINDING AND DISCUSSION	
A. Findings.....	41
B. Discussion.....	74
CHAPTER V CONCLUSION AND SUGGESTION	
A. CONCLUSION.....	79
B. SUGGESTION.....	81
BIBLIOGRAPHY.....	82
APPENDICES.....	83
CURICULUM VITAE	



CHAPTER 1

INTRODUCTION

A. Background

English as a foreign language involve language skill. They are listening, reading, speaking and writing. Those skills support each other and cannot be isolated. In this cause, the researcher focuses them attention on one of those skill namely reading.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Francoise grellet states that reading is a constant process of guessing and what one brings to the text is often more important than what one find in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.¹

Reading skill becomes very important in education, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. According to Brown that reading is the most essential skill in the educational context as it can be the

¹ Francoise, Grellet. *Developing Reading Skills: a Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press (1981).

assessments for students' general language ability.² Linguists give definitions about reading in various ways. They say that reading is the process to get, to understand, to catch the content of the reading. They also add that reading is a process to understand a written text which means extracting the required information from it, as efficiently as possible. Smith defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics-it is *purposeful, selective, anticipatory,* and based on *comprehension,* all matters where the reader must clearly exercise control.³

Reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have good understanding ability. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities.⁴

Meanwhile Mikulecky and Jeffries state that reading comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.⁵ According to Smith, comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly

² Brown, H. D, *Teaching by Principles*, New Jersey: Prentice Hall, (2007), p. 185.

³ Smith, F, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read Sixth Ed*, New Jersey: Lawrence Erlbaum Associates, (2004), p. 3.

⁴ Brown, H. D *Teaching by Principles*, New Jersey: Prentice Hall, , (2007), p. 185.

⁵ Mickulecky, B. S., and Jeffries, L, (2004), *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*, New York: Pearson Education, p. 74.

the purpose of reading and of learning to read.⁶

Based on the observations of researcher as a teacher at the Junior High School 4 Suppa Pinrang region, it was found that learning is still dominant in teachers (teacher center) with using conventional learning models, such as the lecture model, and working on the worksheets in the textbook, this makes students learn individually and make students' participation less during learning, as well as being less actively involved and interactively in learning, in the end students often seem less enthusiastic during learning, they look busy alone or even daydreaming. With the results of these observations the researcher found the results in reading comprehension of students below the standard with a score of 41.5, it was categorized as fair level.

To overcome those problems, one way to make students able to improve their reading comprehension is by making students actively involved themselves in the reading class. Therefore, the strategies should be interesting and students-centered. The teachers can use activities in cooperative learning to promote students' motivation and participation in the teaching and learning process so that the students' reading comprehension will increased. In cooperative learning, teacher divides students into small groups that consist of heterogeneous learners.

One of the models when the students feels bored in the classroom is quantum teaching model. Quantum teaching can arrange mental condition of students by learning activity. Quantum teaching is modification of various interactions in student-self as something worthwhile for themselves and other

⁶ Smith, F, , *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read Sixth Ed.* New Jersey: Lawrence Erlbaum Associates, (2004) p. 41.

people. Quantum teaching can make interaction to each other. So must be there good face between teacher and their student. Quantum teaching is more emphasize on student emotional, like the principle of Quantum teaching “send their world into our world and send our world into their world”.⁷

This combination strategy is believed as a way to promote positive interaction among students that later can contribute to the improvement of reading comprehension. Based on the reason above, in order to solve the problems that occurred in the school, the researcher conducted an Action Research. The researcher thinks that efforts need to be done to help the students to be more successful in reading and to stimulate students’ motivation during the lesson is by conducting cooperative learning with collaboration quantum teaching model.

Referring to the explanation above, the researcher was interested in connecting a research under the title “the effectiveness of cooperative learning with collaboration quantum teaching model in teaching reading comprehension at the eighth grade students of junior high school 4 Suppa (a classroom action research).

B. Research Question

1. How is collaboration cooperative learning with quantum teaching model effective to be use in teaching reading comprehension?
2. How is students’ interest toward collaborate with cooperative learning and quantum teaching in of SMPN 4 Suppa?

⁷ Bobbi De Porter dkk, *Quantum teaching: “Mempraktekkan Quantum Learning di Ruang – ruang Kelas, Judul Asli: Quantum Teaching: Orhestrsting Student Success, Terj. Ary Nilandari, (Bandung: Kaifa, 2001), p.7.*

C. Objective of the research

1. To know the effectiveness of cooperative learning collaboration with quantum teaching model in teaching reading comprehension at the nine grade students of SMPN 4 Suppa.
2. To know the students interest toward collaborate with cooperative learning and quantum teaching in SMPN 4 Suppa.

D. Significance of the Research

The significance of the research was divided in two parts. They are theoretical significance and practical significance.

- a. Theoretically, the result of this research is expended to enrich the knowledge of English especially in reading comprehension study.
- b. Practically, there are three significances that are expected by this research, namely;
 1. For the teachers

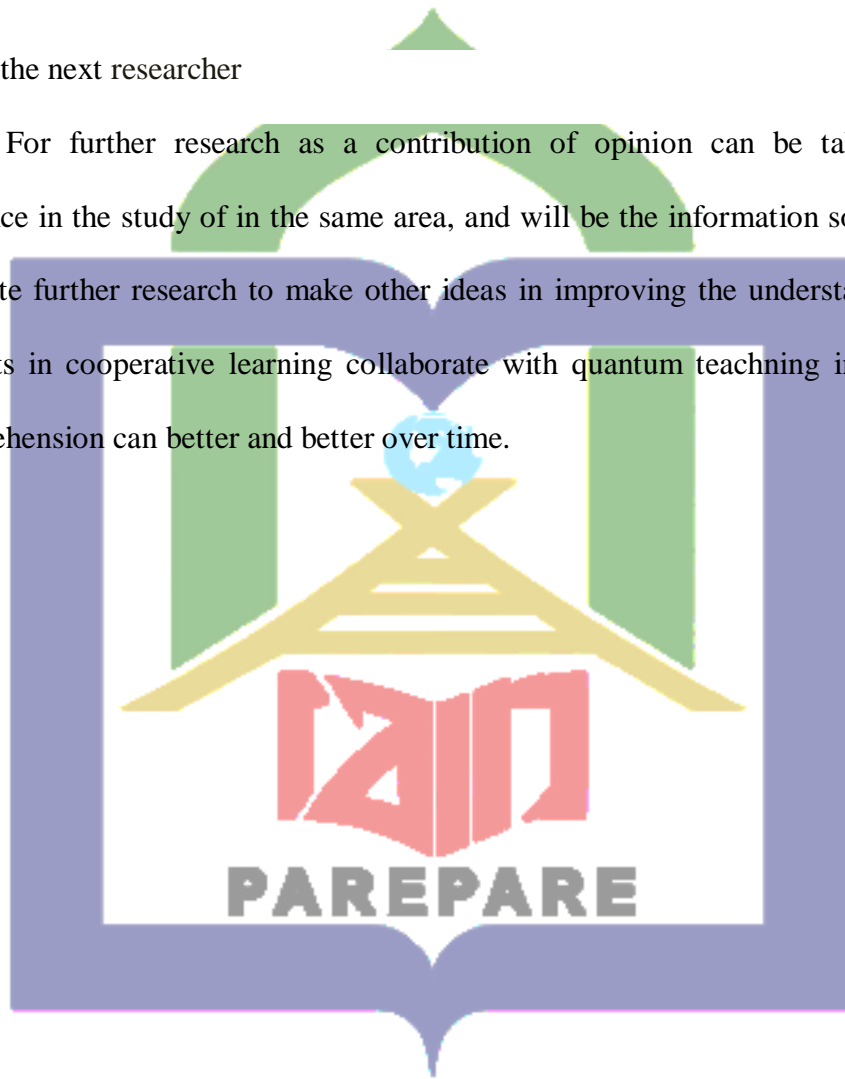
The results of this research in expected to be meaningful piece to help the English teacher in presenting reading material, improve the quality of teaching specially reading comprehension and motivating students to increase their reading comprehension ability.

2. For the students

It can motivate students to increase their interest in learning English because they will know that learning English is not always difficult to learn. increase their interest in learning English will help them master English well.

3. For the next researcher

For further research as a contribution of opinion can be taken as a reference in the study of in the same area, and will be the information source and motivate further research to make other ideas in improving the understanding of students in cooperative learning collaborate with quantum teaching in reading comprehension can better and better over time.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Wini Martika, Hermayawati in her research “Improving Students’ Reading Skill By Using Quantum Learning”, concluded as follows. The first was students’ reading skill can be improved by using QL. The students could understand the materials or texts easily by using the “mind mapping”. They could comprehend the given texts because the researcher provided the key words and pictures about the texts. Besides, the researcher could create the learning activities were more enjoyable. The learning process started by ice breaker and played the music when doing the worksheet. It could make the students more.⁸

Aditya Pratama, English educational department Faculty of Language and Arts Yogyakarta State University with the Title “ Using Cooperative Learning Strategies To Improve Reading Comprehension Of The Seventh Grade Students At SMP Negeri 1 Borobudur” The results of the two cycles show that the use of Cooperative Learning Strategies is effective to improve the students’ reading comprehension. It is supported by the qualitative data found during the action. By following the steps in Cooperative learning Strategies, they practiced to find the

⁸Wini Martika and Hermayawati. Improving Students’ Reading Skill by Using Quantum Learning. *Mercu Buana University of Yogyakarta*.2016

main ideas, the details of information, and find the meaning of the difficult words. Their interaction with other students in the group also increases.⁹

Karuni Ayu Sawitri, Department of Islamic Education Tarbiyah Faculty of State Islamic University Sunan Kalijaga, with the title "Efforts to Cultivate Learning Motivation Through Quantum Teaching at Santri TPA AL-Ikhlas Tempel Catur Tunggal Sleman Yogyakarta". This thesis discusses how to grow motivation by using Quantum Teaching. The results of the study indicate that the application of quantum teaching can be applied to the learning process and is able to excite children from learning without coercion.¹⁰

Evi Andi Yani in her thesis in university of Yogyakarta, the research findings and discussion in Chapter IV show that the students' involvement in reading learning process at eighth grade of MTs Wahid Hasyim Condong Catur Depok Sleman improved after implementation of using CIRC(Cooperative Integrated Reading and Composition) model, applying group work and conducting discussion.¹¹

The results of the research by Gudrun Marci-Boehncke in his journal were cooperative learning by educational networks: Perspectives for good educational governance in modern reading education. The conclusion is it is necessary to obey

⁹Aditya Pratama. *Using Cooperative Learning Strategies To Improve Reading Comprehension*, English educational department Faculty of Language and Arts Yogyakarta State University. 2013

¹⁰Karuni Ayu sawitri, "*Upaya Menumbuhkan Motivasi Belajar Melalui Quantum Teaching Pada Santri TPA Al-IKhlas Tempel Catur Tunggal Sleman Yogyakarta*", thesis , Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2009

¹¹ Evi Andi Yani, "*improving reading learning process through cooperative integrated reading and composition (circ) for students of grade viii of mts wahid hasyim sleman yogyakarta in the academic year of 2010/2011*" thesis, Faculty of Language and Art university of Yogyakarta, 2013

the different interests of the two groups' personnel, to respect their fears and uncertainties. It would be helpful if teams with different competencies could work together so that there is peer-to-peer learning.¹²

George Jacob & Dan Hannah in their journal "Combining Cooperative Learning With Reading Aloud by Teachers". They found that a good reading aloud session will include a good deal of talking by students as they respond to the teacher's questions, ask their own, voice their opinions and relate their experiences.¹³

Pezhman Nouzman Haradasht in his Journal "The Comparative Effect of Using Competitive and Cooperative Learning on The Reading Comprehension of Introvert and Extrovert EFL Learners". The result of his Journal showed that introverts outperformed extroverts in the competitive group meaning in competitive learning does not match the personality of extroverts.¹⁴

Erlidawaty & Syafruni in their journal "The Effect of Cooperative Integrated Reading and Composition on Reading Comprehension of IAIN Lhokseumawe, Indonesia"

The conclusion of their Research are:

- 1) It indicated the students were taught by using CIRC was significantly different in achievement between students who were taught through a traditional model.

¹²Gudrun Marci-Boehncke, "cooperative learning by educational networks: Perspectives for good educational governance in modern reading education", Journal. Faculty of Cultural Study/Department of German Language of Literature UIN Technical University of Dortmund (Germany), 2017. P.11

¹³Jacob George & Hannah Dan. "Combining Cooperative Learning With Reading Aloud by Teachers", Journal. University of Murcia. 2004. P.19

¹⁴Haradasht Pezhman Nouzman. "The Comparative Effect of Using Competitive and Cooperative Learning on The Reading Comprehension of Introvert and Extrovert EFL Learners." Journal, Foreign Language Faculty, Islamic Azad University (IAU), Tabriz, Iran .2014. P.8

- 2) By using CIRC in experimental groups, the situation in this group was very enjoyable, the student can communicate with each other freely and they were enthusiastic when they were joining in this group
- 3) Students in cooperative groups receive encouragement and support for more competent peers than use the traditional model in class teaching.¹⁵

B. Some Pertinent Ideas

a. Cooperative Learning

Cooperative Learning As mentioned earlier, the teaching of reading should fulfill some principles of teaching of reading. The teacher should use appropriate techniques and create classroom activities engaging for students to actively involve themselves in the reading class in order to achieve common goal in learning. One of the principles is related to the technique that helps students to develop their reading skill and strategies to improve their comprehension. By implementing the appropriate reading techniques and creating reading activities that including micro skills and strategies in reading, the teacher will help students to read more effectively and easier to deal with various types of texts as well as create the teaching and learning process run effectively and motivating for students. Those techniques and activities that are required to improve student's reading comprehension can be found in the cooperative learning. It is one of the teaching strategies which are commonly used in the process of teaching and learning process.

¹⁵Erlidawaty & Syafruni in their journal. "The Effect of Cooperative Integrated Reading and Composition on Reading Comprehension of IAIN Lhokseumawe, Indonesia". Jurnal, IAIN Lhokseumawe. 2018. P.8

Cooperative learning is a kind of teaching strategies that commonly used in the classroom. According to Brown that cooperative learning is one strategy that involves students to work together in pairs or groups and they share information¹⁶. Involvement both positive interdependence which all members must cooperate to complete the task and individual and group accountability which each member is accountable for the complete final outcome. By doing this, the classroom atmosphere will be enjoyable for students to learn in order to achieve the goal of the lesson as well as the goal of the team. According to Richard and Rogers, cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class. By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject. In addition, Richard and Rogers define that cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others.¹⁷

b. The Elements of Cooperative Learning

In cooperative learning, students are expected to more easily understand the text, when they work together in doing it and share knowledge about the text

¹⁶Brown, H. D. (2001). *Teaching by Principle an Interactive Approach to Language Pedagogy*. New York : Addison Wesley Longman, Inc. p. 25

¹⁷Richards, J. C. and Rogers. (2001). *Approaches and Models in Language Teaching* (2nd Ed.). New York: Cambridge University Press.p.192

presented. There are several cooperative learning elements which would be explained below.

a. Positive Interdependence

The first requirement for an effective structured cooperative learning environment is that students believe they “sink” or swim together. Cooperation occurs only when students perceive that the success of one depends on the success of other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for group success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

b. Face to face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other learning and success. It is necessary to maximize the opportunities for them to help, support, encourage and praise each other. Such interaction helps to promote the following:

- a. Orally explaining how to solve the problem
 - b. Teaching one’s knowledge to other
 - c. Checking for understanding
 - d. Discussing concepts being learned and
 - e. Connecting present with past learning
- 3) Individual and Group Accountability

The purpose of cooperative learning group is to make each other member a stronger individual. Individual accountability exists when the performance of each individual student is assessment and the results are given back to the groups. It also involves both group and individual performance. One of the examinations is by assigning each student in a group to have certain responsibility in finishing the project. Another examination is by calling on a student at random to share with the whole class with group members or with another group.

4) Social Skill

Students must be taught the social skills and motivated to use social skills which are needed for teamwork decision-making, trust-building, communication and conflict management skill. The social skills determine the way students interact with each other as teammate and structuring and structure. Structuring and structure refer to the ways of organizing students' interaction during the learning activity. Those key elements should be well organized in order to create effective group learning in cooperative process. In this case, the teacher plays important roles in designing learning activities which cover all of those elements of cooperative learning in the classroom.

5) Group Processing

There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the learner, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While assigning students to group, it can be selected by teacher, randomly selected, or student-selected.

Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in processing etc. In order to be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful and process as a group how effectively members are works together.

c. The Implementing of Cooperative Learning

The implementation of cooperative learning in the teaching and learning process of reading requires many preparations should be understood by the teacher and students as the main elements who involve directly in the classroom.

Brown proposes seven rules in implementing a group technique in cooperative learning.¹⁸ They are introducing the technique, designing the use of small group for technique, modeling the technique giving clear and detail instructions, avoiding class into group, checking for explanation, and setting the task in action. These rules give clear description toward the things which must be organized before implementing a group technique. It is useful to create cooperative group in the teaching and learning process.

In addition, cooperative structure can enhance many familiar English learning activities which encourage all students to be more actively involved as well as improve their reading comprehension. There are some activities in

¹⁸Brown, H. D. (2007). Principles of Language Learning and Teaching. (5th Ed.).New York: Longman

cooperative learning that can be conducted in the classroom. Each of the activities explained as follows:

1) Pair Read

The purpose of this activity is to increase students' reading comprehension by using shared reading. Students are group in pairs then silently read a paragraph or each section. After that, in pairs take turns describing the content to their partner. When each pair finishes they can discuss the entire passage. After that, teacher can asks question to each groups in the class.

2) Think-Pair-Read

This type of cooperative learning involves a three-steps-cooperative structure. During the first step individuals think silently about a question posed by the teacher. Then, individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.

3) Numbered head together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

4) Round table brain storming

In this activity, the class is divided into small group (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After "think time", members of the

team share responses with one another round robin single. The recorder writes own the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

5) Group discussion and Quizzes. Group discussion is a learning model that has steps Certain learning is applied in order for goals or competencies from the learning outcomes that are expected to be quickly achieved more effective and efficient.

6) The students work together to learn and are responsible for their team mates learning as well as their own.

It is emphasizes having team goals and success dependent on the learning of all group members. The teacher begins by presenting the lesson to the students for one or two periods of instruction keeping focus the of the lesson directly linked to group assignments and individual quizzes.

Based on the explanation above, it can be concluded that a teacher who uses cooperative learning has a number of responsibilities such as planning the lesson, activities, and evaluation, grouping students, arranging physical placements of students, monitoring group activities and helping when necessary. Besides, students also have responsibilities to get activity involved in the learning activities, give positive contributions to the success of their group, and help each other to reach the learning goals. However, the implementation of those activities is not always same in all learning process and it tends to be flexible. It means that the activities can be suited with certain material or purpose of learning.

d. Quantum Teaching

Quantum Teaching comes from two words namely "Quantum" which means the interaction that converts energy into light¹⁹ and "Teaching" which means teaching. Thus Quantum Teaching is an orchestration of various interactions that exist in and around the learning moment.

“Quantum Teaching was originally an experiment by Dr. Georgi Lazanov from Bulgaria about Suggestology is the power of suggestion that can and definitely affects learning outcomes. Bobbi De Porter who is a student from Dr. Georgi Lazanov tried to redevelop his teacher's experiments into Quantum Learning which was the result of adoption of several theories, such as suggestion, right and left brain theory, triune brain theory, choice of modalities (visual, auditory, and kinesthetic), and holistic education. Through the institution he built, the Learning Forum, an international education company headquartered in the United States, Bobbi DePorter developed Quantum Learning into Quantum Teaching, which is a learning model that creates an effective learning environment, using elements that exist in students and their learning environment through interactions that occur in the classroom.”²⁰

Quantum Teaching has a concept: Bring Their World (students) to Our World (educators) and Deliver Our World to Their World. The meaning of the concept is the first step has the right to teach. Teaching is a right that must be achieved and given by students not by the Ministry of Education. Entering their

¹⁹Bobbi DePorter, dkk, Quantum Teaching, (Bandung: Kaifa, 2010), P 34.

²⁰Ahmad Munjin Nasih, Lilik Nur Kholidah, Metode dan Teknik Pembelajaran Pendidikan Agama Islam, (Bandung: Refika Aditama, 2009), p 117.

world first, this action will give permission to lead, guide, and facilitate their journey to consciousness and wider knowledge by linking what is taught with an event, thought, or feeling obtained from life. After the connection is formed, bring them into your world and give them your understanding of the contents of the world. Finally, with greater understanding and deeper understanding students can bring what they learn into their world and apply it to new situations. Through this Quantum Teaching, a teacher will influence the lives of students. The teacher understands very well, that each student has their own character. How each character can have a role and bring success in learning, is the core teaching of Quantum Teaching.

e. **Quantum Teaching Model**

The Quantum Teaching Model is much like a symphony. There are many elements that factor into the learning experience. These elements can be put into two categories: context and content.

1) **Context**

Context is the setting for the learning experience. It focuses on the environment, the atmosphere, the foundation, and the design of the classroom.

- a. **Orchestrating a Good Condition.** The learning process must create a good condition. How to make the learning process more fun for the students.
- b. **Orchestrating a Strong Foundation.** The teaching-learning process needs purpose, principles, agreement, policy, procedure and rules, keep the community run well, and the environment which is supporting each other.
- c. **Orchestrating a Supportive Environment.** The environment can be designed in

around the class: light, colors, aids, chairs arrangement tables and chairs, music, plant, etc. which is supporting learning process.

- d. Orchestrating Dynamic design. It means that teaching-learning process should be contextual based on students' condition with the psychological principles.

There are Eight Keys of Excellent for teacher (Deporter, 2010: 82), as follow:

- a. Integrity: Be honest, heartfelt, and universal, so that the teacher's values and behavior match.
- b. Failure Leads to Success: Comprehending that failure only to give information which requires us to get success. There is no failure; it is just the result and feed-back. It will be useful if you find the lesson to do next time to improve your knowledge.
- c. Speak with Good Purpose: Be positive and responsibility to communicate. Avoid gossip and harmful talk.
- d. his is It: Focus your attention on the present time, use the time well and do the job as good as possible.
- e. Commitment: Follow through on your promise and obligation. Do your vision and whatever is necessary to get the job done.
- f. Responsibility: Take responsibility for your actions.
- g. Flexibility: Be open to change or a new approach that can help you to get what desires.
- h. Balance: Keep mind, body and spirit. Arrange your time to keep on these three fields.

2) Content

Content is equally important as the context. Learning occurs when skills are presented in a manner that allows a student to explore and discover the wonders of the material being taught to them.

- a. Orchestrating Powerful Presentation. It means that the way how the teacher in teaching-learning processes (the best teacher treatment).
- b. Orchestrating Elegant Facilitation. It is based on the assessment of your listener (students), so the teacher has to use the KEG principles, they are: *Know what you want, Explain what you want, and Get what you want.*
- c. Orchestrating Learning to Learn Skills. The advantages from the way of study.
- d. Orchestrating Life Skill. It is consist of the life is on line and keep the relationship with the society.
- f. **The Principles of Quantum Teaching**

Quantum Teaching also has five or truths remain the same as the main principle. These principles affect all aspects of Quantum Teaching. There are five principles, namely:

1) Everything Speaks

Everything from the classroom environment to body language, from the paper shared to the lesson designs all send messages about learning.

2) Everything is purpose

Purpose Everything that happens in our composition has a purpose. Therefore Kathy Wa gone makes a motivating term: "set these goals so that you can achieve each day".²¹

a. Experience before naming

Our brain is growing rapidly with complex stimuli that will move curiosity. Therefore the best process occurs when students have obtained information before drawing conclusions from what they have learned.

b. Admit every business

Learning contains risks. Learning means getting out of comfort. When students take this step students deserve recognition of their skills and confidence. As Noelle C. Nelson said that praise or appreciation to someone for his work raises an energy that evokes positive emotions.²²

If it's worth studying, it's worth celebrating. Celebration provides feedback to recognize progress and increase interest in learning. Regarding that, Dryden advised that always remember to celebrate every success.

Based on the principles above the teacher must be aware that the educational transforming is not only the job of teachers but it also needs the role of second player, which are the students. Quantum teaching 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 teaching design frame are :

²¹Kathy Wagone, *Seni Meraih Sukses Sederhana*, (Batam: Interaksa, 2004), P. 7

²²Noelle C. Nelson, Jeannine L. Calaba, *The Power of Appreciation* (Jakarta: Buana Ilmu Populer, 2005) P.7.

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 as the operational concept of the principle of the world bring them into our world. With the effort to include students in mind and emotions, so as to create bonds 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.

g. Reading Comprehension

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.

Reading comprehension means the understanding, evaluating utilizing of the information and gaining through interaction between and author, reading

comprehension is such a kind of dialog between and authors' a reader in which in writing language becomes two medium that cause the dialog happen when the two persons communicate through the medium of print.²³

h. 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 understands 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.
- 9) Inform the dynamic assessment of learning reading comprehension.

Based on the principles in reading comprehension above it can be concluded that success in reading is determined by many factors. The principles

²³ Smith, Nila Boston and H. A Alan Robinson, 1980. *Reading Instruction for Today's Children*. Boston, Practice Hall. Inc.p. 203

described above is the most widely affect the ability to understand the reading that the purpose of reading can be done well the readers require to truly understand the principles of reading itself.

i. 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.²⁴

1) 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.

2) 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.

3) 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

²⁴ Farida Rahim. Pengajaran Membaca Di Sekolah Dasar. Jakarta. Bumi Aksara. 2008

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.

4) 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.

j. 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. Sabarti Akhadiah explained through teaching this reading students can acquire language skills increase, reasoning ability, creativity, and appreciation of moral values.²⁵

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.

k. 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.

- 1) Growing interest in reading

²⁵ Marhan, Agres Cendikia.(2012). *Upaya Peningkatan Kemampuan Membaca Melalui Pemanfaatan Strategi PQ4R*.<http://www.skripsi.com/2012/03/skripsi-pdf-html>, 19juni 2019 p. 27

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

- a. The school always provides books or reading material that is new and exciting. In addition to foster students interest in reading, also enrich the students with the knowledge or new experiences
- b. 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 arise in students themselves when they learn or follow exercises reading
- c. Text books and reading materials as always learning materials thought that have high levels of legibility relevant for students. Because the face of reading material is too difficult, can reduce excitement them in reading.

2) Giving Motivation for Students

Teachers can motivate students to providing guidance and can encourage students to follow learning to read in school and to do exercises to read autodidact seriously. By providing guidance that is expected of students know and realize that:

- a. Acquisition and strategic science and technology are the
- b. Most relevant in this era of globalization is through reading
- c. In view of science and technology continues to evolve rapidly, reading comprehension relatively high really necessary, and
- d. Reading comprehension and improvement can only be obtained through study or practice of continuous reading.

3) 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, the reading comprehension learning it will not work the good one.

4) 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.

I. Procedure of Cooperative Learning Collaborate with Quantum Teaching in Reading Comprhension

To overcome the boredom of students in learning, one of the collaborative learning models can increase student learning motivation, which is a quantum learning model that is designed to make it easy for participants to learn, because quantum teaching is learning that makes students happy, from the beginning to the end of learning. the fun students feel not burdened in accepting the lesson, because in learning quantum teaching is designed so that anyone who follows the

lesson will feel happy, with the encouraging situation, all the material provided by the teacher will be easily accepted by students. While to overcome the learning problem which is less innovative and the teacher center in using quantum teaching, also needs to be overcome by learning problems that tend to be individualistic by using approaches that are based on collaboration, togetherness and collaboration, the approach being referred to is cooperative learning.

So the merging of these two learning models are the form or type of learning activities used by the teacher to deliver teaching material in order to achieve the expected learning goals. Cooperative learning can create conditions for mutual learning, helping one another, and working together.

The steps of learning quantum teaching collaboration with cooperative learning as follows

- 1) Teacher divides students into heterogeneous groups
- 2) The teacher conveys all objectives in learning and motivates students. At this stage the word " **grow** " has already been entered which means that the teacher has an important role in providing enthusiasm and stimulation of learning to students.
- 3) The teacher gives the text in accordance with the topic of learning is related to the experiences that students have (naturally) related to the material being taught so that there are motivation from students who have known the material to develop their experiences also for those who have never known being more interested and challenged to learn it (**natural**).

- 4) Students work together to read to each other and find answers or main ideas of the problems available then give responses to the text written on a piece of paper. In this activity the teacher conveys material that will be studied in full after students tell the experience that has been gained, so that in naming (**Label**) students already have stock and mastery of the material by students can be more maximal, to avoid boredom and to explore students' abilities.
- 5) Students present or read group results. Students demonstrate the results of assignments that have been given by the teacher. Thus this way is expected to show the results of his work. (**Demonstration**)
- 6) The teacher gives reinforcement about the material that has been given, done by giving the opportunity to students to review the material that has been submitted by the teacher. (**Repeat**) .
- 7) The teacher gives a quiz to students related to the material that has been taught and when students answer the quiz , then given an appreciation or appreciation such as applause, it is one of the motivations made by the teacher by giving praise to students who successfully answer questions and does not directly blame students' answers, with this condition it is hoped that it can foster student enthusiasm for learning, (**Celebration**)

In cooperative learning collaborated with quantum teaching above described by the method (TANDUR), researchers conducted a heterogeneous division of groups first then applying the two learning models, by starting to give suggestions or stimulation to students before entering the material so that students are more excited and comfortable in follow the learning process and when they

work on the given text, students are given a suggestion in the middle of learning to eliminate the boredom that is felt at the end of learning, by giving this suggestion it is expected that the student's mood will return to fresh as at the beginning of learning.

With these two learning models, it is hoped that they can improve students' reading comprehension, because they work on the text given in groups with a pleasant feeling and in the group they share knowledge about the material or text provided.

C. *Conceptual Framework*

The conceptual framework underlying this research is giving in the following diagram :

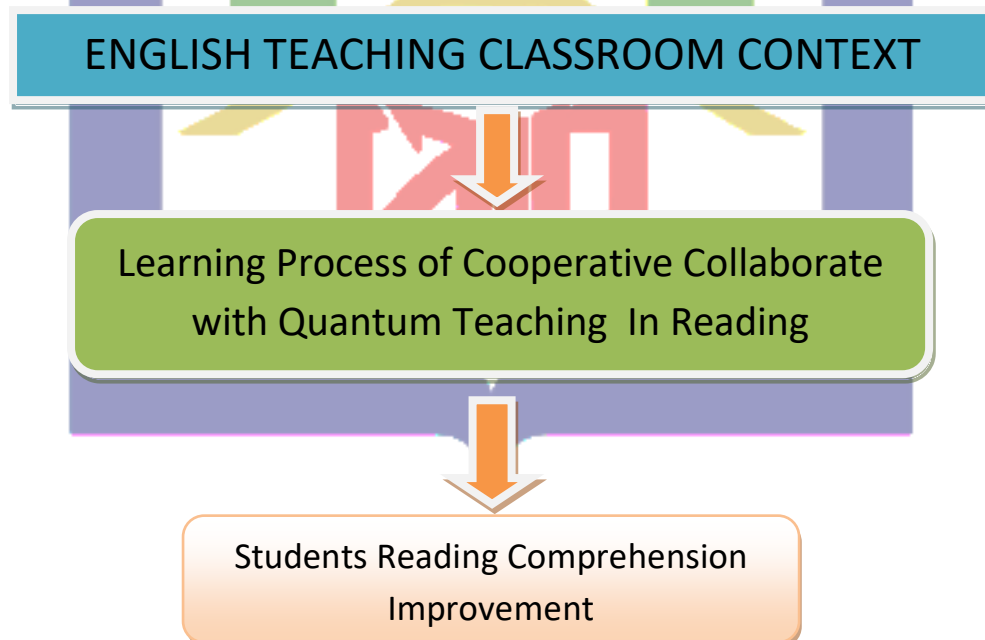


Figure. 1

The conceptual framework of this research used Action research, this research was carried out with several stages such as the pretest. Pretest was given before giving treatment using a cycle, this was used to find out the significant result after doing research. The Researcher provided material to students, by combining two learning models. They are "cooperative learning collaborated with quantum teaching models in teaching reading comprehension", these two learning models were expected that the ability of students' reading comprehension could be improved.

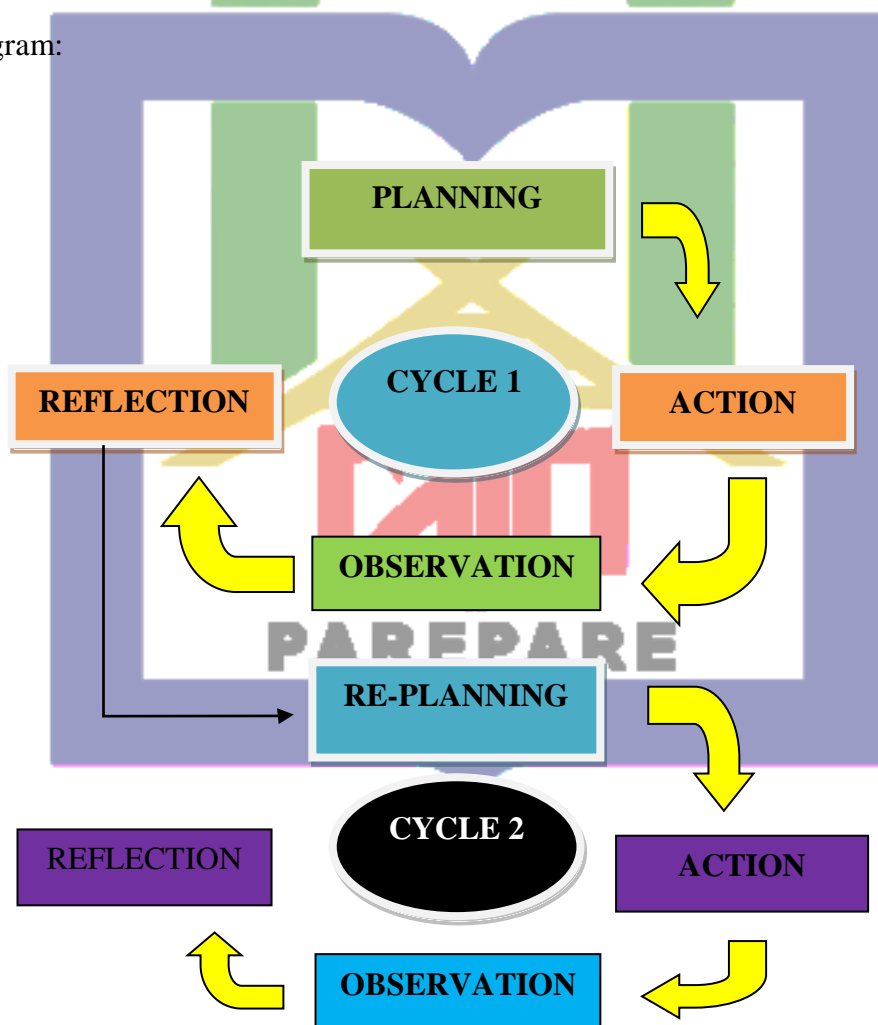


CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Research Design

The model that the researcher used in this research was a Classroom Action Research (CAR). It is conducted through a cycle to observe the effectiveness of cooperative learning with collaboration quantum teaching model in teaching reading comprehension. The class action research is described in the following diagram:



Figure,2

Explanation:

a) Planning

- 1) Understanding the curriculum of the school that is use for the school
- 2) Prepare the interesting material for the students
- 3) Make the lesson plan for meeting about reading material
- 4) Make the teaching instrument based on the classroom action research
- 5) Teaching material
- 6) Cooperative learning with collaboration quantum teaching model

b) Action

- 1) The teacher built up the warmth environment among the students to engage the students in teaching process (telling story, quiz and motivation)/*grow*
- 2) Changed the classroom environment. Reset the chair position to have an effective teaching
- 3) Divide the students into some group
- 4) Explain the material to the students(*grow*)
- 5) Give the task to the students about the material and the students answer the questions given together with their group (*experience and label*)
- 6) Ask the students to demonstrate their work result in front of the class / (*demonstrate*)
- 7) Re-explain the material/(*review and reflect*)
- 8) Celebrate the students work. If it's worth learning, it is worth celebrating (clap hands, gift or thumbs up)/(*celebration*)

c) Observation

In this phase, the researcher observed the increase of the students' reading comprehension in understanding the content of the text and also their increase in determining the main idea of paragraph through cooperative learning with collaboration quantum teaching model. The researcher evaluated the students' achievement in reading comprehension.

d) Reflection

Reflection used to see cycle action process. The researcher will analyzed and evaluate the teaching learning process. By the reflection the researcher known the weakness of cycle.

e) Re-Planning

If the researcher finds the weakness in the first cycle, then the second cycle is carried out, of course by looking at the process, planning, reflection, after collecting data, the author will evaluate the teaching and learning process. then, the writer will reflect on herself by seeing at the results of the observation. After the data has been collected, the teacher analyze the data of the teaching-learning process and also identify narrative text by using jigsaw learning collaborate with quantum teaching model and how to improve it. Besides, the teacher will reflect herself by seeing and analyze the result of the observations of whether teaching and learning reading material by using jigsaw learning techniques collaborated with quantum learning is good or not. if the cycle was not successful then the writer decides to continue the next cycle to getting the accurate results.

B. Time And Location of Research

This research conducted at the nine grade students of junior high school 4 Suppa in academic year 2019-2020. This research needs more than one month to see the preference in learning process.

C. Subject of The Research

The subject of this research is to the nine grade students of SMPN 4 Suppa Pinrang Regency in academic year 2019-2020. students at SMPN 4 Suppa 2019-2020 school year consist of 197 students consisting of 8 classes. Class IX students consist of 3 classes, Class VIII consists of 2 classes and Class VII consists of 3 classes. Grade 9 students consisted of 60 students, class VIII consisted of 55 students and class VII consisted of 65 students, but the researcher focused on the selection of research subjects in class IX.A because in this class the researcher was the home teacher in that class and as a researcher, already know the characteristics of students. The sampling technique in this research was determined directly by the researcher, namely purposive sampling.

Table . 3.1 Total of Students

NO	CLASSES	TOTAL STUDENTS	
1	IX	64	Three class
2	VIII	60	Two class
3	VII	73	Three class
	TOTAL	197	Eight class

D. Instrument of Research

In this research use multiple choice test form to assess the students reading comprehension, observation checklist, field note and questionnaire to find out students interest. The researcher gives test in the cycle 1 and 2 to find out the effectiveness of cooperative learning with collaboration quantum teaching model in teaching reading comprehension.

E. Technique of Collecting Data And Data Analysis

The researcher will take to collect data and to analyze the data, the researcher conduct the following procedures:

1) Classification the students' assessment

Table 3.2 classification the students' assesment

No	Classification	Score
1	Excellent	81 – 100
2	Good	61 – 80
3	Fair	41 – 60
4	Poor	21 – 40
5	Very poor	0 – 20 ²⁶

Depdiknas 2006

²⁶Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2005), p.245 .

2) Scoring

To find out the mean score of each test, the researcher uses the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

\bar{X} = The mean score

$\sum x$ = Total number of the students score

N = Total number of the students

3) Analyzing the data of the students' interest by using Likert Scale.

Table 3.3. Likert scale

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

(Sugiono, 2008:135)

The researcher will use 10 positive and negative statements in the questionnaire. Therefore the highest score is 100 and the lowest is 20. For each score classification, the interval score is based on the following table:

Table 3.4. The classification score for the questionnaire.

Score	Classification
85-100	Strongly interested
69-84	Interested
51-68	Moderate
36-50	Uninterested
20-35	Strongly uninterested ²⁷

(Sugiyono, 2008)



²⁷Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta. 2008

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

To gather the data of the present classroom action research, the researcher used three kinds of instruments; namely pre-test, post-test, and questionnaire and observation. The data required was meant to answer the research question through administering the instrument mentioned above to nine grade students of SMPN 4 Suppa. The pre-test in reading comprehension was administered to the subject under study to get their pre-existing ability in reading comprehension. In pre-test, the subjects were given 20 of multiple choice test items to determine their ability in reading comprehension. Post-test was administered in both of cycle. This was the fact that in each session the researcher administered the post-test as the reflection in reading comprehension through collaborated learning with quantum teaching method that was presented and discussed in that session.

1. The procedure of Cooperative learning collaborated with quantum teaching model in teaching reading comprehension

The steps of cooperative learning collaborated with quantum teaching model in teaching reading comprehension as follows:

- a. Teacher divides students into heterogeneous groups
- b. The teacher conveys all objectives in learning and motivates students. At this stage the word " **grow** " has already been entered which means that the teacher has an important role in providing enthusiasm and stimulation of learning to students.

- c. The teacher gives the text in accordance with the topic of learning is related to the experiences that students have (naturally) related to the material being taught so that there are motivation from students who have known the material to develop their experiences also for those who have never known being more interested and challenged to learn it (**natural**).
- d. Students work together to read to each other and find answers or main ideas of the problems available then give responses to the text written on a piece of paper. In this activity the teacher conveys material that will be studied in full after students tell the experience that has been gained, so that in naming (**Namai**) students already have stock and mastery of the material by students can be more maximal, to avoid boredom and to explore students' abilities.
- e. Students present or read group results. Students demonstrate the results of assignments that have been given by the teacher. Thus this way is expected to show the results of his work. (**Demonstration**)
- f. The teacher gives reinforcement about the material that has been given, done by giving the opportunity to students to review the material that has been submitted by the teacher. (**Repeat**) .
- g. The teacher gives a quiz to students related to the material that has been taught and when students answer the quiz , then given an appreciation or appreciation such as applause, it is one of the motivations made by the teacher by giving praise to students who successfully answer questions and does not directly blame students' answers, with this condition it is hoped that it can foster student enthusiasm for learning, (**Celebration**)

In cooperative learning collaborated with quantum teaching above described by the method (TANDUR), researchers conducted a heterogeneous division of groups first then applying the two learning models, by starting to give suggestions or stimulation to students before entering the material so that students are more excited and comfortable in follow the learning process and when they work on the given text, students are given a suggestion in the middle of learning to eliminate the boredom that is felt at the end of learning, by giving this suggestion it is expected that the student's mood will return to fresh as at the beginning of learning.

With these two learning models, it is hoped that they can improve students' reading comprehension, because they work on the text given in groups with a pleasant feeling and in the group they share knowledge about the material or text provided.

The advantages of cooperative learning collaborated with quantum teaching model were to increase students' motivation, creativity and learning achievement. This learning was done in groups. The opinions of group members were more effective because the students had the opportunity to listen, to accept, and to respect. The level of self- awareness and good social relations and mutual understanding between students was preferred to reduce feelings of boredom in learning

The steps in implementing cooperative learning collaborated with quantum teaching learning model were determining the focus of the subject and providing an initial test to measure the level of students' understanding about material. The

teacher divided the group without observing the students' background. This was absolutely done to guide groups, motivate students, and convey objectives as well as present lesson material easier. The teacher conducted cycle tests to determine the increase of learning outcome and gave reward toward students' achievement.

Pre-test was conducted to find out the significant result after giving a cycle, and the test was used as a basis for measurement and comparison of the increase or decrease of students' learning outcomes.

Students were divided into heterogeneous groups based on students' achievement, gender, race and ethnicity. Each group consisted of 4 or 5 students from different background in order to have an atmosphere of cooperation and togetherness. The purpose of grouping based on heterogeneity of students was to form cooperation and mutual respect for other students of different races, religions, cultures and social classes or abilities in learning. The teacher had to be able to convey objectives, present learning material, guide the group, and motivate students, as well as convey basic competencies.

Before giving the cycle test, the teacher guided and explained the subject and conveyed the main issues to be discussed using cooperative learning collaborated with quantum teaching model. It was intended that students understand the subject matter and issues of presented material. The presence of teachers in providing guidance was needed to help the students focused on the subject matter and discussion. The guidance was explaining the student worksheet, guiding students to work on the given questions, calling students randomly to answer and solving the questions. It was

intended that all students always prepare themselves as well as possible. Giving class assignments should not take too long. Students should work on one or two problems and immediately gave feedback.

The subject and sub-topics were equipped with the students' worksheets. The teacher distributed worksheet to each student in each group to study. Each worksheet was presented and followed by a discussion and question and answer session until all students gave responses or questions. That was done for the sake of making an active, creative and enjoyable learning process.

As the main activity in the cooperative learning collaborated with quantum teaching model, the researcher prepared the material about understanding reading text "Narrative" for the learning process in the classroom. This material was explained in the form of lines of content to facilitate students' understanding. In the explanation of the material students were not focused and did not pay attention. The researcher tried to attract the students' interest in learning by giving quiz related to teaching materials.

Students were given a test about the material after learning. The implementation of this test was intended to determine the success of the instructional process after implementing cooperative learning collaborated with quantum teaching. The next test was given at the end of each cycle. The test results obtained from the end of the cycle was used as a basis for determining the effectiveness of cooperative learning collaborated with quantum teaching. It was done in cycles.

The process of implementing cooperative learning collaborated with quantum teaching was to give group reward based on passing grade (KKM). The students were rewarded with the words "good, great, super or given a clap hand"

The steps in the cooperative learning model collaborated with quantum teaching provided understanding that the teacher's role was very important. The teacher was responsible to guide students, provided a large picture and procedure of activities. The teacher formed a group, guided, gave quiz and assessed students. The average value of the group was intended to determine the level of improvement in learning outcomes and gave group rewards. By doing so, it helped the researcher to reflect and made conclusions from the results of the cycle.

2. Effectiveness of learning Cooperative Learning Collaborated Quantum Teaching at SMPN 4 Suppa Pinrang regency.

The effectiveness of cooperative learning collaborated quantum teaching model was known after conducting research in the form of classroom action. The research data was done with the stages of the implementation of action, action cycle 1 and cycle 2.

a. Pre-Action Data (Initial Reflection)

This research was conducted at SMPN 4 Suppa. The Researcher has been teaching in this school about 8 years ago. This school is being led by Drs. Sakaria.

On Wednesday 18 September, the researcher got permission from SMPN 4 Suppa to conduct research on English Subject. on Saturday, September 21,

2019, the researcher met formally with the principle of SMPN 4 Suppa to discuss about the researcher's planning. This classroom action research was planned on September 23, 2019, but in fact there was a change in the UTS Implementation schedule on the day that was set for research. so this class of action research was conducted after the mid test.

On Friday, September 13, a research introduction letter from the campus was ready to be delivered to Pinrang District office to obtain research information/letter, then on Wednesday, September 16, 2019, a research permit was issued by the BKD and there were copies to be given to the head of police (Kapolres Dandim), head of the Office of Education and Culture, Suppa Sub-district head, and director of Post Graduate Program of IAIN Parepare.

The researcher conveyed to the principal that this research planned to be conducted about 1 month or 16 meetings with two cycles using collaborative learning collaborated with quantum teaching in the reading comprehension of narrative text. the subject of research was the class IX.A. There are 20 students in this class including 11 males and 9 females.

In this study, the researcher acted as the executor of the action. The researcher was accompanied by fellow teacher who was in the school to help the researcher to fill in the observation check list when the teaching and learning process took place. and the researcher told students that before taking action, the researcher gave an initial test as the comparison of test result before and after giving treatment in each cycle.

Pre-cycle is part of the classroom action research process before the students got treatment and a series of learning processes. The teacher also did not apply cooperative learning model collaborated quantum teaching model yet.

On October 4, 2019 the researcher conducted an initial test to all students in class IX.A and had direct instructions and rules. Furthermore, the teacher corrected the student answer sheet to find out the initial test scores. These initial test values displayed in the following table :

b. Score Percentage

The scores which were collected in this study could be tabulated as follows:

Table 4.1 Students score

NO	NAME	PRETEST
1	ALY	40
2	ANN	50
3	ARJ	30
4	ASM	30
5	AWA	40
6	FAT	40
7	FEB	70
8	HMD	40
9	HNN	40
10	HSR	30
11	HND	30
12	IND	40
13	MPA	40
14	MIND	40
15	MUSD	50
16	NURN	40
17	RADT	40
18	RHMD	40
19	SSK	70
20	SYA	40
	Total	840
	Classical Success	$840/20 \times 100\% = 42\%$

Based on the table above scores in the action research class, it could be seen the lowest and highest scores of the 20 students in the class. the lowest score on the pre-test was 30 and the highest score was 70. The results of this pre-test can be known that classical success only reaches 42%. This means the pre-test results were below the KKM standard.

Table 4.2. The percentage of the students' score of pre-test.

NO	Clasification	Score	Pre-test	
			F	%
1	Excellent	81 – 100		
2	Good	61 – 80	2	10
3	Fair	41 – 60	2	10
4	Poor	21 – 40	16	80
5	Very poor	0 – 20		
TOTAL			20	100

Table 4.2 shows that the students' score in test result for pre-test most of them were in good category, 2 (10%) students were classified into fair, 2 (10%) students were classified into poor and 16 (80%) students were classified into good,. There were not any students classified very good. By looking at the results of the presentation of the table, it showed that the pre-test results did not reach the KKM standard that has been determined in the subject (70). The most student scores that appear are the poor category (21-40). Therefore, it was necessary to give a treatment to students for improving their reading comprehension.

Percentage of students score in pre-test presented in graphic as follow:

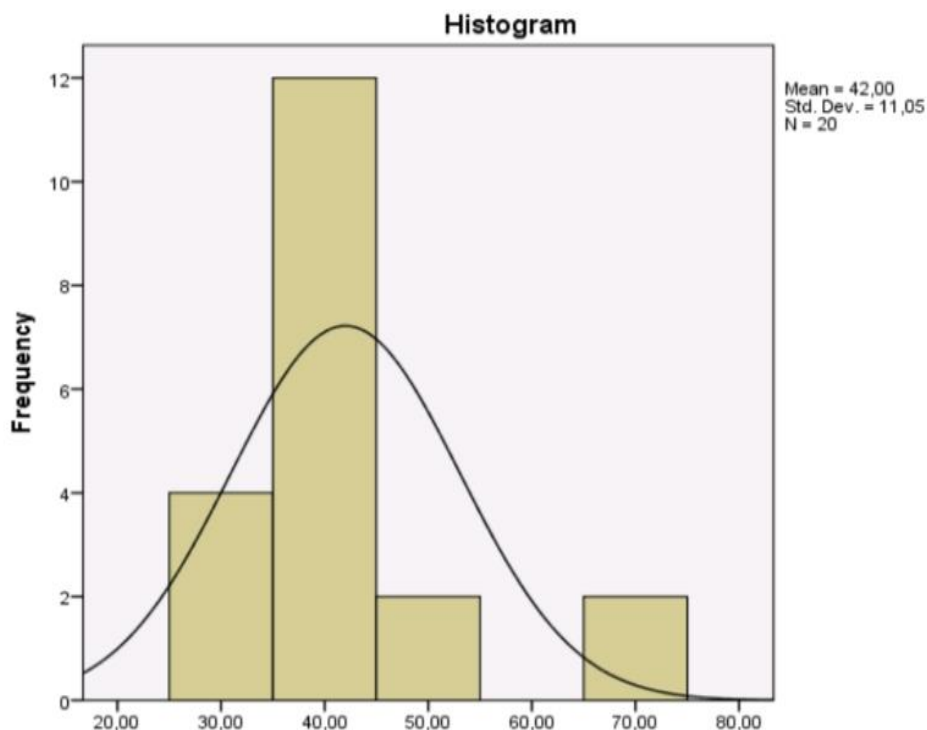


Diagram 4.1 Pretest

From the diagram 4.1 above shows that the mean score was 42% and the standard deviation was 11.05, this shows that in the first bar 4 students got a score of 30, in the second bar 12 students got a value of 40, in the third bar 2 students got a value of 50, and the last one student got a score of 70, and the graph shows the most values on the second bar.

Then, in this classroom action research, the researcher made learning groups. The techniques of group formation were adjusted to the results of the initial tests which were grouped based on heterogeneous groups without distinguishing between sex and intelligence.

The students were divided into four groups. There are four to five students in each group member. The groups were as listed in table 2 as follows:

Table 4.3 List of Group Members

Groups	Students code	Gender	Value
I	SIS	P	
	FHRL	L	
	ASMN	L	
	INDH	P	
	HND	L	
II	FEB	P	
	INDR	L	
	HNDR	L	
	MUSD	P	
	RHMD	L	
III	HANN	P	
	SYR	L	
	RADT	L	
	ALY	P	
	HMDN	L	
IV	HNN	P	
	AWL	L	
	ARJN	L	
	NRN	P	
	FTM	P	

c. The procedure of the implementation cycle I

Implementation of classroom action research is planning activity, implementing actions, observation and reflection that form a cycle.

1. Action planning stage I

At this stage the activities carried out by the researcher are as follow:
 Study the level of school curriculum,, Prepare interesting subject matter , Make a lesson plan (RPP), Making instruments based on classroom action research, Arrange observation sheets, Prepare test questions for group test and individual tests(test at the end of cycle I),Give rewards to students and

Coordinate with colleagues regarding the implementation of classroom action research.

2. Action implementation stage

Cycle I carried 4 meetings (8 hours of lessons or 360 minutes), with the allocation time for 1 meeting is 2x45 minutes. In more detail, each stage explained as follow:

a) The first and the second meeting in the cycle 1

The first meeting was held on 11- 16 October 2019 with allocation time 2 x 45 minutes. At the first and the second meeting in the cycle 1 learning activities were adjusted to the planned learning program which consisted of three stages.

1. Initial activity

The researcher started the lesson by greeting and calling the roll. Next, the researcher explained the learning objectives and the learning model applied in the classroom, namely cooperative learning collaborated with quantum teaching.

The initial was to submit pre-test questions relating to the subject matter of the narrative text material. The questions were: "does anyone like to read stories", what kind of stories do you like? ", Then, there were students who answered about fairy tales" Cinderella "etc.

Based on the researcher's questions, it showed that some students were interested in starting the lesson. Even though, others still seem uninterested in what was conveyed by the researcher.



*Teacher activity to stimulate students (**grow**)*

2. main activities



*Teacher activity to describe the material (**Experience**)*

The main activity of cooperative learning collaborated quantum teaching model is the researcher prepared the material to be taught in the classroom learning process about reading comprehension material in narrative texts. This material was explained in detail to facilitate student understanding about the material. At the beginning of the lesson, some students lack of focus and less attention on what is presented by the researcher, so the researcher tried to attract the attention of students by giving a question about a fairy tale. Then, the question was answered by some active students. Mostly their answers were relatively similar responses and the other students slowly begin to pay attention well.



Students Activity to work Together in Their Group (Label)

Then the researcher divided the groups of students based on the previous meeting. some students objected to the division of the group, but the researcher explained that the division of this group was in accordance with the level of knowledge of each group and was relatively balanced and the members of the group had already had heterogeneity. The researchers hoped that students could complement each other and could be responsible to their respective group.

Furthermore, the researcher distributed worksheets according to the instrument as illustrated in the learning program plan (attached). Students were explained about the rules of the cooperative learning collaborated quantum teaching model

- a) Each group had to share ideas and experiences to solve problems in the items being faced
- b) Each group member had the same right in presenting the group's work
- c) Students had to respect the opinions of others
- d) The problems solved by means analyzed first and then determined the answer.

The researcher told the students that each group had the same topics. The students were not allowed to cooperate with other groups . Based

on observations, overall it appeared that most group members were not able to work well together because there were still some students who were individualistic, passive and busy by themselves. Dealing with this, the researcher approached the group and then gave direction in order to work together with their groups.



Students Activity to work Together Their Group (Label)

3. End activities

After the time ran out for answering the questions, the researcher asked the student to go back their seat and collected the answer sheet. The researcher gave conclusion and closed the meeting by greeting and reminding students to prepare their presentation of the work from every group. so , each group member had to master each subject at home. Students were expected to be active in providing answers or questions at each meeting.

b) The third and fourth meeting in the cycle 1

The second meeting was held on 25- 30 October 2019, and the activities of the meeting were carried out based on the Learning Program Plan made by the researcher. They consisted of three stages of activities namely:

1. Initial activity

The researcher started the lesson by greeting and calling the roll. after that, the researcher reminded the learning objectives to be achieved in the second meeting.

2. main activities



*Students Activity To **Demonstrate** Their Work in Group*

In this main activity, the researcher assigned students to gather with their groups and distributed students' answer sheet. The researcher pointed representative of each group to present the results of the answers that they prepared. After completing the presentation, the researcher expected that other groups gave respond to the results of the answers, but the atmosphere of group presentation was still passive, so the researcher guided the students to provide responses to the answers.

The next process, the atmosphere of the discussion group was active to give respond, to answer the objection, criticism and justification. And these activities were guided by the researcher. and the researcher also did not forget to give appreciation to the students who successfully presented work of their group.



*Students Activity to **celebrate** their success to answer some quiz*

3. End activities

After the time ran out for answering the questions, the researcher asked the student to go back their seat and collected the answer sheet. The researcher gave conclusion and closed the meeting by greeting and reminding students to prepare their presentation of the work from every group. so each group member had to master each subject at home. Students were expected to be active in providing answers or questions at each meeting.

The next process is the second cycle to improve the value by continuing the indicators contained in the Learning Program Plan. Finally, the activities ended with a greeting.

c) Observation results

Observations were made by Ms. Munaiya, S.Pd.I. The observer's task is all student activities during the teaching and learning process. This observation was based on the guidelines given by the researcher. The observer is a colleague in teaching English subjects. The observer is conducted for all student activities while the teaching and learning process takes place in the classroom. all activities that occur in the classroom are either negative or positive interactions seen by the

observer and recorded or checked. The result of students' activities in learning process in cycle 1

In this research used field note to know the students' participation in English interaction and students activities observed. There were to important component they were participation, attention and behavior . Where participation consist of question, giving opinion and answer question. Beside pay attention to learning process and behavior shows good attitude when the teaching and learning process.

At the first meeting, the observation showed 18 out of 20 students attended and 1 students absent and 1 got sick, 5 out of 20 , asking question about the material and some vocabularis that they didn't know. 6 out of 20 students pay attention to the researcher explanation , while 14 out of 20 students still playing when the learning and teaching process.

At the second meeting, 20 students attended and no one got sick and absent. In this meeting, the students showed their improvement. From the result observation showed that the students shown improvement. 6 out of 20 students asking question about some difficult words they didn't know in the text . It was increased 6 students than the first meeting. Where in the first meeting just 6 students were pay attention to the teacher , but in the second meeting some of students began active to participate with their group to do their text. And 4 out of 20 students still playing.

At the third meeting, 18 out of 20 students attended and 1 out of 20 students got permission and 1 absent. The researcher to each group to translate the

text but there some students who are less enthusiastic about working on the text while there were also those fun joking with their group and not focusing on the material that has given.

At the fourth meeting, 20 out of 20 students attended and there was not absent in this meeting. The researcher tried to improve the students' achievement of each meeting hold up situation of the class to be conducive constantly during in learning process in class. There are some student still play with their group member and not seriously to do their text.

Table 4.4 Students Score cycle I

NO	NAME	CYCLE I
1	ALY	40
2	ANN	65
3	ARJ	40
4	ASM	40
5	AWA	40
6	FAT	40
7	FEB	65
8	HMD	45
9	HNN	40
10	HSR	45
11	HND	45
12	IND	45
13	MPA	50
14	MIND	40
15	MUSD	60
16	NURN	55
17	RADT	55
18	RHMD	60
19	SSK	65
20	SYA	40
	Total	975
	Classical Success	$975/20 \times 100\% = 48.75\%$

able. 4.5. The percentage of students' score of Cycle I.

NO	Clasification	Score	Cycle 1	
			F	%
1	Excellent	81 – 100		
2	Good	61 – 80	3	15
3	Fair	41 – 60	9	45
4	Poor	21 – 40	8	40
5	Very poor	0 – 20		
TOTAL			20	100

Table 4.5 shows that the students' score in test result for cycle I most of them were in good category 3 (15%) students were classified into good, 9 (45%) students were classified into fair and 8 (40%) students were classified into poor. There were not any students classified into Excellent and very poor.

Percentage of students score in cycle I presented in grapich as follow :

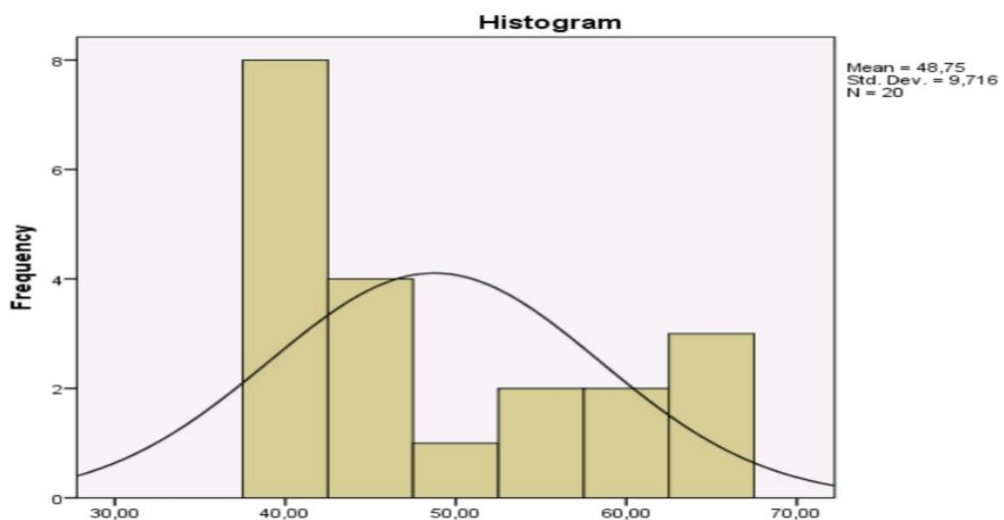


Diagram 4.2 cycle 1

From the diagram 4.2 above shows that the mean score was 48.75 and the standard deviation was 9.716, this shows that in the first bar 8 students got a score of 40, in the third bar 1 students got a value of 50, in the fifth bar 2 students got a score of 60, and the last bar 1 students got a value of 70, and the graph shows the most values on the first bar.

d) Mean score and standard deviation of pre-test and cycle I.

The mean score and standard deviation of the students in pre-test and cycle I are percentages as follow :

Table 4.6. The mean score of pre-test and cycle I

No		Pre-test	Cycle I
1	Mean Score	42.00	48.75
2	Satandard Deviation	11.05	9.716

e) Reflection cycle I

Based on the data presented in the qualification of the students' success in cycle I, it can be stated that the implementation of cooperative learning collaborate quantum teaching is not successful yet. The criteria of success if most of the students' get 65 score. Beside that the criteria of success the students could be seen from their activities in the class during four meetings. Based on the field note in the first meeting there were many students made activities that outside of learning process. It was because the first day for the researcher in the class and the students still strange to the materials that the researcher conducted. The second meeting until the last meeting on the first cycle, the students had participated actively followed the learning process. But there still a little student played in the

learning process so could be concluded the willingness of the students in learning is more than previous meeting, although there were some students still not active in class and it is need to be improved.

Based on the result of cycle I, the researcher continued her research in the cycle II. This was done because some students got score under the standard which is determined. Many students got score under 65 and also there were some problem must be solved and be improved. Such as, Learners not focus on receiving material and students discuss a lot outside of the lessons given, Lack of student vocabulary so that in understanding reading texts a long time because they have to open the dictionary and translate first then answer the questions. Undisciplined learning primarily in doing the texts given, some students still expect answers from a group of friends. Beside those students' participation and motivation also need to be improved.

d. The procedure of the implementation cycle II

Implementation of classroom action research is planning activity, implementing actions, observation and reflection that form a cycle.

1. Action planning stage II

At this stage the activities carried out by the researcher are as follow: Study the level of school curriculum, Prepare interesting subject matter, Make a lesson plan (RPP), Making instruments based on classroom action research, Arrange observation sheets, Prepare test questions for group test and individual tests (test at the end of cycle II), Give rewards to students ,and Coordinate with colleagues regarding the implementation of classroom action research.

2. Action implementation stage II

Cycle II carried 4 meetings (8 hours of lessons or 360 minutes), with the allocation time for 1 meeting is 2x45 minutes. In more detail, each stage explained as follow:

a) The first and second meeting in the cycle 2

The first meeting was held on 1-5 november 2019 with allocation time 2 x 45 minutes. At the first and second meeting in the cycle 2 learning activities were adjusted to the planned learning program which consisted of three stages.

1. Initial activity

The researcher started the lesson by greeting and calling the roll. Next, the researcher explained the learning objectives and the learning model applied in the classroom, namely *cooperative learning collaborated with quantum teaching*,

The initial was to submit pre-test questions relating to the subject matter of the narrative text material. The questions were: "does anyone like to read stories", "what kind of stories do you like? ", Then, there were students who answered about "fairy tales" "sakuriang" "etc."

Based on the researcher's questions, it showed that some students were interested in starting the lesson. Even though, others still seem uninterested in what was conveyed by the researcher.

2. main activities

The main activity the teacher using six steps in cooperative learning collaborate quantum teaching , namely *grow, natural, label, demonstration, repeat and celebration*) and then the researcher prepared the material to be

taught in the classroom learning process about reading comprehension material in narrative texts. This material was explained in detail to facilitate student understanding about the material. At the beginning of the lesson, some students lack of focus and less attention on what is presented by the researcher, so the researcher tried to attract the attention of students by giving a question about a fairy tale or give suggestion to make their pleasant. Then, the question was answered by some active students. Mostly their answers were relatively similar responses and the other students slowly begin to pay attention well.

Then the researcher divided the groups of students based on the previous meeting. Some students objected to the division of the group, but the researcher explained that the division of this group was in accordance with the level of knowledge of each group and was relatively balanced and the members of the group had already had heterogeneity. The researchers hoped that students could complement each other and could be responsible to their respective group.



Students Activity to work Together Their Group (Label)

Furthermore, the researcher distributed worksheets according to the instrument as illustrated in the learning program plan (attached). Students were explained about the rules of the *cooperative learning collaborated quantum teaching model*

- a) Each group had to share ideas and experiences to solve problems in the items being faced.
- b) Each group member had the same right in presenting the group's work
- c) Students had to respect the opinions of others
- d) The problems solved by means analyzed first and then determined the answer.

The researcher told the students that each group had the same topics. The students were not allowed to cooperate with other groups. Based on observations, overall it appeared that most group members were not able to work well together because there were still some students who were individualistic, passive and busy by themselves. Dealing with this, the researcher approached the group and then gave direction in order to work together with their groups and present their work.



Students Activity To Demonstrate Their Work in the Group

3. End activities

After the time ran out for answering the questions, the researcher asked the student to go back their seat and collected the answer sheet. The researcher gave conclusion and closed the meeting by greeting and reminding students to prepare their presentation of the work from every group. so , each group member had to master each subject at home. Students were expected to be active in providing answers or questions at each meeting.

b) Third and fourth meeting in the cycle 2

The second meeting was held on 8-12 Nopember 2019, and the activities of the meeting were carried out based on the Learning Program Plan made by the researcher. They consisted of three stages of activities namely:

1. Initial activity

The researcher started the lesson by greeting and calling the roll. After that, the researcher reminded the learning objectives to be achieved in the second meeting.

2. main activities

In this main activity, the researcher assigned students to gather with their groups and distributed students' answer sheet. The researcher pointed representative of each group to present (*demonstration*) the results of the answers that they prepared. After completing the presentation, the researcher expected that other groups gave respond to the results of the answers, but the atmosphere of group presentation was still passive, so the researcher guided the students to provide responses to the answers.

The next process, the atmosphere of the discussion group was active to give respond, to answer the objection, criticism and justification. And these activities were guided by the researcher. and the researcher also did not forget to give appreciation (*celebration*) to the students who successfully presented work of their group.



*Students Activity to **celebrate** their success to answer some quiz*

3. End activities

After the time ran out for answering the questions, the researcher asked the student to go back their seat and collected the answer sheet. The researcher gave conclusion and closed the meeting by greeting and reminding students to prepare their presentation of the work from every group. so each group member had to master each subject at home. Students were expected to be active in providing answers or questions at each meeting.

c) Observation results in the cycle II

Generally result and evaluation in cycle II intended to increase more than the cycle 1, the information explained as follow:

The researcher used multiple choice test to know the reading comprehension of the students and field note to know the students' participation in English classroom. And students' activities that observed there were three important components they were: participation and attention and behaviour. Where the participations consist of asking and answer question, active in learning process and all of the students gave points for their group. Beside that attention

consists of pay attention to learning process and behavior shows good attitude when the teaching and learning process.

At the first meeting in cycle II, the observation showed that 20 out of 19 students attended and 1 student got absent. During learning process, there were some of students gave question to researcher. They asked about the material and ask about difficult vocabulary. It was increase than before. Then 5 out of 20 students did another activity while learning process. In during learning process, there were some of students active ask to their group.

At the second meeting in cycle II, 20 students attended in the class. During learning process 5 out of 20 students gave question to reseacher, they asked about unclear materiel and some vocabularies that they didn't know. There was not students did another activity while learning process. It means that no one did another activity. All of students who were active in their group to answer that text and open dictionary when they were found difficult words.. In this meeting all of students active in their group and when the teacher give a quiz all of the students in the group rise their hand to answer the questions.

At the third meeting in cycle II, 20 students attended in class. No one got absent or sick. Then 2 out of 20 students gave question to researcher. All of students pay attention to instruction and no one student playing when the learning process. All students were active in class. In this meeting all of students seriously working on the text that has been given by the teacher, and sometime students ask to their group member if they were not understand about the text or ask to the teacher.

At the fourth meeting in cycle II, 20 students attended in class. No one got absent or sick. Then 2 out of 20 students gave question to researcher. All of students pay attention to instruction and no one student playing when the learning process. All students were active in class. In this meeting all of students seriously working on the text that has been given by the teacher and they had enthusiastic and enjoyed the lesson.

Table 4.7. Students Score cycle II

NO	NAME	CYCLE 2
1	ALY	75
2	ANN	90
3	ARJ	80
4	ASM	85
5	AWA	80
6	FAT	90
7	FEB	90
8	HMD	80
9	HNN	85
10	HSR	80
11	HND	75
12	IND	90
13	MPA	75
14	MIND	80
15	MUSD	85
16	NURN	80
17	RADT	75
18	RHMD	75
19	SSK	90
20	SYA	75
	Total	1635
	Classical Success	$1635/20 \times 100\% = 81.75\%$

Table. 4.8. The percentage of students' score of Cycle II.

NO	Clasification	Score	Cycle II	
			F	%
1	Excellent	81 – 100	8	40
2	Good	61 – 80	12	60
3	Fair	41 – 60		
4	Poor	21 – 40		
5	Very poor	0 – 20		
TOTAL			20	100

Table 4.8 shows that the students' score in test result for cycle II most of them were in category 8 (40%) students were classified into Excellent and 12 (60%) students were classified into good. There were not any students classified into fair, poor and very poor.

Percentage of students score in cycle II presented in graphich as follow :

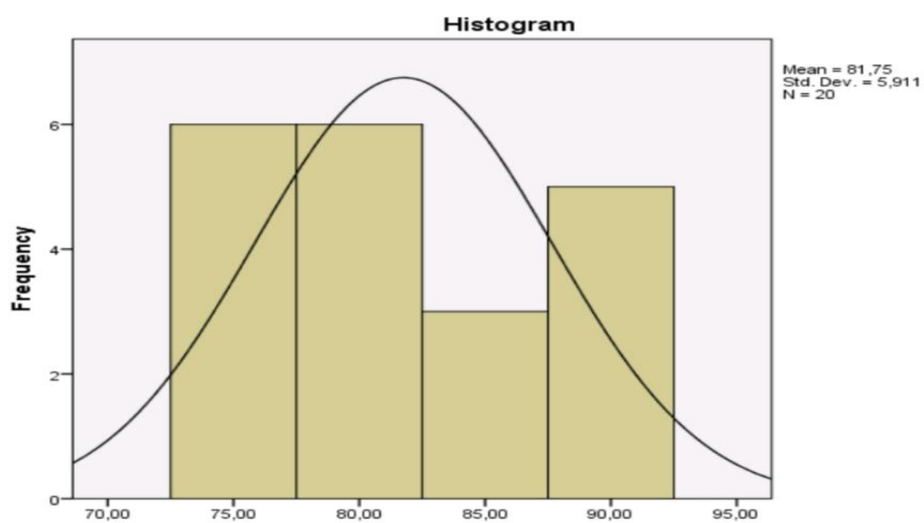


Diagram 4.3 cycle 2

From the diagram 4.3 above shows that the mean score of 81.75 and the standard deviation was 5.911, this shows that in the first bar 6 students got 75, in the second bar 6 students got 80, in the third bar 3 students got 85, and the last bar 5 students got a score of 90, and the graph shows that the most scores were on the second bar.

d) Mean score and standard deviation of pre-test and cycle II.

The mean score and standard deviation of the students in cycle II are percentages as follow :

Table 4.9. The mean score of pre-test and cycle II

No		Cycle II
1	Mean Score	81,75
2	Satandard Deviation	5,911

3.Students' Respond

To know the students' respond toward the use of collaborative learning with quantum teaching in improving students' reading comprehension, the researcher distributed questionnaire to the students. Data collected is done after cycle 1 and cycle 2 was completed, and the data was analyzed by using Likert Scale and SPSS v. 21 (*Statistical Product and Service Solutions*). These results can be seen on table 4.8.

Table 4.10 Score students interest

NO	NAME	STUDENTS INTEREST
1	ALY	72
2	ANN	95
3	ARJ	80
4	ASM	78
5	AWA	88
6	FAT	72
7	FEB	94
8	HMD	87
9	HNN	89
10	HSR	75
11	HND	93
12	IND	90
13	MPA	84
14	MIND	89
15	MUSD	93
16	NURN	92
17	RADT	87
18	RHMD	96
19	SSK	88
20	SYA	92
	Total	1733
	Classical Success	$1733/20 \times 100\% = 86.65\%$

Table 4.11. The Percentage of Students' Interest

Category	Range	Frequency	Percentage (%)
Strongly Interested	85-100	14	70
Interested	69-84	6	30
Moderate	52-68	0	0
Uninterested	36-51	0	0
Strongly Uninterested	20-35	0	0
Total		20	100

Based on the percentage analysis of students' interest on the Diagram 4.8 above, The analysis indicated that the students were strongly interested in learning reading through collaborative learning with quantum teaching, where 70% students were strongly interested and 30% students were interested. There were not any students classified into moderate, uninterested and strongly uninterested.

Percentage of students score in interest presented in graphich as follow :

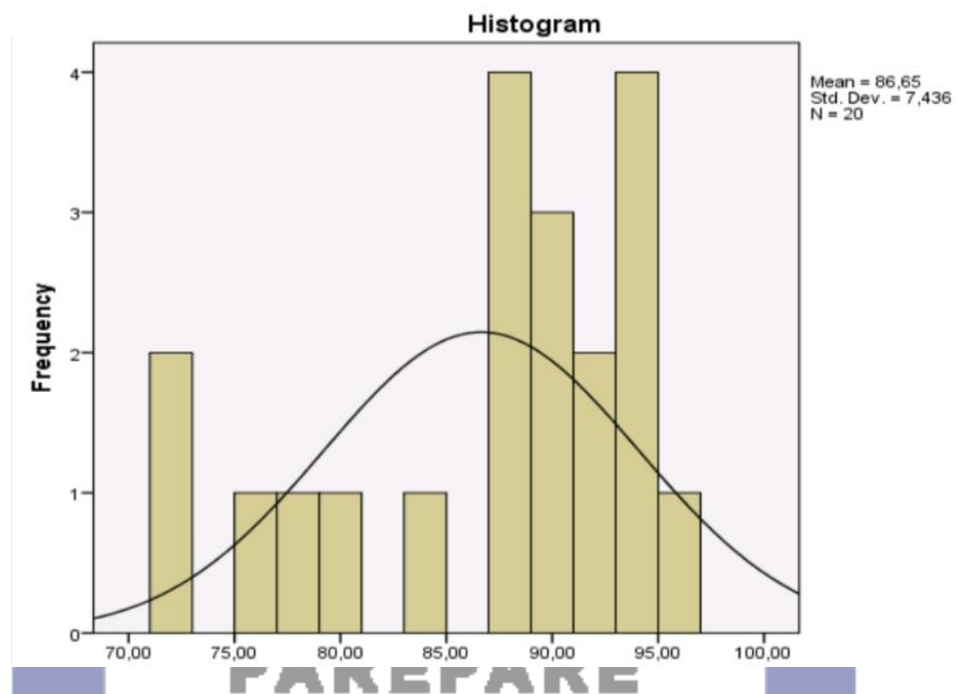


Diagram 4.4 interst

From the diagram 4.4 above shows that the mean score was 86.65 and the standard deviation was 7.436. It shows that in the first and second bars 3 students have a score of 72-75, in the third and fourth bars 2 students got a score of 78-80, in the fifth to the Seventh 9 students got score 84-90, on the eighth to the tenth bar 7 students got score 92-96, and the graph shows that the most scores were on the sixth bar.

a) The Mean Score of Students' Interest

Table 4.12. The Mean Score of Students' Interest.

Total respondent	Total of students' score	Mean
20	1.733	86.65

The table 4.9 shows that the mean score of students' interest is 86.65. It means the students strongly interested to use collaborative learning with quantum teaching.

B. Discussion

1. The effectiveness of collaborative learning with quantum teaching to students reading comprehension.

NO	CYCLE	MEETING IN THE CLASS	PERCENTAGE OF STUDENTS SCORE	EXPLANATION
1		Pretest	42%	Below the KKM standar
2	CYCLE I	1 & 2	48,75 %	Below the KKM standar
		3 & 4		
3	CYCLE II	1 & 2	81,75 %	Reach to KKM standar
		3 & 4		

In this section, the discussion deals the increased students reading comprehension through cooperative learning collaborate with quantum teaching model at the nine grade students of SMPN 4 Pinrang Regency. The students can be improved their reading comprehension by using cooperative learning collaborate with quantum teaching model. It was proved from the students' activity when they doing the text, in the first meeting showed that their ability in

reading comprehension were low. The students were not active in English learning process. Some of students made activities that outside of learning process, and not focus on receiving material and students discuss a lot outside of the lessons given, Lack of student vocabulary so that in understanding reading texts a long time because they have to open the dictionary and translate first then answer the questions

After the researcher taught by using cooperative learning collaborate with quantum teaching model for four meetings in cycle I and four meetings in cycle II, the researcher concluded that there was improve students reading comprehension . The mean score of students in pre test was 42 % and the mean score in cycle I was 48.75 % and the mean score in cycle II was 81.75 %, this is shown in the results of the pretest with cycle 1 improve by 6.75% and then the cycle 1 to cycle 2 improve by 33%. This research data indicated that the applying collaborative learning with quantum teaching in reading comprehension was significantly improved the students' reading comprehension

There are some previous researchers who have conducted research related to cooperative learning in reading comprehension, quantum teaching. According to Surya Ningsih say that in her research applied by Class Room Action Research. The technique of analyzing data of this research was applied by using descriptive technique. The qualitative data was taken from diary notes, interview, and observation sheet. The quantitative data was taken from the test. The result of the analysis showed that mean of the pre-test was 53,68 , the mean of cycle I was 62,10 , and the mean of cycle II was 78,68. The percentage of the students who

got point up 70 also grew up. in the pre-test, the students who got point up 70 were only 5 of 38 students (13,15%). In the post-test I of cycle I, the students who got point up 70 were 12 of 38 students (31,57%). N the post-test II, the students who got point up 70 there were 34 of 38 students (89,47%). The improvement was 32%. From the data it indicate that the implementation of question answer relationship strategies was effective and from the data above it could be concluded that the students' ability in reading comprehension have been developed by using question answer relationship. It's related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process.²⁸

Therefore Erlina Noor Khasanah in her research findings showed that the use of quantum learning could improve students situation during the class. The researcher was used quantitative to improving of student were able to find the main idea of the text,(2) students were able to identify the specific information of text, (3) students were able to guess the meaning of words in text, (4) students were able to find the implicit information of text, (5) students were able to identify the referent of pronoun in text. Those improvements could be seen from the improvement of the mean score of pre-test, post-test 1, and post-test 2, those are 54.77, 63.71, and 71.54. The improvement of class situation includes: (1) the students enjoyed during the learning process. They were interested in following

²⁸ Ningsih, Surya. *Improving the students' ability in reading comprehension of narative text through question answer relationship at the tenth grade of man binjai*. Diss. Universitas Islam Negeri Sumatera Utara Medan, 2017.

the lesson and (2) the students were active during the learning process. They had high level of participation in reading class.²⁹

The last researcher conduct by Andri Aka in his research with the results showed the improvement and success of teachers in learning using Quantum Teaching with approaches Cooperative Learning shows the success score of the first cycle reaches 93% and 100% in the second cycle. Student learning activities increased from 77% in the first cycle and 86% in the second cycle. Student learning outcomes increased from 79% in the first cycle and 91% in the second cycle. During learning, student learning activities increase and after learning student learning outcomes increase. Because the use of Quantum Teaching with the Cooperative Learning approach is able to improve, student learning activities and student learning outcomes should teachers use this model on Civics subjects and hopefully teachers more often innovate with innovative learning models.³⁰

2. Students' Interest

Students' interest score toward of technique showed that from 20 respondent and total score 1.733 got mean score 86.65 was categorized in strongly interested. It was prove that students at the nine grade students of SMP Negeri 4 Suppa interested to learn reading comprehension by using collaborative learning with quantum teaching.

²⁹Erlina Noor Khasanah. X2207008. **Improving Students' Reading Skill Using Quantum Learning Method** (An Action Research at the Eighth Grade of SMP Negeri 16 Surakarta in the Academic Year of 2011/2012).A Thesis.Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, April. 2012.

³⁰ Aka, Kuku Andri. "Model Quantum Teaching dengan Pendekatan Cooperative Learning untuk Meningkatkan Kualitas Pembelajaran PKn." *PEDAGOGIA: Jurnal Pendidikan* 5.1 (2016): 35-46. (MLA)

This is also in line with Ahmad Munjin Nasih stated that quantum Teaching has a concept: Bring Their World (students) to Our World (educators) and Deliver Our World to Their World. The meaning of the concept is the first step has the right to teach. Teaching is a right that must be achieved and given by students not by the Ministry of Education. Entering their world first, this action will give permission to lead, guide, and facilitate their journey to consciousness and wider knowledge by linking what is taught with an event, thought, or feeling obtained from life. After the connection is formed, bring them into your world and give them your understanding of the contents of the world. Finally, with greater understanding and deeper understanding students can bring what they learn into their world and apply it to new situations. Through this Quantum Teaching, a teacher influenced the lives of students. The teacher understands very well, that each student has their own character. How each character could have a role and bring success in learning, was the core teaching of Quantum Teaching.

Quantum teaching is effort, guide, strategy, and entire process learns able to sharpen recall and understanding, and also make to learn useful and pleasant process. Quantum teaching 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description on the previous chapter, the researcher could conclude as follow:

The using of cooperative learning collaborate with quantum teaching model was able to improve students' reading comprehension at the nine grade students of SMP Negeri 4 Suppa. It was proved by the data showed that the mean score of pretest 42 % , mean score of cycle I 48.75% and the cycle II 81.75. It means that, there was significance improvement of the students' reading comprehension by using cooperative learning collaborate with quantum teaching model at the nine grade students of SMP Negeri 4 Suppa.

In the first meeting in cycle I, the students still confused because the material was very difficult for them . Then the researcher tries explain the material and learning models that will be used in the learning process. after listening to the teacher's explanation and seeing the text given, they were immediately search for a dictionary to translate the difficult words found in the text and divided the paragraphs to group members to translate so that the reading content could be understood more quickly. Students' respond at the second meeting was different than the first meeting, the students more enthusiast and began active to follow the learning process.

In the third and fourth meeting of cycle I, the students' activities looked more improve than in the first and second meeting. Although some of them still busy by themselves or not give attention to do their work in their group and when the students look bored in working on the text given, the teacher usually gives suggestions with soft words to students to build student enthusiasm for learning. However in this cycle there are also some students who are still enthusiastic in working on the text that has been given by the teacher. And sometimes ask the teacher about difficult words found in the text.

Students' interest at the first meeting in cycle II more active and enthusiast than cycle I. it happened because most of them have known a lot of vocabulary about material that given by researcher and also they have brought dictionary so that facilitate them in answer the question from the text . In this meeting, students were more enthusiastic in answer the text questions given because they were already knew or understood the contents of the reading, because the results of group collaboration to translate each paragraph were given to group members.

The last meeting in cycle II, the students are interest and happy in following the learning process. They were enjoyed when working on the questions from the text that has been given, they were already know the meaning of the contents of the reading so that it made them more happy when answering the questions. and during the learning process sometimes the teacher provides motivation or suggestion to more easily complete the task without using harsh words.

Finally, the using cooperative learning collaborate with quantum teaching model was interest and enjoyable.

B. Suggestion

Since the use of collaborative learning with quantum teaching has been proven to be more effective in improving students' reading comprehension, the researcher would like to give suggestions as follows:

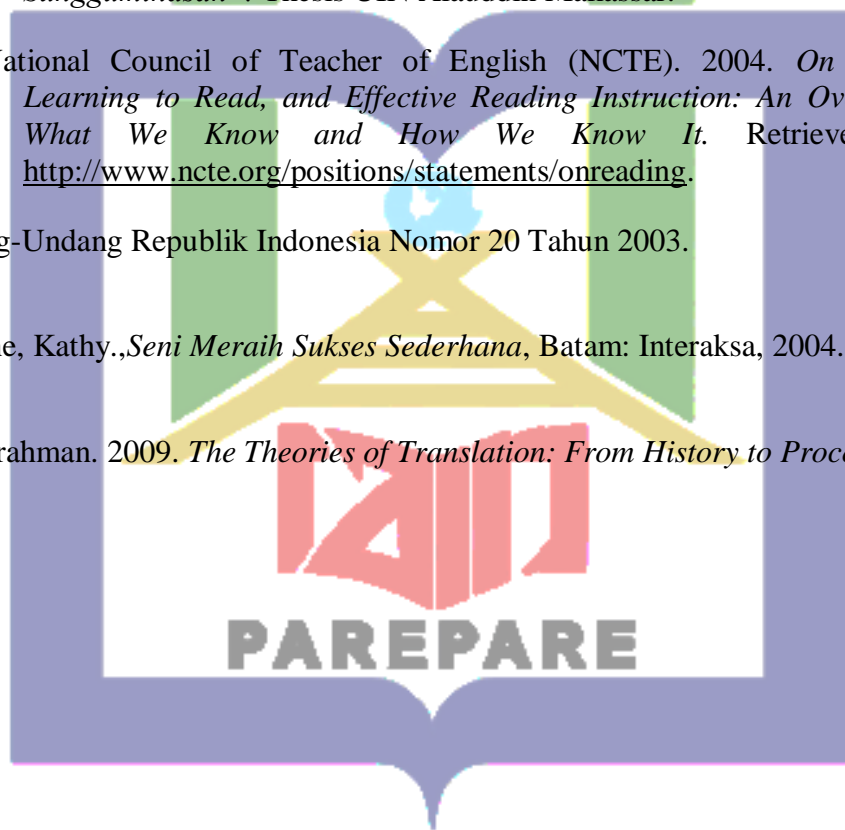
1. The teachers are recommended to apply the collaborative learning with quantum teaching since it is a good teaching model and teacher-led discussions provide opportunities for schema development and enhancement. The following lines convey two recommendations. The first is addressed to the English teacher dealing with the classroom implementation of collaborative learning with quantum teaching in improving the students' reading comprehension achievement. The second is addressed to the foreign language-teaching researchers.
2. To apply the collaborative learning with quantum teaching and make it meaningful in teaching reading comprehension, the role of students and also teachers is really important. Students should be fully engaged in the teaching process. Besides that, students also need modeling for teaching reading comprehension by using collaborative learning with quantum teaching. Therefore, teachers should familiarize students with the collaborative learning with quantum teaching as good technique.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP NEGERI 4 SUPPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/Genap
Tahun Pelajaran : 2019/2020
Materi Pokok : Teks Naratif berupa Cerita Rakyat
Alokasi Waktu :16 JP (4Pertemuan)

A. Kompetensi inti

1. Menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>s, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.7.1. Membandingkan fungsi social beberapa teks naratif lisan dan tulis terkait fairytale</p> <p>3.7.2. Memahami struktur teks yang mencakup orientasi, evaluasi, krisis, resolusi dan reorientasi</p> <p>3.7.3. Mempelajari cara membacakan dongeng dengan ucapan dan tekanan kata yang benar</p> <p>3.7.4. Menyimak guru membacakan beberapa teks fairytale, sambil bertanya jawab tentang informasi terkait isi teks cerita</p> <p>3.7.5. Bertanya jawab dengan teman dalam kelompok masing-masing tentang isi ceritanya</p>
<p>4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tales</i></p>	<p>4.7.1 Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan terkait fairytale</p> <p>4.7.2 Menangkap makna secara kontekstual teks naratif, lisan dan tulis, sangat pendek dan sederhana terkait fairy tales</p>

C. Tujuan Pembelajaran

Siswa dapat:

1. Membandingkan fungsi social beberapa teks naratif lisan dan tulis terkait fairytale

2. Memahami struktur teks yang mencakup orientasi, evaluasi, krisis, resolusi dan reorientasi
3. Mempelajari cara membacakan dongeng dengan ucapan dan tekanan kata yang benar
4. Menyimak guru membacakan beberapa teks fairytales, sambil bertanya jawab tentang informasi terkait isi teks cerita
5. Bertanya jawab dengan teman dalam kelompok masing-masing tentang isi ceritanya

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fakta

Contoh Teks naratif berupa Fairytales berjudul **The Lion and The Mouse, The Lion with Bad Breath, and sangkuriang**

b. Konsep

- Fungsi socialteks naratif pendek san sederhana berupa fairytales
 - Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
- Strukturteks naratif pendek san sederhana berupa fairytales
 - Orientasi
 - Evaluasi
 - Krisis
 - Resolusi
 - Reorientasi

c. Prinsip

- Kalimat deklaratif dan interogatif dalam simple past tense
- Frasaadverbia: a long time ago, once upon a time, in the end, happily ever after
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

d. Prosedur

Menemukan makna dalam teks naratif berupa fairytales

E. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : Mind mapping, teknik ATM (Amati, Tiru dan Modifikasi), diskusi kelompok, tanya jawab, penugasan
- Model : **cooperative and quantum learning**

F. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat:

- Laptop,
- Bahan Tayang

2. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Buku lain yang relevan

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru :</p> <p>Orientasi (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)</i>).</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p style="text-align: center;"><u>Tumbuhkan</u></p> <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> ➢ <i>20 sentence about past actions or events in students</i> • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh- 	<p>10</p> <p>menit</p>

sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:

➤ *Folklore of West Java, Indonesia. The title is "Sangkuriang"*

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
- Membagi peserta didik menjadi 4 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang yang heterogen).

Kegiatan Inti

Sintak

Model

Kegiatan Pembelajaran

Pembelajaran

Alami dan Namai

Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian serta guru membimbing siswa untuk mengerjakan tugas kelompok (*Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) pada topic *The Lion and The Mouse, The Lion with Bad**

Breath, and sangkuriang

dengan cara :

- ❖ **Melihat** (tanpa atau dengan alat)/*Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*

Menayangkan gambar/foto tentang

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

- ❖ **Mengamati** *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*

Peserta didik bersama kelompoknya melakukan pengamatandari permasalahan yang ada di buku paket berkaitan dengan materi

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

- ❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi)

Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

❖ **Mendengar**

Peserta didik diminta mendengarkan pemberian materi oleh guruyang berkaitan dengan

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

❖ **Menyimak, Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)**

Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

Demonstrasikan

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar *Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)*

❖ Peserta didik diminta **mendiskusikan** hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab

pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket atau text yang diberikan.

- ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;

- ❖ **Mengajukan pertanyaan** tentang :

***The Lion and The Mouse, The Lion with Bad
Breath, and sangkuriang***

yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :

***The Lion and The Mouse, The Lion with Bad
Breath, and sangkuriang***

Peserta didik mengumpulkan berbagai informasi (*Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)*) yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan:

❖ **Mengumpulkan informasi**

Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusimasalah terkait materi pokok yaitu

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

❖ **Membaca sumber lain selain buku teks,**

Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

❖ **Mempresentasikan ulang**

❖ **Aktivitas:**(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)

❖ **Mendiskusikan**Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)

❖ **Mengulang**

❖ **Saling tukar informasi tentang :**

The Lion and The Mouse, The Lion with Bad

Breath, and sangkuriang

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Kegiatan Pembelajaran

Demonstrasikan Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah (*Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),*)
Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya (*Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah*) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal.

❖ **Berdiskusi** tentang data :

The Lion and The Mouse, The Lion with Bad Breath, and sangkuriang

yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya.

- ❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

- ❖ **Pesertadidik** mengerjakan beberapa soal mengenai

The Lion and The Mouse, The Lion with Bad Breath, and sangkuriang

Ulangi

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

- ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :

The Lion and The Mouse, The Lion with Bad Breath, and sangkuriang

antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Rayakan

Peserta didik berdiskusi untuk menyimpulkan

- ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan
- ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang :

The Lion and The Mouse, The Lion with Bad Breath, and sangkuriang
- ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan
- ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
- ❖ Memberikan *apresiasi* seperti pujian, tepuk tangan ketika siswa menjawab pertanyaan yang berikan.
- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang

The Lion and The Mouse, The Lion with Bad Breath, and sangkuriang
- ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta

didik atau lembar kerja yang telah disediakan.

- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.
- ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran

Catatan :

Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)

Kegiatan Penutup

Peserta didik :

- Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Mengagendakan pekerjaan rumah.
- Mengagendakan projek yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui revidi indikator yang hendak dicapai.
- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya

- Memberi salam.

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

Penilaian Kompetensi Pengetahuan

No	Teknik	Bentuk Instrumen	Butir	Waktu	Keterangan
			Instrumen	Pelaksanaan	
1	Lisan	Pertanyaan (lisan) dengan jawaban terbuka	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran an (<i>assessment for learning</i>)
2	Penugasan	Pertanyaan dan/atau tugas tertulis berbentuk esei, pilihan ganda, benar-salah, menjodohkan, isian, dan/atau lainnya	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran an (<i>assessment for learning</i>) dan sebagai pembelajaran

					an (assessment as learning)
3	Tertulis	Pertanyaan dan/atau tugas tertulis berbentuk esai, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya	Terlampir	Setelah pembelajaran usai	Penilaian pencapaian pembelajar an (assessment of learning)

Perolehan Nilai :

$$Nilai = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Majakka, oktober 2019

Mengetahui,

Kepala UPT SMPN 4 Suppa

Guru Mata Pelajaran

Drs. SAKARIA
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APPENDIX 2

SIKLUS 1

The Lion and The Mouse

One day a lion slept in the jungle. A tiny mouse ran over the lion's head and down his nose. The lion awoke with a loud roar. He was very angry. His paw caught the little mouse.

The lion opened his huge jaws to swallow the mouse. " Pardon me, oh King, I beg of you, " cried the frightened mouse. "If you forgive me this time, I will never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. if you let me stay alive, I can do you a good turn, too. " The lion begin to laugh. he laughed and laughed " how could a tiny creature like you ever do ever anything to help me?" and he shook with laughter.

"Oh well, " he shrugged, looking down at the frightened mouse. " you're not so much of a meal anyway. "

Then, he released his paw from the mouse and the mouse quickly ran away.

Some time after this, some hunters, tried to capture the Lion alive. They set up rope nets in the jungle. The Lion fell into the trap. he roared and thrashed.

His thunderous bellows sent through the jungle. The tiny mouse heard the Lion's roars.

“That may be the lion who once freed me, “ he said, remembering his promise. And he ran to see whether he could help.

Discovering the sad Lion, the Mouse said to him, “ Stop, Stop! You must not roar. if you make so much noise, the hunters will come and capture you. I’ll get you out of this trap.”

With his sharp little teeth, the mouse gnawed at the ropes until they broke. The lion stepped out of the net and was free. Then the mouse said”Now, I was right ? “

“ Thank you, good Mouse,” said the Lion gently . “ You did help me. I see now the kindness is always worth while.”

A. Answer the question based on the text!

1. Who were the characters the story?
 - a. Lion and mouse
 - b. Tiger and mice
 - c. Elephant and lion
 - d. Lion and tiger
2. Where did the story happen?
 - a. Jungle
 - b. Forest
 - c. City
 - d. Village
3. Why was the lion angry with the mouse?
 - a. The mouse ran over the lion’s head and down his nose

- b. The mouse help the lion
 - c. The hunters capture the lion
 - d. The lion want to eat the mouse
4. How was his reaction of being angry?
- a. The lion laugh
 - b. The lion opened his huge jaws to swallow the mouse.
 - c. The lion closed his huge jaws to swallow the mouse.
 - d. The lion smile and hit the mouse
5. The lion didn't eat the Mouse. Why?
- a. Because the mouse is too small and not so much of a meal
 - b. Because the mouse beg for his life
 - c. Because they are friend.
 - d. Because the mouse ran away
6. Why did the lion laugh at the mouse?
- a. Because he ran over his head
 - b. Because they are friends
 - c. Because the mouse said that he can help as a turn if he let go
 - d. Because lion smile to the mouse
7. How did the mouse free the Lion from the net?
- a. Cut the net
 - b. Open the net
 - c. Bur the net
 - d. Gnaw the net
8. What is the purpose of the text?
- a. To tell about freindship

- b. To tell about a lie
 - c. To tell about reply of kindness
 - d. To tell about love
9. Why the lion must stop roar?
- a. The hunter will heard
 - b. The lion will die
 - c. The mouse gnawed the net
 - d. The lion will eat the mouse
10. What can you learn from the story
- a. the kindness is always worth while
 - b. the kindness is always help you
 - c. the lion help the mouse
 - d. the mouse help the lion

Text 2

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves.

They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories ?

- A. Another village
- B. Mountains
- C. Forests**
- D. Hills
- E. Towers and logs

12. Who was Ah Tim ?

- A. The young woman’s brother
- B. The young woman’s son
- C. The young woman’s brother and nephew
- D. The young woman’s brother’s son**

E. One of the men who fetched a stick

13. Who walked in front when they were in the forest ?

A. Ah Tm

B. The woman

C. The woman's son

D. Her brother's nephew

E. The baby and his mother

14. How could the wolves catch Ah Tim ?

A. He was afraid

B. He was stumbled by a stone

C. He ran slowly

D. The woman cried

E. The wolves were good runners

15. The woman gave her son to the wolves because

A. She loved her nephew than her son.

B. She thought about how her brother would be

C. She wanted her son was eaten by the wolves

D. She was crazy

E. She kept a grudge on his brother

16. What did the villagers bring sticks for ?

A. For the weapon to beat the wolves

- B. To bring the woman's nephew
- C. For the fire woods.
- D. For play
- E. For building a house for the woman.

17. " all men in the village fetched thick stick ... " The word " fetched" has a similar meaning to :

- A. Received
- B. Caught
- C. Got**
- D. Hit
- E. Lifted

18. From the passage we learn that the villages were

- A. Located in one huge area
- B. Situated in a large district
- C. Separated by untamed jungles.**
- D. Wild and unsafe
- E. Dark and very dangerous

19. The brother let her son go with his aunt as she left home because

- A. Ah Tim wanted to see the wolves
- B. His aunt wanted him to come long
- C. Ah Tim was bored to live with his parents

D. The baby was too cute to be alone

E. Ah Tim would be a guardian for them

20. What is the purpose of the writer by writing the story above ?

A. To describe the danger of the villages

B. To entertain the readers of the story

C. To tell the villagers' relationship

D. To explain how important a relative is

E. To narrate how the wolves were playing with the baby.

Siklus 2

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog, Tumang, but after several days in the wood Sangkuriang could not find any deer. Then they all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart went to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult conditions. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for her honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about?
 - A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu**
 - E. Dayang Sumbi's rejection to marry Sangkuriang
2. According to he story, Tumang was....
 - A. actually a handsome prince
 - B. married to Dayang Sumbii**
 - C. Sangkuriang pet dog

- D. good at hunting deer
- E. in fact Dayang Sumbi's father
3. What did Dayang Sumbi look like?
- A. She liked weaving clothers
- B. She looked for the heart of a deer
- C. She was beautiful**
- D. She was looking at her fallen tool
- E. She and her son were alike
4. What made Dayang Sumbi stay young?
- A. She set up conditions in doing things
- B. A young man fall in love with her
- C. She married a dog
- D. She knew how to take care her body
- E. God gave her an eternal beauty**
5. Who are the main caracters in the story?
- A. Dayang Sumbi and Sangkuriang**
- B. The king Dayang Sumbi, the dog and Sangkuriang
- C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
- D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
- E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

6. What moral value can we learn from the story?

A. People must keep their words all the time

B. Do not make a promise to easily

C. Never be reluctant to do good things

D. We should not hate our descendants

E. Just do what we have planned

7. “He brought her the falling tool”. The underline word “He” refers to.....

A. Samgkuriang

B. Tumang

C. Dayang Sumbi

D. The king

E. Father

8. “ if you are male, I will marry you’ (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....

A. Husband

B. Maid

C. Boss

D. Son

E. King

9. The complication starts when....

A. Sangkuriang arrived at his own village

B. Tumang came bringing Dayang Sumbi fallen thing

- C. Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi and Sangkuriang fell in love and decided to marry
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night**

10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?

- A. A crisis
- B. A complication
- C. An orientation**
- D. A reorientation
- E. A resolution

The Lion with Bad Breath

The Lion was in a bad mood. That morning his wife, the Lioness, had told him that his breath smelled, and that perhaps he needed to do something about it. The Lion had pretended not to care, and had roared loudly and angrily just to show the Lioness who was king. Secretly though, he was worried. So as soon as the Lioness left the den to go about her day's work, the Lion called his three counselors - the Sheep, the Wolf and the Fox. First he called the Sheep. 'Tell me, Sheep,' growled the Lion, 'do you think my breath smells?'

The Sheep thought the Lion wanted to know the truth. So she bowed low before the Lion and said, 'Your Majesty, your breath smells terrible. In fact, it smells so bad that it is making me feel quite ill.' This was not what the Lion had wanted to hear. Roaring angrily, and calling the Sheep a fool, he pounced on her

and bit her head off. Then he called the Wolf. 'Tell me, Wolf,' growled the Lion sharpening his claws, 'do you think my breath smells?'

The Wolf had seen the dead Sheep on the way, and he had no plans to end up the same way. He bowed low before the Lion and said, 'Your Majesty! How can you ask me that? Your breath smells as sweet as the flowers in spring, as fresh as the...'

He could not finish what he was going to say. 'Liar!' roared the Lion, and ripped him to pieces. At last the Lion called the Fox. The Fox came warily; she had seen the dead Sheep and the dead Wolf on the way. 'Tell me, Fox,' growled the Lion, sharpening his claws and yawning widely so that the Fox could see his long sharp teeth, 'do you think my breath smells?'

The Fox coughed and sneezed and blew her nose, and then clearing her throat noisily, said in a hoarse whisper, 'Your Majesty, forgive me. I have such a nasty cold that I cannot smell a thing!'

A. Answer the question based on the text!

1. what is the name of lion's wife?
 - a. Fox
 - b. Lioness
 - c. Sheep
 - d. Fox
2. Who was the main character in that story?
 - a. the lion

- b. the lioness
- c. the mouse
- d. the fox
3. How react did the lion when her wife said that heis breath is smell?
- a. not to care, roared loudly and angry
- b. Smile and go away
- c. Go to brush his teeth
- d. Stay in home
4. Where was the story take place?
- a. City
- b. Village
- c. Jungle
- d. River
5. Who is the role of the sheep, the wolf and the fox?
- a. counselor
- b. victim
- c. friend
- d. counter
6. who was thge firs called?
- a. the lioness
- b. the sheep
- c. the wolf
- d. the fox
7. What was the answer of the sheep when asked by lion?
- a. 'Your Majesty, your breath smells terrible

- b. 'Your Majesty, your breath smells terrific
- c. 'Your Majesty! How can you ask me that?
- d. Do you think my breath smells
8. What was happen to sheep?
- a. The wolf pounced on her and bit her head off
- b. He go with wolf
- c. He help the liuon
- d. The lion pounced on her and bit her head off
9. Why was the fox cannot smell the lion's breath?
- a. He was sick and cannot smell anything
- b. He was a friend of lion
- c. He know that the sheep and the wolf were die
- d. He not have a nose
10. which one who is not die become a victim in this story?
- a. The lion
- b. The sheep
- c. The fox
- d. The wolf

APPENDIX 3

Key of answers

siklus 1

1. A
2. A
3. A
4. B
5. A
6. C
7. A
8. C
9. A
10. A
11. C
12. D
13. A
14. B
15. B
16. A
17. C
18. C
19. E
20. B

siklus 2

1. D
2. B
3. C
4. E
5. A
6. A
7. B
8. A
9. E
10. C
11. B
12. A
13. A
14. C
15. A
16. B
17. A
18. D
19. A
20. C

PRE-TEST

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. B | 12. B |
| 3. C | 13. D |
| 4. B | 14. A |
| 5. C | 15. C |
| 6. B | 16. A |
| 7. D | 17. D |
| 8. A | 18. B |
| 9. C | 19. C |
| 10. B | 20. D |

APPENDIX 4

OBSERVATION CHECK LIST

NO	NAME	PARTICIPATION	ATTENTION	BEHAVIOR
1	ALY			
2	ANN			
3	ARJ			
4	ASM			
5	AWA			
6	FAT			
7	FEB			
8	HMD			
9	HNN			
10	HSR			
11	HND			
12	IND			
13	MPA			
14	MIND			
15	MUSD			
16	NURN			
17	RADT			
18	RHMD			
19	SSK			
20	SYA			

Pinrang,

2019

MUNAIYA,S.Pd

THE DATA OF SCORE IN THE PRETEST, CYCLE 1 AND CYCLE 2.

NO	NAME	PRETEST	CYCLE 1	CYCLE 2
1	ALY	40	40	75
2	ANN	50	65	90
3	ARJ	30	40	80
4	ASM	30	40	85
5	AWA	40	40	80
6	FAT	40	40	90
7	FEB	70	65	90
8	HMD	40	45	80
9	HNN	40	40	85
10	HSR	30	45	80
11	HND	30	45	75
12	IND	40	45	90
13	MPA	40	50	75
14	MIND	40	40	80
15	MUSD	50	60	85
16	NURN	40	55	80
17	RADT	40	55	75
18	RHMD	40	60	75
19	SSK	70	65	90
20	SYA	40	40	75

APPENDIX 5

QUESTIONNAIRE

NO	PERNYATAAN	SS	S	SM	TS	STS
1.	Saya sangat senang jika penggunaan colabrate learning digunakan sebagai tehnik dalam pembelajaran bahasa Inggris.					
2.	Belajar bahasa Inggris dengan menggunakan colabrate learning sangat membosankan.					
3	Belajar bahasa Inggris dengan menggunakan colabrate learning membuat perhatian saya terfokuskan.					
4	Belajar bahasa Inggris dengan menggunakan colabrate learning membuat saya bingung dalam membaca.					

5	Belajar bahasa Inggris dengan menggunakan colaborete learning menambah semangat saya dalam membaca.					
6	Belajar bahasa Inggris dengan menggunakan colaborete learning tidak membuat saya tertarik.					
7	Belajar bahasa Inggris dengan menggunakan colaborete learning meningkatkan rasa percaya diri saya dalam membaca.					
8	Belajar bahasa Inggris dengan menggunakan colaborete learningsangat menegangkan.					
9	Belajar bahasa Inggris dengan menggunakan colaborete learning memberi kemudahan bagi saya menuangkan ide dalam membaca.					

10	Saya tidak dapat membaca dengan baik menggunakan colaborete learning dalam pembelajaran bahasa inggris.					
11	Belajar bahasa Inggris dengan menggunakan colaborete learning merupakan cara yang efektif dan efesien bagi saya.					
12	Belajar Bahasa Inggris menggunakan colaborete learning memerlukan waktu yang sangat lama sehingga tidak efisien.					
13	Belajar membaca dengan menggunakan colaborete learning mengarahkan saya dalam berfikir dan membaca dengan cermat.					
14	Belajar Bahasa Inggris menggunakan colaborete learning tidak memberi peluang untuk membaca lebih					

	banyak.					
15	Saya tertarik belajar bahasa inggris menggunakan colaborate learning karena memberi saya semangat dalam membaca.					
16	Saya tidak tertarik belajar bahasa inggris menggunakan colaborate learning karena saya sulit untuk membaca.					
17	Saya mudah menenmukan ide pokok pada saat membaca deskripsi dalam Bahasa Inggris dengan menggunakan Colaborate learning.					
18	Saya tidak tertarik untuk membaca dalam Bahasa Inggris dengan menggunakan Colaborate learning.					
19	Belajar bahasa Inggris dengan menggunakan colaborate learning dapat membantu saya dalam memahami materi					

	dalam bacaan.					
20	Saya kurang bisa berkonsentrasi dalam membaca dalam Bahasa Inggris dengan menggunakan Colaborate learning.					



SCORE OF STUDENTS' QUESTIONNAIRE AND STATISTICAL DATA WITH USING SPSS 20

N O	NAME	Score's of each item										EXPLANATI ON	
		1/ 11	2/ 12	3/ 13	4/ 14	5/ 15	6/ 16	7/ 17	8/ 18	9/ 19	10/ 20		
1	ANN	5	5	5	5	4	5	5	5	5	4	94	<i>stongly interested</i>
		4	4	5	4	5	5	5	5	5	4		
2	ALY	4	3	4	3	5	4	5	4	4	3	72	<i>Interested</i>
		3	5	1	2	4	4	5	2	5	2		
3	ARJN	5	5	5	3	5	3	5	2	5	3	80	<i>Interested</i>
		5	5	5	1	5	5	5	1	5	2		
4	ASM	4	4	4	3	5	5	5	2	4	4	78	<i>Interested</i>
		3	2	5	3	5	5	3	4	4	4		
5	AWL	5	4	5	4	5	4	5	1	5	4	88	<i>stongly interested</i>
		5	4	5	4	5	4	5	5	5	4		
6	FEB	5	4	5	4	5	5	5	5	5	5	94	<i>stongly interested</i>
		4	5	5	5	5	5	5	4	4	4		
7	FAT	4	4	4	3	5	5	5	2	4	2	72	<i>Interested</i>
		3	2	5	3	1	5	3	4	4	4		
8	HMD	5	4	5	4	5	4	4	4	4	4	87	<i>stongly interested</i>
		5	4	5	4	5	4	5	4	4	4		
9	HNN	5	4	4	4	4	4	5	4	5	4	89	<i>stongly interested</i>
		5	5	4	5	4	5	5	4	4	5		
10	HSR	5	5	5	3	5	3	5	2	5	3	75	<i>Interested</i>
		5	5	5	1	3	3	5	1	5	1		
11	HDR	5	5	5	4	5	5	4	4	5	5	93	<i>stongly interested</i>
		5	4	5	4	5	4	4	5	5	5		
12	IND	5	4	5	4	5	4	5	3	4	5	90	<i>stongly interested</i>
		5	4	5	4	5	4	5	5	5	4		
13	MPA	4	4	4	3	5	5	5	4	5	3	84	<i>Interested</i>
		5	3	5	4	4	3	5	5	4	4		
14	MID	5	4	5	4	4	4	4	4	5	5	89	<i>stongly interested</i>
		5	4	5	4	5	5	5	3	5	4		
15	MUS	5	5	5	4	5	5	5	5	5	4	93	<i>stongly interested</i>
		5	4	5	4	5	5	5	4	4	4		
16	NUR	5	4	5	5	4	5	5	4	5	4	92	<i>stongly interested</i>
		5	5	4	4	5	5	4	4	5	5		
17	RDT	5	4	5	4	2	4	5	4	5	4	87	<i>stongly interested</i>
		5	4	5	4	5	4	5	4	5	4		
18	RHM	3	5	5	3	5	5	5	5	5	5	96	<i>stongly interested</i>
		5	5	5	5	5	5	5	5	5	5		
19	SSK	5	4	5	4	5	4	5	4	4	4	88	<i>stongly interested</i>
		4	4	5	4	5	4	5	4	4	5		
20	SYR	5	4	5	4	4	4	5	5	5	5	92	<i>stongly interested</i>
		4	4	5	4	5	4	5	5	5	5		
SCORE											1733		

Statistics

Interest

N	Valid	20
	Missing	0
Mean		86,65

Interest

	Frequency	Percent	Valid Percent	Cumulative Percent
72,00	2	9,5	9,5	9,5
75,00	1	4,8	4,8	14,3
78,00	1	4,8	4,8	19,0
80,00	1	4,8	4,8	23,8
84,00	1	4,8	4,8	28,6
87,00	2	9,5	9,5	38,1
88,00	3	14,3	14,3	52,4
Valid 89,00	2	9,5	9,5	61,9
90,00	1	4,8	4,8	66,7
92,00	1	9,5	9,5	76,2
93,00	2	9,5	9,5	85,7
94,00	2	9,5	9,5	95,2
96,00	1	4,8	4,8	100,0
Total	20	100,0	100,0	

Appendix 8

FIELD NOTE

Date/time : Friday, September 13th 2019
 Place : SMPN 4 Suppa (IX A)
 Observation : 1st Observation For the Research Subject
 Observer : Hariani
 Activity : Before Teaching in The Classroom

On Friday, september 13, a research introduction letter from the campus was ready to be deliered to the pinrang District office to obtain research information, then on Wednesday, september 16, 2019, a research permit was issued by the BKD and there were copies to be given to the Kapolres, Dandim, head of the Office of Education and Culture, Sub-district head Suppa, and PPS IAIN Parepare director.

On Wednesday 18 September, the researcher Permission was given to the KTU SMPN 4 Suppa section to find out that the researcher would conduct research on english Subject, and on Saturday, September 21, 2019, the researcher met formally with the principles of SMPN 4 Suppa, to be conveyed that the plan on september 23, 2019 will begin classroom action research, but in fact there was a change in the UTS Implementation schedule on the day that was set for research, so this class action research was with drawn after the mid term review.

FIELD NOTE

Date/time : Friday, October 11st 2019
Place : SMPN 4 Suppa (IX A)
Observation : 2nd Observation For the Research Subject
Observer : Hariani
Activity : Teaching in the Classroom

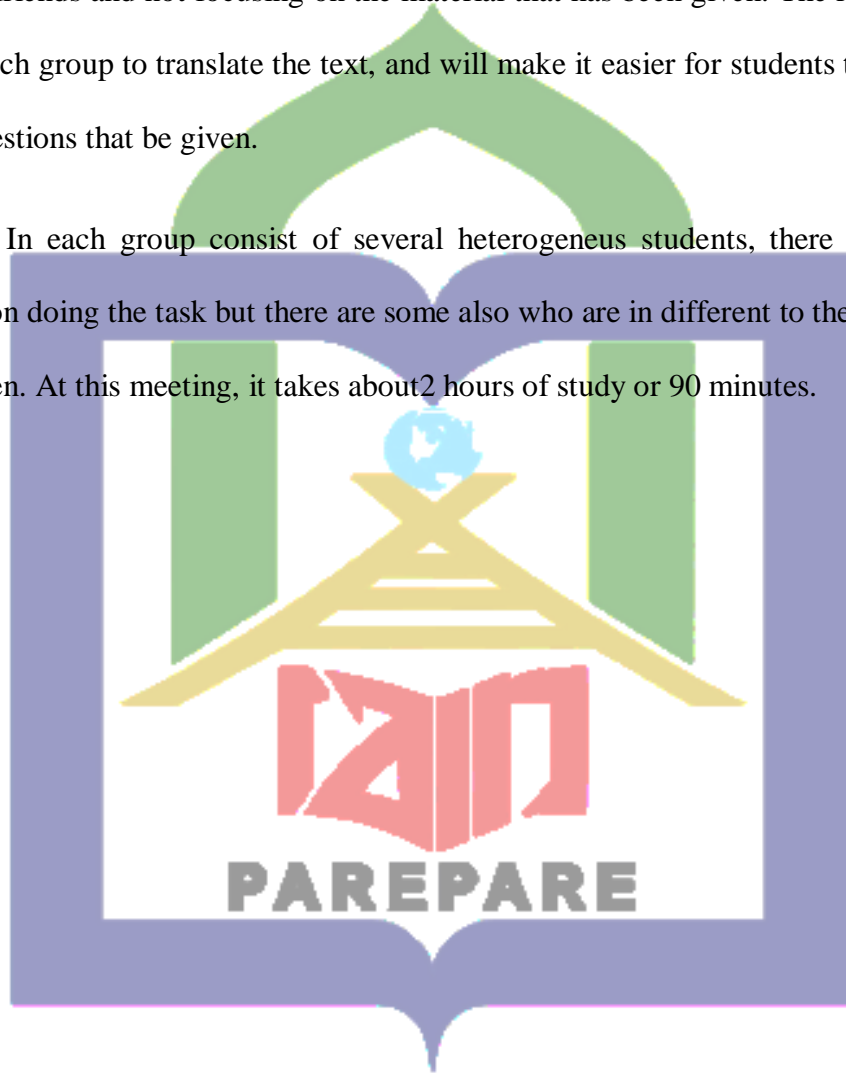
On Friday, October 11, 2019 the researchers observed the learning process in the ninth grade of students of SMPN 4 Suppa. At that time, students were taught English Lessons. English Lesson start at 09,00 after working Friday clean service. When the teacher enters the class, one of the students (class leader) immediately prepares the class and greets the teacher and then continues to pray before learning.

Then the teacher begins the class, the teacher checks the attendance of students one by one. After checking attendance, the teacher begins the class. Then the teacher begin the class. Then the teacher gives some quiz or motivation to arouse students learning enthusiasm, then the teacher tells students to arrange chairs to form several heterogeneous groups.

After completing, forming a group, the teacher explains the material and activities to be carried out, then the teacher disributes text related to students reading comprehension, and at this meeting 18 students are present, but there are 2 students who are absent (without explanation). While still working on the text, there are also who are fun joking with their group friends and not focusing on the

material that has been given. The researcher tells each group to translate the text, and still working on the text, there are some students who are less enthusiastic about working on the text, while there are also those who are fun joking with their group friends and not focusing on the material that has been given. The researcher tells each group to translate the text, and will make it easier for students to answer the questions that be given.

In each group consist of several heterogeneous students, there are some focus on doing the task but there are some also who are in different to the task that be given. At this meeting, it takes about 2 hours of study or 90 minutes.



FIELD NOTE

Date/time : Tuesday, October 15th 2019
Place : SMPN 4 Suppa (IX A)
Observation : 3rd Observation For the Research Subject
Observer : Hariani
Activity : Teaching in the Classroom

On Tuesday, October 15 2019, the researcher made observation in class for the second time. This time the researchers rotated at the same time as before. As usual, the ninth grade English Language teacher starts the lesson as before by preparing the class by the class leader. After opening the class, the teacher checks the attendance of students in class nine. After that the researcher explained the theme of the lesson, the researcher asked the students to answer questions related to the text.

At this meeting there were some students in their groups who were not active in answering questions on the text presented/given in the group, there were some students who lacked concentration and often spoke outside of the material provided, then students were expected to read the text with care, because it includes the reading section and students must answer questions related to the text.

At this meeting there were two students who were absent from the class, one student who would take part in a sport performance competition in Pinrang District and one student without explanation.

FIELD NOTE

Date/time : Tuesday, October 22th 2019
Place : SMPN 4 Suppa (IX A)
Observation : 4th Observation For the Research Subject
Observer : Hariani
Activity : Teaching in the Classroom

On Tuesday, October 22, 2019 was the third observation and further observation of the material given at the previous meeting students did not finish answering the questions.

Before teaching, teacher gave greetings to all students, after that checked the attendance of students in the ninth grade SMP Negeri 4 Suppa. Then the researcher gave the material to students that would be taught that day. The material is reading text “ narrative text” , the researcher explain the material to the students, and the researcher gave allocation time for students to start their work until the evaluation process for reading text and answer. When all activities were carried out, the teacher entered the value of student results in the text of reading comprehension and gave an evaluation to students about this lesson.

In the last lesson, the teacher gave an explanation to students about the next meeting in the new material, finally, the teacher closed the lesson by saying hamdalah and greetings to all students.

Appendix 8

Documentation



Activity in Pretest



Teacher activity to stimulate students (grow)



Teacher activity to describe the material (Natural)



Students Activity to work Together Their Group (Label)



Students Activity to work Together Their Group (Label)



Students Activity to Label Their Text



Students Activity to Label Their Text



Students Activity To Demonstrate Their Work in Group

PAREPARE



Sudents Activity to celebrate their success to answer some quiz



Students activity to work together in their group (label)



Students activity to demonstrate their work in the group



Students activity to celebrate their success to answer some quiz



**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH**

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 7291212

Pinrang, 16 September 2019

Nomor : 070/ 453 /Kemasy.

Kepada

Lampiran : -

Yth, Kepala UPT SMP Negeri 4 Suppa

Perihal : **Rekomendasi Penelitian.**

di-

Tempat.

Berdasarkan Surat Direktur Program Pascasarjana Institut Agama Islam (IAIN) Parepare Nomor: B- 379/In.39.8/PP.00.9/09/2019 tanggal 13 September 2019 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	: HARIANI
NIM	: 17.0213.007
Pekerjaan/Prog.Studi	: Mahasiswi/ Tadris Bahasa Inggris
Alamat	: Jl.H.Muh.Arsyad BTN Pondok Indah Blok C2 No. 2 Soreang Parepare
Telepon	: 081355822830.

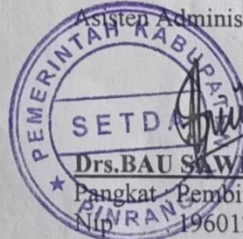
Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Tesis dengan Judul “ *THE EFFECTIVENESS OF COOPERATIVE LEARNING COLLABORATE WITH QUANTUM TEACHING MODEL IN TEACHING READING COMPREHENSION AT THE NINE GRADE STUDENTS OF JUNIOR HIGH SCHOOL SUPPA PINRANG (A CLASSROOM ACTION RESEARCH)* ” yang pelaksanaannya pada tanggal 23 September s/d 23 Oktober 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH

Asisten Administrasi umum



Drs. BAU SAWERIGADING

Pangkat Pembina Utama Muda

NIP. 19601231 198803 1 087

Tembusan

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab.Pinrang di.Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Direktur PPs Institut Agama Islam (IAIN) Parepare di Parepare;
7. Camat Suppa di Majennang;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

CURRICULUM VITAE



Hariani was born in Wakka Pinrang, on July 06th 1978. She is the fifth child of M. Alwi and Hj.A.Dewi. She was a student of English program of Tarbiyah and Adab Department in State Islamic Collage (STAIN) Parepare. When study in STAIN Parepare, she joined HMJ (2000-2003). Since 1985, she started her study in elementary school at SD Negeri 40 Pinrang, and finish in 1991. In 1994, she graduated her study in MTS Negeri PAREPARE. In 1997, she graduated her study in MAN 2 PAREPARE. In 1998 she continued her study D2 English Departement at State Islamic collage (STAIN) PAREPARE. In 2004 she graduated her study in program State Islamic Collage (STAIN). Then, in 2017 she continued her study in Magister Program at State Islamic Institute (IAIN) PAREPARE. Finally she has done her study at State Islamic Institute (IAIN) PAREPARE entitled “ *The Effectiveness of Cooperative Learning Collaborate with Quantum Teaching Model in Teaching Reading Comprehension at the nine Grade Students of junior high school 4 suppa (A Classroom Action Research).*”