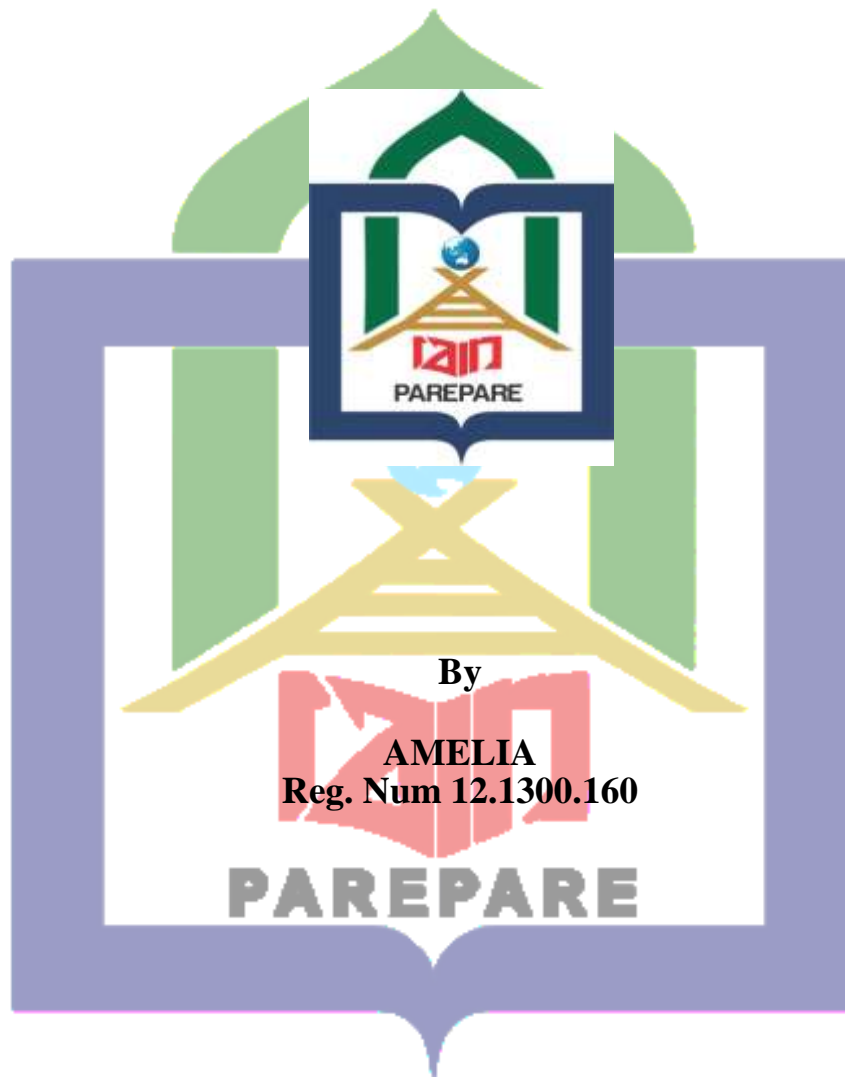# THE ATTITUDE OF STUDENTS IN LEARNING VOCABULARY THROUGH QUANTUM LEARNING AT THE SECOND GRADE MAN 1 PAREPARE

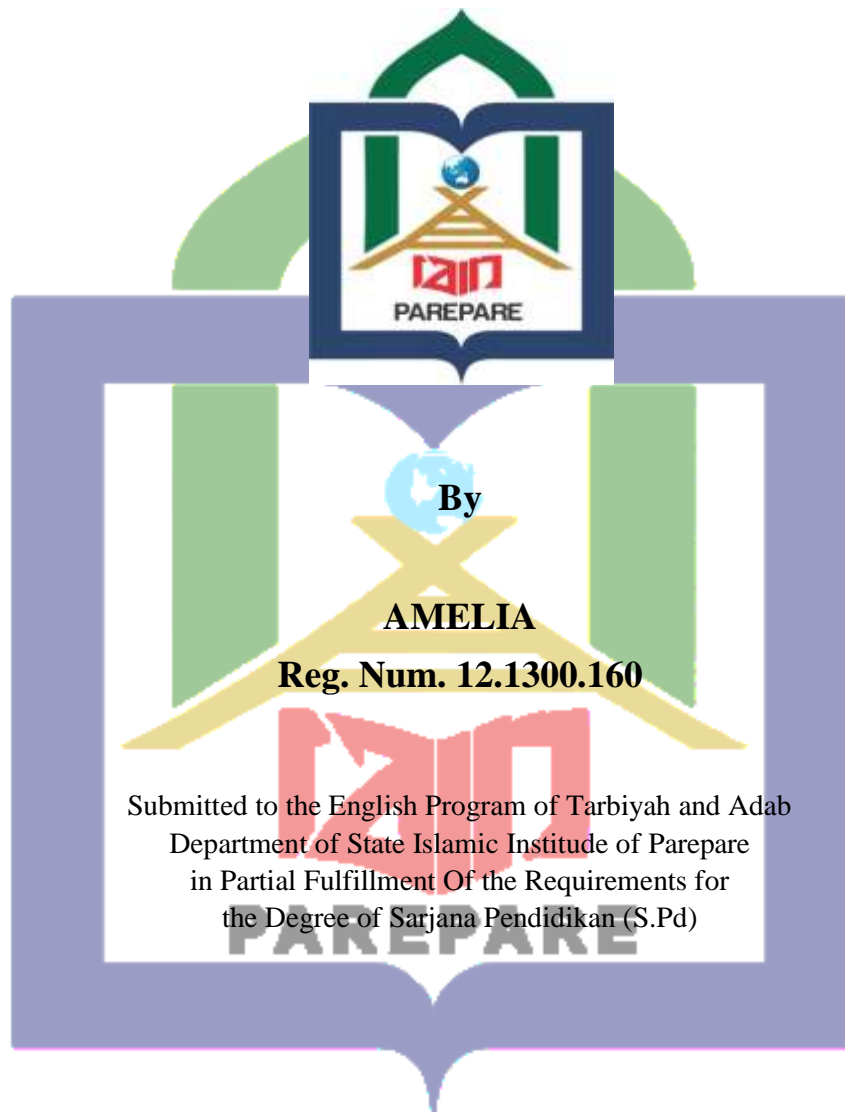**By**

AMELIA
Reg. Num 12.1300.160

ENGLISH PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

THE ATTITUDE OF STUDENTS IN LEARNING
VOCABULARY THROUGH QUANTUM
LEARNING AT THE SECOND
GRADE MAN 1 PAREPARE

By

AMELIA

Reg. Num. 12.1300.160

Submitted to the English Program of Tarbiyah and Adab
Department of State Islamic Institude of Parepare
in Partial Fulfillment Of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM OF TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN)

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Skripsi

As Partial of Fulfillment of Requirements for the Degree of

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English Program

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Reg. Num. 12.1300.160

to

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May the almighty Allah SWT always bless us now and forever, aamiin.

Parepare, 5th August 2018
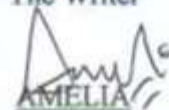
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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Department : Tarbiyah and Adab

Tittle of Skripsi : The Attitude of Students in Learning Vocabulary through Quantum Learning at the Second Grade MAN 1 Parepare

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 5th August 2018
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ABSTRACT

AMELIA. *The Attitude of Students in Learning Vocabulary through Quantum Learning at the Second Grade MAN 1 Parepare.* (Supervised *by* Hj. Nurhamdah, and Amzah).

Every students have a different attitude in learning vocabulary. Some of the students have a positive attitude but there are many students have a negative attitude so if we want to teach them vocabulary we must play activities or used method. One of method we can use is quantum learning to change the potential that in self of the students become something positive to know the new knowledge. Beside that the significance of the research is expected to be useful for the learners to know the attitude of students in learning Vocabulary through quantum learning. It could be useful to give information to the teacher how to treat students in teaching vocabulary, especially about the useful quantum learning in teaching vocabulary.

The instrument was questionnaire, Observation and documentation. This research was designed by using descriptive method, the population of the research was the second grade student's of MAN 1 Parepare in academic 2017/2018 which consist of 68 student's and took it as sample by purpose sampling which consist of 20 students. The data has been collected by using questionnaire which were consisted of two kinds of statement; namely positive and negative statement, observation which was the researcher observers at the class directly and documentation which was taken a picture of the students, during the researcher observes, researcher entered in the classroom for three meetings as participant observation. The analysis showed that the students have a positive attitude in learning vocabulary if the teacher applied quantum learning.
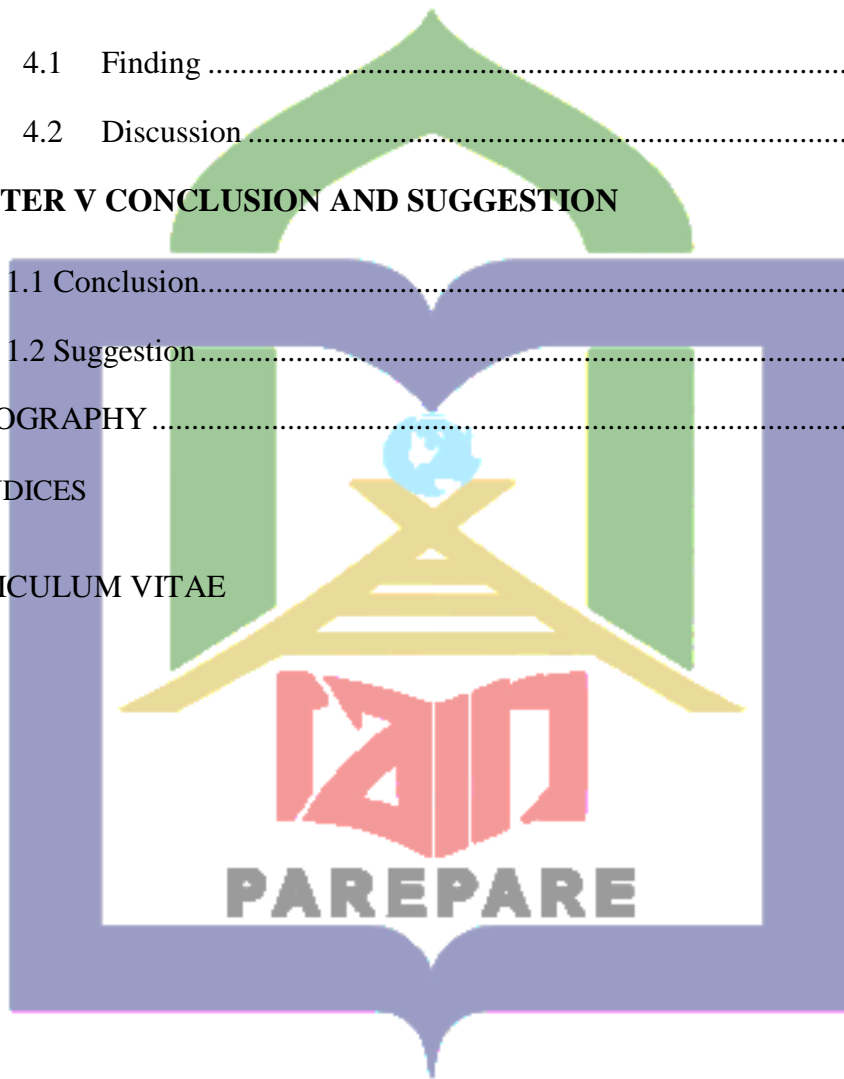
They showed from the first meeting until the last meeting that most of the students were always have a positive attitude in learning vocabulary through quantum learning. The result of questionnaire data analysis, where for positive statements 100%, Students agree that quantum learning can change the attitude of students to positive attitude in learning vocabulary because of quantum learning used in classroom, and for negative statements 50% the students strongly disagree that quantum learning did not can change attitude of students in learning vocabulary used quantum learning.

Keywords: Attitude, vocabulary, quantum learning

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CHAPTER I

INTRODUCTION

1.1 Background

Every students have difference in the process of learning English. One of the students can serious in learning but there are many students have personality usually prefer to move and play so if we want to teach them English, we must involve play activities or used strategies in the learning process. Students usually have a full and clear understanding of the purpose they learn and what they want to learn. It is very important for successful learning. Learning is a process change the attitude that happen in the someone self. Attitude of the students in learning can develop the students skill and creativity.

Attitude is the way of thinking or behaving toward someone or something. Oppenheim states that attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli. Thus, the individual's attitudes are present but dormant most of the time; they become expressed in speech or other behavior only when the object of the attitude is perceived. Every students have the different attitude in learning. As the teacher we must know about the different of every students.[1]

The importance of attitude is that it is the basis for everything in our lives. Our attitude determines how we react to adversity, our ability to grow and to learn, our ability to overcome challenges, and create bonds with others. And our attitude as it is now is the product of a lifetime of instilled beliefs, programming, and in my

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[1]A. N. Oppenheim, *Questionnaire and Design and Attitude Measurement* (printed in Great Britain by Marrison & Gibb Ltd, 1968).p106

1

opinion, brain washing. Attitude has great influence in learning vocabulary activities. Positive attitude will support the achievement of the objectives of learning vocabulary are influenced by the teacher. Conversely, a negative attitude will affect the quality and the expected learning objectives in learning activities.

Every human being needs to interact with the others. An appropriate means for this interaction is language that can be used to share idea, thought, or get information to other people. Language as a mean communication seems to have played an important role in human life, language and human beings cannot be separated. Human life perspicuity can run well because they use language to communicate something one another. Through the language, people gain a better insight into human relation. They use the language to express their ideas and thoughts. Meanwhile language itself can survive and develop because people use it and teach it to other people. Whoever, whenever, and wherever they are, language always accompanies them. Even when one is silent, basically she/he still uses language it means it is used to from thought and felling, will and teaching activity.

There are four language English skills must be mastered by learners, they are; listening, speaking, writing and reading. In developing the students' ability in mastering English, it cannot be separated from vocabulary mastery. Because it can be a measurement of students, understand in English. Moreover, without vocabulary we cannot speak, write, and understand what we are reading and listening. Mastering vocabulary is a basic matter in learning a foreign language.

Learning a language is not a new for people caused by the main of function of language that is for communication. In the learning processon of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas in English without knowing their vocabulary.

Vocabulary is the set of words within a language that are familiar to that person. Vocabulary is one of the elements of language which is important to study. Without having enough vocabulary the ability to communicate and to convey needs could not be established.

Teaching vocabulary to the students has to be interesting, enjoyable, and make students' feel happy, but they can understand the material. In fact, teaching learning process needs entertainment, so that the students can study while get entertainment. One of many kinds of teaching method we can used is Quantum learning. Quantum learning is a method in teaching which emphasizes to give benefits and also emphasizes the enjoyment level of the learner or student. Mastery of method in teaching is one of the rules for the professional teacher. The difference method that used in teaching very influence about success in learning. As the teacher we must make the classroom comfortable to used quantum learning. Quantum learning change the potential that in self of the students become something positive to know the new knowledge. From used quantum learning in teaching vocabulary we can know the attitude every students, they have a positive attitude or negative attitude.

The researcher choose to carry the research out of MAN 1 Parepare because, the result of early observation and interview with the English teacher find out that in learning English especially vocabulary the teacher used quantum learning. The varied of the students attitude and ability might be the first reason. Based on the statement, the researcher interest to know about how attitude of students in learning Vocabulary through Quantum learning at the second grade of MAN 1 Parepare. Are they have positive attitude or negative attitude in learning vocabulary.

1.2 Research Problem

Based on the background above, the researcher will give formulate the problem of the research as follow "How is the attitude of students in learning vocabulary through quantum learning at the second grade of MAN 1 Parepare?"

1.3 Objectives of the Research

Based on the researcher formulate the problem previously set out the report of this researcher is aimed at finding out the following objective "To know the attitude of students in learning vocabulary through quantum learning at the second grade of MAN 1 Parepare."

1.4 Significance of the Research

The significance of the research is dividing into two benefits they are theoretically and practically.

1.4.1   Theoretically significance

The result of the researcher is expected to next research which related to attitude of students in learning vocabulary through quantum learning.

1.4.2   Practical significance

This research can give information to the teacher how to treat students in teaching vocabulary, especially about the strategy in teaching English through quantum learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous Research Finding

Some researchers have observed and found about attitude in learning vocabulary. These following researches about attitude in learning English, which is:

1. Hasmawati, in her research improving students' writing skill in descriptive text through quantum learning method at the 10th grade students of SMAN 4 Pinrang. She stated that teaching with the quantum learning method gave the positive influence toward students' skill in writing descriptive text.[1]

2. Rahmayanti, in her research the attitude of adult learners in learning English at the galaxy school in Pinrang. It concluded that the students adult in Galaxy school has positive attitude, the result showed that the students has a good cognitive response that was evidenced they has good comprehension, they has good thinking abilities such as when they able make a problem solving in each problem that their found when their studying and etc.[2]

3. Muhammad Nasir, in his research The Students Attitude toward Teachers' teaching style in learning English of the second year students of SMA Negeri 1 Pangkajene Sidrap. The students' attitude also depends on their teacher capability in teaching as well their attitude.[3]

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[1]Hasmawati, "Improving Students' Writing Skill in Descriptive Text through Quantum Learning Method at the 10th grade students of SMAN 4 Pinrang" (Skripsi STAIN Parepare, 2017).

[2]Rahmayanti, The Attitude of Adult Learners in Learning English at Galaxy school in Pinrang (Unpublished Tarbiyah and Adab Department Islamic State Collect (STAIN) Parepare 2016)

[3]Muhammad Nasir, The Students Attitude toward Teachers' teaching style in learning English of the second year students of SMA Negeri 1 Pangkajene Sidrap. (Unpublished Tarbiyah Department STAIN Parepare 2010)

Many ways can be implied in learning vocabulary based on the research above there are several research about attitude in learning vocabulary, the researcher try to find out the attitude of students in learning vocabulary through quantum learning.

2.2 Some Pertinent Ideas

There are three pertinent ideas in this research they are attitude, learning Vocabulary and quantum learning. These terms and words may help the reader to understand this research well.

2.2.1 The concept of attitude

2.2.1.1 Definition of attitude

To understand about attitude as a concept, it is essential that we take into account the definition of attitude by some writers :

Eagly and Chaiken in Al Noursi defined attitude is defined as psychological tendency which can be done by evaluating a particular entity with several degrees of favor or disfavor".[4]

Attitude is (1) Position of the body, as suggesting some thought, feeling, or action, (2) state of mind, behavior, or conducts regarding some matter, as indicating opinion or purpose, (3) the position appropriate to the expression of some feeling, whether consciously or unconsciously assumed".[5] This statement indicates that attitude is the position of somebody who feels comfortable to express his feeling,

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[4]Omar Al Noursi, *Attitude towards Learning English: The case of the UAE Technological High School*. (International Research Journals 2013), p.1

[5]*The new international Webster's comprehensive dictionary of the English language,* (printed in Columbia, trident press international, 2003),p.94

emotion, and thoughts. It also implies that somebody acts or behaves by expressing his mind.

"Attitude is (1) the way that you think and feeling about somebody/ something; that way you behave towards somebody/something that shows how you thing and feel, (2) confident, sometimes aggressive behavior that shows you do not care about other people's opinion and that you want to do things in a individual ways, (3) a position of the body".[6]

This statement indicates that attitude is the position of somebody who feels comfortable to express his feeling, emotion, and thoughts. It also implies that somebody acts or behaves toward an object without thinking about other people's opinion.

"An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative view of a person, place, thing, or event-this is often referred to as the attitude object".[7]

Based on the definition above, the researcher can concludes that attitude is an expression of somebody's thoughts, emotions, and feeling that can be seen by looking at how somebody behaves and acts. Attitude can occur in negative or positive form. People can also have conflicted or ambivalent attitude toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. Somebody who has good attitude toward something will show his/her good reaction to the object. If somebody has a bad attitude toward something, he/she will show his/her bad reaction toward the object.

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[6]A s Hornby, *Oxford Advanced Learners Dictionary,* (oxford university press, sixth edition 2000), p.7

[7]Wikipedia, http://en.wikipedia.org/wiki.attitude_%28psychology%29. (Accessed on october 10th, 2016

2.2.1.2 The components of attitude

Basically, there are three attitude components. According to Nana Sudjana presents as follows:

2.2.1.2.1   The cognitive response

Cognitive response refers to the thoughts, beliefs, and ideas toward certain object or stimulus. Cognitive responses consist of six stages:

1. Knowledge is: the ability to remember the material which has been knew and then through the establishment of the concept until become a theoretical or abstract generalization. This consists of the skill to identify and remember terminology, formulas, definition, facts, ideas, ordering, methodologies, and basic principle.

2. Comprehension is the knowledge will include acceptance of the communication in different forms of presentation, organization be level without change the meaning and can be explored. This is defined as the skill to understand a concept. For example someone demonstrates understanding when they can explain something that they have heard using their own word. And, giving examples concerning the explanation.

3. Application or use of the principle or method on a new situation. This is the ability to utilize abstraction for concrete or specific situations. The abstraction may be an idea, or technical guideline.

4. Analysis is or use of the principle or method to a new situation. This is the effort to classify and integrate information into element or suction to get an obvious organization and hierarchy. Analysis is a complex skill that uses the skills of knowledge, comprehension, and application.

5. Synthesis is: more difficult level of this analysis is covering children to put the parts so can forming a whole Kohern. This is to put together the analyzed elements and suction into integrative form.

6. Evaluation level is considered to be the top most difficult in the ability of the students to take decisions or express opinions about value in something goals, ideas, work, problem solving, methods, materials, etc. This is awarding decisions about an object's value through purpose, aspect, concept, solution, and methodology.

2.2.1.2.2   The affective response

The affective response refers to the feeling of emotion of an individual toward an object. Affective attitude appears in some student's behavior such as their attention toward a subject, discipline, respect toward the teacher or their friend, and social interaction. There is some affective category namely:

1. Receiving/attending is, which is a kind of sensitivity in receiving stimulation (stimulation) from outside who come to students in form problems, situations, symptoms, etc. refers an individual's sensitivity in receiving stimulus from extrinsic sources toward a problem, situation, indication, etc. It includes awareness, desirability to receive the stimulus, controlling, and selection indication or extrinsic stimulating.

2. Responding is giving a reaction by someone toward an extrinsic stimulus namely the reaction given by someone to stimulation that comes from the outside. This includes precision reactions, feelings, satisfaction in responding to external stimuli dating to him. It includes a reaction, feeling, or attempt to satisfy an answering stimulus.

3. Valuing in this evaluation included willingness to accept the values, backgrounds, or experiences to receive the value of an agreement to these values, is refers to the value given and belief toward an indication or stimulus.

4. Organization is improving the value through an organization system, relating one value to another value, consolidating or prioritizing value, namely the development of value into one system organization, including relationship one value with stabilization, and the value of its existing priorities. It includes the concept of value is an integrated value, value system organization, etc.

5. Characteristic value is an integrated value system that someone possesses which influence personality and behavior of the value or internalization of the integration of all a value system that has been owned by someone, which affects the pattern personality and behavior.

2.2.1.2.3   The behavioral response

Behavioral interaction refers to the behavior tendency or disposition of an individual toward a certain object. It also refers to the skill or action that comes after receiving an experience. There are six behavioral stages:

1. Reflexive movement (subconscious movement).

2. Basic movement ability.

3. Perceptual ability (the ability to differentiate visual, audio, and motoric skills).

4. Physical ability (for example strength, harmony, and accuracy).

5. Movement ability (from simple skill through complex skill).

6. Communication ability (such as expressive and interactive skill).[8]

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[8]Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, p.23-34

Cognitive, affective, and behavioral are components of attitude that are connected with each other. Cognitive aspects are related to thoughts, beliefs, and ideas toward a certain object. These aspects influence someone's feelings or emotions affective aspect. Affective attitude appears in some student's behavior such as their attention toward a subject, discipline, respect toward the teacher or their friend, and social interaction. Behavior tendency or disposition of an individual toward a certain object. It also refers to the skill or action that comes after receiving an experience. Someone's beliefs and feelings are manifested in their action afterward.

2.2.1.3 Kinds of attitude

There are two kinds of attitude; they are possitive attitude and negatif attitude. Positive attitude is an optimistic approach of a person to achieve good results Resourcefulness and determination are leading attributes to look for options or other alternatives when confronted with problems that need remedial measures. A positive attitude leads to happiness and success and can change your whole life. If you look at the bright side of life, your whole life becomes filled with light. This light affects not only you and the way you look at the world, but it also affects your environment and the people around you.[9] And negative attitude is a pessimistic mind-set of a person who is not capable of handling critical issues as he easily gives up and does not bother to explore available means that lead to the resolution to an issue or problem.[10]

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[9] http://www.successconsciousness.com/positive_attitude.html. (Accessed on October 10th, 2016)

[10] http://simonarich.com/negative-attitude.html. (Accessed on october 10th, 2016)

2.2.1.4 Attitude function

There are five functions of attitude as presented below:

2.2.1.4.1 Badge value: its function is to help define someone and make up-front statement about who they are and what they believe.

2.2.1.4.2 Adaptive: its function is to reflect something that someone would like to accomplish their goals and something that someone may dislike blocking those goals.

2.2.1.4.3 Knowledge: it function is to allow someone to categorize about object and more easily manage their world.

2.2.1.4.4 Value expressive: its faction to allow someone to express their beliefs about what they consider to be right or wrong.

2.2.1.4.5 Ego defense: its function is to protect someone from their fears and rejection.[11]

Based on the explanation above, the researcher concludes that attitude has an important role in learning. Learning attitude decides the intensity of the learning activity. Positive learning attitude causes higher intensity in the activity than negative learning attitude. Learning attitude has an important role in deciding students' activity. [12] If someone had a positive attitude toward learning, he will be more intensive in learning. On the country, if someone has a negative attitude toward learning, he will not be intensive in learning.

2.2.1.5 Attitude measurement

An attitude scale is a common way that is used in measure attitude. It is used to measure an individual's attitude toward a certain object. [13] Attitude scale are

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[11]http://users.ipfw.edu/bordens/social/attit.html. (Accessed on october 10th, 2016)

[12]Djaali, *Psikologi Pendidikan,* (Jakarta, Bumi Askara, Cetakan Keempat, 2009), p.116

[13]Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, p.80

relatively crude measuring instruments, and do not give in depth information. Their function is to divide people roughly into a number of broad groups, with regard to a particular attitude. [14] This technique attempts to determine what an individual believes, perceives, or feels.[15] There are several types of scales that can be used to measure attitude.

2.2.1.5.1 A likert scale

A Likert Scale asks an individual to respond to a series of statements by indicating whether she or he strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD) with each statement. Each response is associated with a point value, and an individual's score is determined by summing up the point value for each statement. The point values for positive statements might be: SA=5, A=4, U=3, D=2 and SD=1. For negative statement, the point values might be: SA=1, A=2, U=3, D=4 and SD=5.[16]

In order to produce a liker scale, one should follow certain steps:

1. We compose an item pool,
2. We need a sample of respondent on whom to try the items.
3. We score the print of each respondent.

The likert scale has some advantages namely:

1. It tends to perform very well when it comes to reliability.
2. Provides more precise information about the respondent's degree of agreement or disagreement, and respondent usually prefer this to simple agree/ disagree score.

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[14] A.N. Oppenheim, *Qustionaire Designed and Attitude Measurement,* (Printed In Great Britain, Heinemann, 1976), 121

[15] L.R.Gay, *Educational Researcher Competencies for Analysis and Application,* (Columbus, Ohio, Florida International University, Fifthneducation, 1996), p.155

[16] A.N. Oppenheim, *Qustionaire Designed and Attitude Measurement,* p.155

3. Possible to include item whose content is not obviously related to the attitude in question. Therefore, subtler and deeper ramifications of an attitude can be explored.[17]

2.2.1.5.2   A thursone scale

A thursone scale asks an individual to select from a lot of statement that represent different point of view those with which he or she is in agreements.[18] Thursone attempted to devise an attitude scale by getting people to compare attitude statements, two at a time, and judge which of each pair is the more positive or more negative.[19]

There is certain step that should be conducted to produce a thermoses scale. First, one must design and collect a pool of items from related literature and from interviews. After that, one needs a group of judges. Next, the items are reproduced on cards or slips of paper, and each judge is given one complete set of items in random order. Finally one has to assemble all the judgments for each statement.[20]

2.2.1.5.3   A Guttmann scale

A Guttmann scale also asks respondents to agree or disagree with a number of statements. A Guttmann scale attempts to determine whether an attitude is multidimensional. It is multidimensional if it produces a cumulative scale. In a cumulative scale, a respondent who agree with a given statement will also have agreed with all related preceding statements. For example, if a respondent agreed

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[17]A.N. Oppenheim, *Questionaire Designed and Attitude Measurement*, p.134-141

[18]L.R.Gay, *Educational Researcher Competencies for Analysis and Application*, p.156

[19]A.N. Oppenheim, *Questionaire Designed and Attitude Measurement*, p.126

[20]A.N. Oppenheim, *Questionaire Designed and Attitude Measurement,* p.126-127

with statement 4, he will also be agreeing with statement 3, 2 and 1 because they are related.[21]

The procedure of a Guttmann scale is designed to test a given universe of content or a group of items for "scalability" by seeing whether it will yield a scale with a satisfactory coefficient of reproducibility. The advantages of Guttmann scale are: first, it will prevent someone from building a single scale for universe of content that really demands two or more separate scales. Next, it offers the important safeguard of multidimensionality. It is also very useful when we wish to examine small shifts or change in attitude. Finally, it can produce some short highly affective scales.[22]

In looking over the explanation above, the researcher decided to use likert scale with quantum learning since it provides more precide information about the respondents' degree of agreement or disagreement.

2.2.2 The Concept of Learning Vocabulary

2.2.2.1   Definition of learning Vocabulary

For many years, vocabulary seems as incidental to the main purpose of language teaching. It is absolutely important to give students something to hang on when learning English and its structure. However, it was frequently not a main focus for learning itself. Nowadays, linguist have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in the concept of learning and teaching strategies and method.[23] Therefore, most of second and foreign language teachers now consider vocabulary as the crucial

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[21]L.R.Gay, *Educational Researcher Competencies for Analysis and Application,* p.156

[22]A.N. Oppenheim, *Qustionaire Designed and Attitude Measurement*, p.144-151

[23]Abrudan Cristina, *Vocabulary and Language Teaching* (Berlin: Universitatea din Oradea Facultatea de Stiinte Economice, 2011), p. 170.

point to mastery the language. Schmitt has supported this opinion: "One of the keys in learning a foreign language is mastery the second language's vocabulary".[24]

Several of people regard that vocabulary is another name of word. Nevertheless, there is a big diversity of word and vocabulary. It is true that vocabulary is the word itself but in terms of their meanings, both have a number of distinctions. The following are main word categories and their classification that may be worth considering in finding the right materials in teaching vocabulary and examining the list of vocabulary for the first word counts.[25] The following opinion straight comes from Penny which insists vocabulary can be defined, roughly, as the words we teach in the foreign language.[26]

In Oxford essential dictionary, vocabulary is:

1. All words used by a particular language, individual, book, branch of science, etc, or a by particular author.

2. List of these, arranged alphabetically with definitions or translation.[27]

According to Harnby, Vocabulary is:

1. Total number of the words which (with rules for combining them) make up a language.

2. (Range of) the words know to, or used by, a person, in a trade, profession, and etc., (3) book containing a list of words used in a book, etc use with definition or translation.[28]

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[24]Norbert Schmitt, *Vocabulary in Learning Teachi* (New York: Cambridge University Press, 2000), p. 19.

[25]Bambang Setiyadi, *TEFL 2* First Edition (Jakarta: Universitas Terbuka, 2007), p. 24.

[26]Ur Penny, *A Course in Language Teaching: Practice and Theory* (United Kingdom: Cambridge University Press, 1991), p. 11.

[27]Oxford Essential Dictionary (New York: Oxford University Press, 2003), p. 673.

Barnhart points out two definition of vocabulary. Firstly, stock of words used by person, class of people, profession, etc. Second, vocabulary is a collection or list of words, ordinarily in alphabetical order and defined.[29] Moreover, vocabulary is the study of the meanings of words, how to words are used in context, apply the words by writing sentences, root words, prefixes and analogies which compares two pairs of words and choosing the pair that go together.[30] Based on the several theories of linguist about vocabulary, researcher defines that vocabulary is one of necessary elements in language organized as a collection of words in list arranged by alphabetical that refers to something or someone and have a meaning.

More specific in the discussion of English vocabulary has led to the McCarthy's point of view in his book *English Vocabulary in Use*. He states that English vocabulary has a remarkable range, flexibility and adaptability. The periods of contact with foreign language and its readiness to coin new words out of old elements, English seems to have far words in its core vocabulary than other language.[31]

In correlating with the second English learners, Cristina reveals that the first thing to realize about vocabulary items is that they frequently have more than one meaning. What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently

[28] AS Hornby, *Oxford Advance Learner's Dictionary of Current English (Twenty-Fifth Impression)* (London: Oxford University Press Printed in Great Britain by Hazzel Watson &Viney Limited, 1987), p. 959.

[29] Cynthia A. Barnhart, *The Fact on File Student's Dictionary of American English* (USA: Facts on File, Inc., 2008), p. 697.

[30] What is vocabulary, http://donnayoung.org/forms/help/vocabulary.htm (Accessed on 29th of April 2016)

[31] Michael Mc Carthy dan Felicity O'Dell, *English Vocabulary in Use*, p. 25.

stretched through the use of metaphor and idiom. It is also governed by collection which words go with each other.[32] Thus, it straightly takes us to the conclusion that learning vocabulary is obviously more than just getting new words but this may, of course, have its place, but there are some other things to be aware too.

According to Webster's Comprehensive Dictionary, vocabulary is a list of words or of words and phrases, specially one arranged in alphabetical order and defined or translated; a lexicon, glossary, all the words of language, and a sum or agnate of the words used or understood by a particular person, class, etc, or employed in some specialized field of knowledge.[33] Based on Wikipedia, vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring and extensive vocabulary is one of the largest challenges in learning a second language.[34]

Vocabulary is one of the most obvious components of language and one the first thing applied linguists turned their attention to.[35] Vocabulary is knowledge of words and is required to communicate effectively and understand a text.[36] Based on the definitions above, the researcher concludes that the vocabulary is very important as a basic of language in learning English because the lack of vocabulary will make the students are difficult to communicate and understand the world.

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[32]Abrudan Cristina, *Vocabulary and Language Teaching*, p. 171.

[33] Allen Walker Read, B. Litt, et.al *Webster's Comprehensive Dictionary* (Columbia: Typhoon International, 2003), p. 134.

[34] Wikipedia.Org, http://en.wikipedia.org/wiki/Vocabulary.html, Online (Accessed on 20th June 2 2012)

[35] Jack c. Richards, *Curriculum Development In Language Teaching,* (First Publish Singapore; Cambridge University Press, 2011) p.4.

[36]John Connerly, *English Teaching Forum,* (Volume 46; Washington, 2008) p.24.

2.2.2.2 Types of vocabulary

Basically, there are two types of vocabulary, namely active and passive vocabulary. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word's meaning, forms and how to use it.

Hammer distinguished two types of vocabulary namely active vocabulary and passive of vocabulary. According to him active vocabulary refers to vocabulary that students have learned and which they are expected to able to use. On the other hands, passive vocabulary refers to words which students will recognize when they meet them but which they will probably not able to produce.[37] According to Wise geek, there are four main types of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words and the range of words known by any one person.

The first, reading vocabulary is a passive one. This means it is the words understood by the reader when he or she reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

The second, listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation, and if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

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[37]Jeremy Hammer, *The Practice of Language Teaching,* (New York, 1991) p.159.

The third, writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

The fourth, speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.[38]

Schail declares three types of vocabulary that every person has. They are active vocabulary, reserve vocabulary and passive vocabulary:[39]

1. Active vocabulary

Active vocabulary is the words that we use in speaking and writing probably runs 5.000 up to 10.000 words. Ingo Plag initiates that the active vocabulary obviously consist of words that have been known better than those that constitute passive vocabulary.[40] The same distinction holds for native speakers, who also actively use only a subset of the words they are familiar with. Another instance of graded knowledge of words is the fact that, even as native speakers, they frequently only know what have been heard or read certain word before, but do not know the meaning.

Corson in Nation's *Teaching & Learning Vocabulary* book states that an active vocabulary covers all those words people need to use and have no reservation

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[38]Wisegeek, *What are the Different Types of Vocabulary?*. http://www. Wisegeek.com/What-Are- the-Different-Types-of-Vocabulary.htm. Online (Accessed on 12th September 2015)

[39]Schail, *Seven Days Faster Reading* (New York: Oxford University Press, 1967), p. 57

[40]Ingo Plag, *Word-Formation in English* (London: Cambridge Univ. Press, 2003), p.46.

about using to communicate with others on an everyday basis. Furthermore, the rate of people's active vocabulary is a unique reflection of their socio cultural position and the range of unconnected practices engaged in. on the other words, it depends on people who frequently make contact with the specialist with the meaning systems of profession or of other special knowledge categories as a part of everyday existence, over a lifetime. Then, Corson calls the active vocabulary as a "motivated" vocabulary. It consists of all the words we need to use and feel no reluctance in using in our everyday life. Moreover Crothers & Suppes assert that learning a word for productive use requires more learning than for receptive use.[41]

2. Reserve vocabulary

This type is the words been cognizant but rarely used in ordinary speech. It is utilized in a writing skill when have time to consider, or search for a synonym. It is also, according on researcher, the vocabulary list which is not related with the English students' preference such as industry, economy, geological term and etc.

3. Passive vocabulary

The words that are recognized vaguely, but people often times do not have assurance of the meaning and just know that those have been seen before. A learner's passive vocabulary is the words that they understand but don't use yet. The active and passive vocabulary of a learner changes constantly. They start using words, try new meanings, forgot words, abandon words that have no use, revise words, etc.[42] Corson defines that a passive vocabulary includes the active of vocabulary and it also

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[41]I.S.P. Nation, *Teaching & Learning Vocabulary* (Massachusetts, USA: McNaughton & Gunn, 1990), p. 94.

[42] Teaching English, http://www.teachingenglish.org.uk./knowledge-database/passive-vocabulary (Accessed on 29th of April 2016)

includes the students' 'unmotivated' vocabulary.[43] The unmotivated vocabulary can be assorted into two types. The first type is the words which are only partly understood and are not well known enough to use actively. Another one is the words which aren't needed in daily communication.

Nation states that passive vocabulary knowledge is involved perceiving the form of a world while listening or reading and retrieving its meaning. Productive vocabulary knowledge, on the other hand, means to express a meaning through speaking or writing and recall and produce the appropriate spoken or written word form.[44] Corson rolls out that it includes the words stored in verbal memory that people partially understand, nevertheless not well enough for active use. There are words that people meet less often and they may be low frequency words in the languages as a whole.[45]

According to Wikipedia, types of vocabulary are listed in order most limited:

1. Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three, though in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written.

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[43]I.S.P Nation, *Teaching & Learning Vocabulary,* p. 6.

[44]Zhong Zhiying, "*A Comparative Study of Passive and Active Vocabulary Knowledge of Prince of Songkla University and South China Agricultural University EFL Learners*" (Bangkok: Songkla University, 2005), p. 122.

[45]David Corson, *Using English Words* (Norwell, Massachusetts: Kluwer Academic Publisher, 1995), p. 46.

2. Listening vocabulary

A person's listening is all the words he or she can recognize when listening to speech. This is vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional – may be compensated by facial expressions, tone of voices, or hand gesture.[46]

2.2.2.3 Technique in teaching vocabulary

There are many techniques in teaching vocabulary for students, as follow:[47]

1. Using games and quiz

Animating the class situation by using games, quiz or trivia to make the students more interest in learning vocabulary. They are not only physic games but also games that enforce them to blow their mind such as puzzle games, detective games and so on.

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[46] Wikipedia, the free encyclopedia, *Vocabulary*, http://en.wikipedia.org/wiki/vocabulary, (Accessed on June 20th , 2015)

[47] Marconi, "Students' Authority in Selecting Material as an Andragogical Approach to Learn Vocabulary at the Eight Semester of English Tarbiyah Program in STAIN Parepare" (Skripsi STAIN Parepare, 2013), p. 34-37.

2. Using debate, discussion, describing or perform a speech.

Students are asked to provide a motion and a list of vocabulary that are related.

3. Role play and drama

The group will decide whether to invent their own play or interpret a traditional Indonesian play. Each group member must have equal lines and participation in the play. The students must design their sets, costumes, and characters. Teacher might present in the form of storyboards.

4. Summarizing, concluding or making a journal

This technique largely gives students to utterance their ideas. For instance, teacher asks them to making a journal about their favorite country. It can examine why they want to visit a country. The group will choose a country and present what they have found to their classmates with avoiding them give specifications or details to limit plagiarism. They must research food, clothing styles, customs, language, brief history, landmarks, geography, weather, and anything else that pertains to a country and prepare what they have found in a media format of their choice. Each group member will present a portion of their research and must contribute to the process.

5. Story time

Each group will have chance to take an Indonesian story, comic, legend, etc. and create their own rendition. Teach them the story to give them an understanding of the characters and then give them the freedom to finish the story. They have a freedom in developing the stories or characters. They need to present a book complete with text and art work. The groups will then present the story to the class.

6. Finding mistakes

Teacher asks students to analysis everything in the class and look for something mistakes, it can be from the reading text, pictures, spelling or even the way of teacher's speak. It is a good technique for teaching students the correct spelling of word.

7. Talk fast

Talk fast is the technique to increase vocabulary knowledge through word play.

8. Pictionary

Students draw pictures as clues to the vocabulary word for team members to identify the term correctly.

9. Word sorts

Word sort help students analyze word by looking for patterns. Grouping word according to similar attributes is an effective that activities prior knowledge of vocabulary words or phrase.

According to explanation above the researcher conclude, there are many strategy, method or other that we can used to teaching vocabulary. The teacher can combine to make the students interest.

2.2.3   The concept of quantum learning

2.2.3.1 Definition of quantum learning

Quantum learning is modification of learning that make it happy, with all nuance. Quantum learning also have all interrelated, interaction, and difference that

maximize with a study moment. Quantum learning focus in relationship dynamic in classroom.[48]

Quantum learning is kinds of modification interaction that inside and around a study moment. Interaction have all elements for effective study that influence the success of students. This interactions change ability and natural trail students become light, that will give benefit for the students and another person. Quantum Learning is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates research-based best practices in education into a unified whole, making content more meaningful and relevant to students' lives.[49]

The concept of quantum learning is "Bring the students world into our world, and bring our world into the students world". It's mean that, after study the students can bring what they learn into they world and apply in the new situation.[50] Quantum learning shows teachers how to orchestrate their students' success by taking into account everything in the classroom along with the environment, the design of the curriculum, and how it's presented.

From the definition above, the writer concludes that quantum learning is the method in learning that give a benefit with the students and make the students comfortable in learning. Quantum learning is about bring joy to teaching and learning with ever-increasing moments of discovery. It helps teachers to present their content a way that engages and energizes students. After we used quantum learning

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[48]Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.2.
[49]Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.4.
[50]Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.5.

in teaching vocabulary we can know the attitude they have a positive or negative attitude.

2.2.3.2   The advantages of quantum learning

Quantum learning have six advantages, as follows :

2.2.3.2.1   Quantum learning focused on quality and meaningful interaction, not just the meaning of transaction.

2.2.3.2.2   Quantum learning accelerated learning so much emphasis on a high level of success.

2.2.3.2.3   Quantum learning has a model that combines the learning context and content.

2.2.3.2.4   Quantum learning focuses on the formation of academic skills, life skills, and physical or material accomplishment.

2.2.3.2.5   Quantum learning place values and beliefs as important part of the learning process.

2.2.3.2.6   Integrate the totally of quantum learning body and mind in the learning process.

2.2.3.3   The principle of quantum learning

Quantum learning have five principle, as follows :

2.2.3.3.1   Everything speaks

Everything, from surroundings and tone of voice to distribution of materials, conveys an important message about learning.

2.2.3.3.2   Everything is on purpose

Everything we do has an intended purpose. All of we do in the classroom must have a purpose to change it.

2.2.3.3.3   Experience before label

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

2.2.3.3.4   Acknowledge Every Effort

Acknowledgment of each student's effort encourages learning and experimentation. If the students take this way they must get acknowledgment and confidence.

2.2.3.3.5   If It's Worth Learning, It's Worth Celebrating!

Celebration provides feedback regarding progress and increases positive emotional associations with the learning.[51] After the students do something in the classroom that have influence positive in learning we must celebrate.

From the principle above to used quantum learning, as a teacher we must creative. Focusing attention and motivating students to increase participation in learning. The teacher always give a attention to all of something that we used in teaching vocabulary like classroom, facility and etc that important in teaching. From that we can analysis the attitude of the students in learning vocabulary.

2.3   Conceptual Framework

The main focus of this research is the attitude of students in learning vocabulary through quantum learning at the second grade of MAN 1 Parepare. The conceptual framework of this research is presented this following :

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[51]Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.6.

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┌─────────────────────────────────────┐
│   Students in learning Vocabulary   │
│         Through Quantum Learning     │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│        Attitute of the students      │
└─────────────────────────────────────┘
        │                       │
        ▼                       ▼
┌──────────────────┐   ┌──────────────────┐
│ Positive attitude │   │ Negative attitude │
└──────────────────┘   └──────────────────┘
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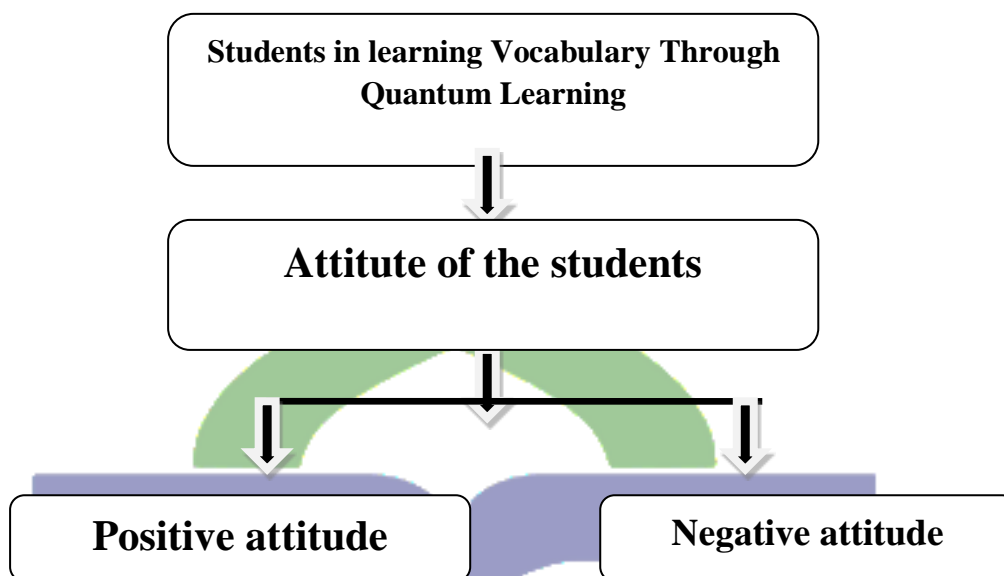
2.4 Hypothesis

It is a temporary answer for the research problem before proving through collected data. Based on the research problem mentioned above, the researcher predicts that :

2.4.1 Null hypothesis (H_o)

By using quantum learning the students attitude in learning vocabulary through quantum learning at the second grade of MAN 1 Parepare have a negative attitude.

2.4.2 Alternative hypothesis (H_a)

By using quantum learning the students attitude in learning vocabulary through quantum learning at the second grade of MAN 1 Parepare have a positive attitude.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the description of the research design and variable, location and duration, population and sample, procedure of collecting data, and technique of data analysis.

3.1 Research Design and variables

3.1.1 Research Design

The research will design by descriptive research. Descriptive research is a research that aims to describe situations or events. This research wants to find the students attitude in learning vocabulary trough quantum learning at the second grade of MAN 1 Parepare.

3.1.2 Variables

The design of this research consist of two variables. One is independent variable. It is the "Attitude" of students in learning vocabulary, while the dependent variable is through "Quantum learning" at the second grade of MAN 1 Parepare.

3.2 Population and Sample

3.2.1 Population

Population is a set (or collection) of all elements possessing one or more attributes of interest."[52]

The population of this researher is the second grade students of MAN 1 Parepare. The total number of them is 68 students.

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[52]Gay, L. R. *Educational Researcher Competence for Analysis and Aplication, Second Edition (*Colombus, E Merril, 1981). P.225.

3.2.2   Sample

Sample is partly or representative of population.[53] The class which is use as a sample is XI IPA 1 by using purposive sampling.

3.3   Procedure of Collecting Data

To find out the data, researcher uses some method. They are:

3.3.1   Observation

The researcher entered in the classroom and following teaching teachers when the students were studying.

3.3.2   Questionnaire

Researcher used Questionnaire, to find out the data of the students attitude in learning vocabulary through quantum learning at the second grade of MAN 1 Parepare.

3.4   Technique of Data Analysis

The data of students attitude in learning from the questionnaire were classified by using following procedure, the writer analyzed it by using Likert Scale.

3.4.1   For the positive statements, the scores are: strongly agree 5; agree 4; undecided 3; disagree 2; strongly disagree 1.

3.4.2   For the negative statements, the scores are: strongly agree 1; agree 2; undecided 3; disagree 4; strongly disagree 5.

3.4.3   The research had 15 positive and 15 negative statements. The rating score ranges from 30 to 100 (interval 100). Since the questionnaires get five categories, the interval that was used to determine the category is 100-30= 70, 70:5 = 14. The following is the rating score of the category:

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[53]Scarvia B. Inderson, *Encyclopedia of Educational Evaluation* (London: Jossy-Bass, 1975), p. 229

Table 3.1. The rating score of interest category.

87% - 100%	**Very interested (very positive)**
73% - 86%	**Interested (positive)**
59% - 74%	**Undicided**
45% - 58%	**Uniterested (negative)**
31% - 44%	**Very uniterested (very negative)**

Calculating the rate percentage of the students' score :

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

N = Number of Population
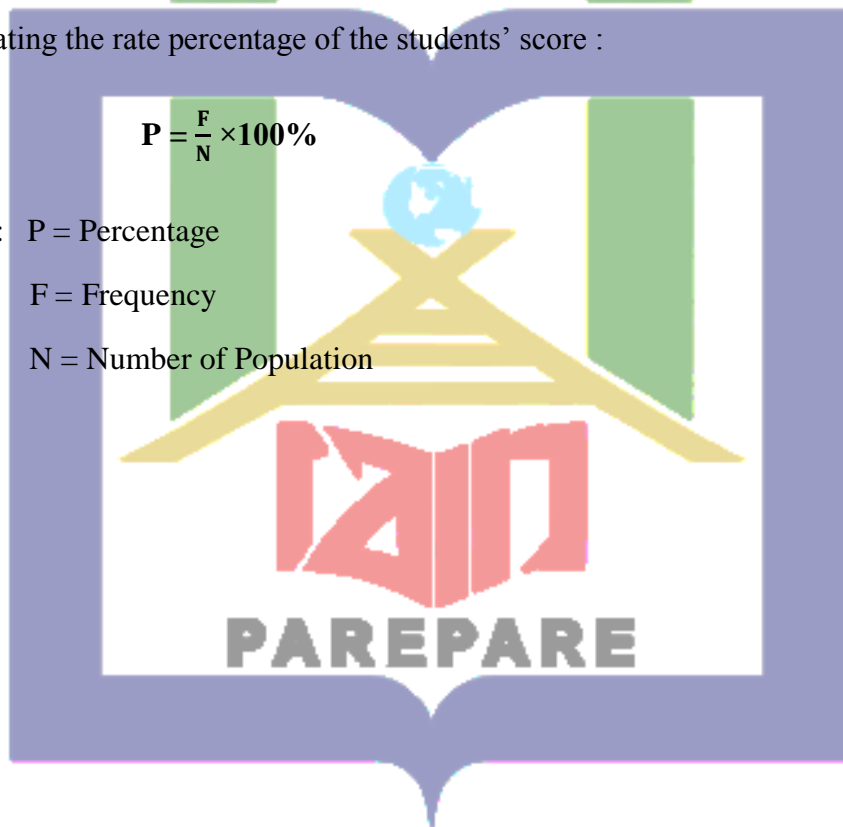
CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the finding of the Research and the Discussion of the research.

4.1 Finding

4.1.1 The finding through the questionnaire

At the first part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

a. Positive Statements (1-15) of questionnaire (Table 4.1-4.16Table)

Table 4.1 : Learning English vocabulary using quantum learning method very fun.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	5	25
2.	Agree	4	15	60
3.	Neutral	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	85

(Data source: Questionnaire item no 1)

Based on the table (item 1) from 20 respondents, there are 5 students choose strongly agree, 15 students choose agree, and there is no students to choose

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neutral, disagree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

85
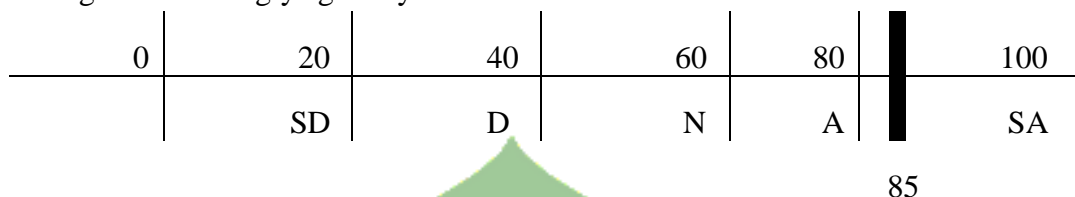
The diagram showed that, the students felt happy if he learn vocabulary by using quantum learning, namely 85/100 x 100% = 85% so, it was categorized very strong.

Table 4.2 : I was able to memorize the vocabulary after learning use quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	9	45
2.	Agree	4	9	36
3.	Neutral	3	1	3
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
			20	86

(Data source: Questionnaire item no 2)

Based on the table (item 2) from 20 respondents, there are 9 students choose strongly agree, 9 students choose agree, 1 students choose neutral, 1 students choose disagree and there is no students choose strongly disagree, so in learning

vocabulary through quantum learning was at strongly agree by continuum can be shown below:
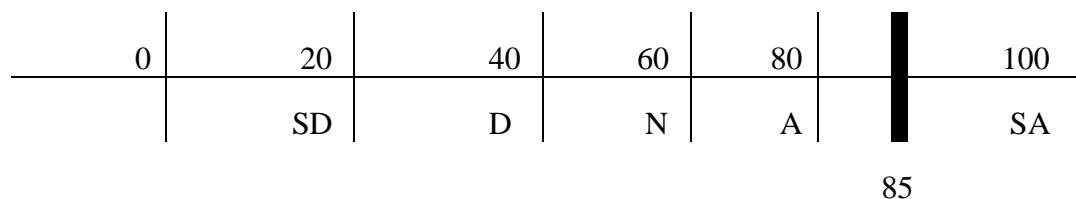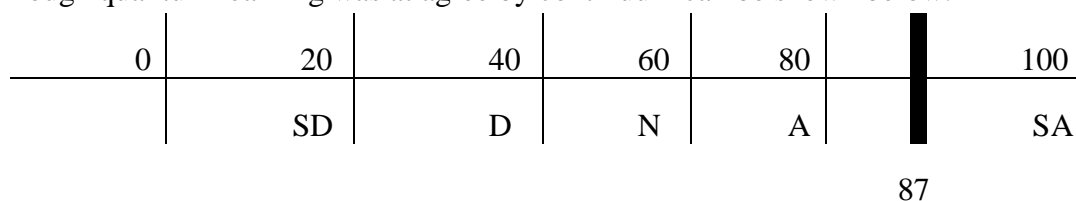
0	20	40	60	80		100
	SD	D	N	A		SA

86
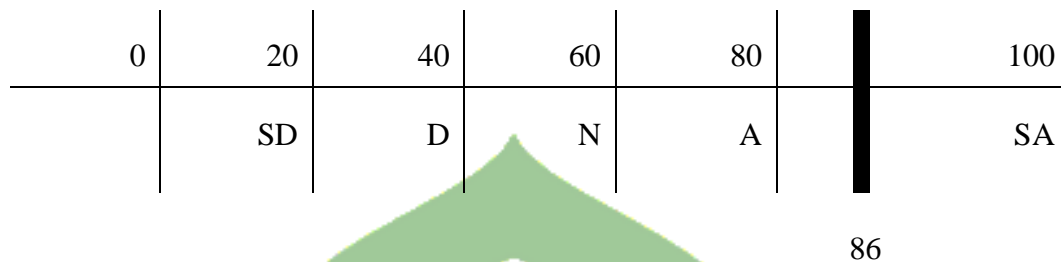
The diagram showed that, the students can memories vocabulary using quantum learning, namely 86/100 x 100% = 86% so, it was categorized very strong.

Table 4.3 : Infrastructure in learning vocabulary using quantum learning method is easy to understand.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	9	45
2.	Agree	4	9	36
3.	Neutral	3	1	3
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
			20	86

(Data source: Questionnaire item no 3)

Based on the table (item 3) from 20 respondents, there are 9 students choose strongly agree, 9 students choose agree, 1 students choose neutral, 1 students choose disagree and there is no student choose strongly disagree, so in learning

vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

86
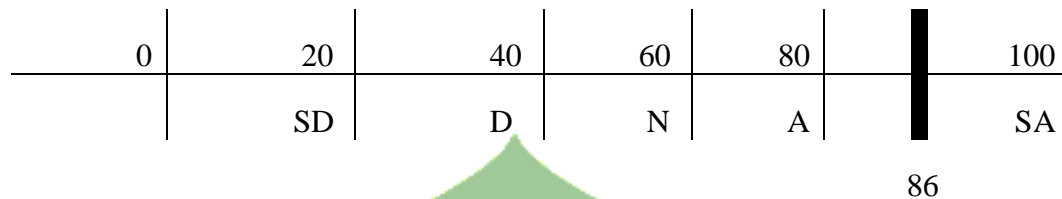
The diagram show that, students can understand the lesson using quantum learning, namely 86/100 x 100% = 86% so, it categorized very strong.

Table 4.4 : Teacher explanation in the learning process using quantum learning is very clear.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	9	45
2.	Agree	4	9	36
3.	Neutral	3	1	3
4.	Disagree	2	0	0
5.	Strongly Disagree	1	1	1
			20	85

(Data source: Questionnaire item no 4)

Based on the table (item 4) from 20 respondents, there are 9 students choose strongly agree, 9 students choose agree, 1 student choose neutral, there is no student choose disagree, and 1 student choose strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

85

The diagram showed that, the students can understand explanation of the teacher using quantum learning, namely $85/100 \times 100\% = 85\%$ so, it was categorized very strong.

Table 4.5 : I was able to answer the teacher questions using English after learning use the quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	6	30
2.	Agree	4	12	48
3.	Neutral	3	3	9
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	87

(Data source: Questionnaire item no 5)

Based on the table (item 5) from 20 respondents, there are 6 students choose strongly agree, 12 students choose agree, 3 students choose neutral and there is no student choose disagree and strongly disagree, so in learning vocabulary through quantum learning was at agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

87

The diagram showed that, the students can answer the question using English language, namely 87/100 100% = 87% so, it was categorized very strong.
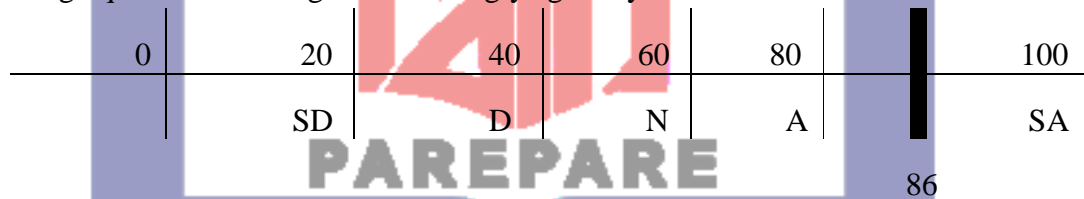
Table 4.6 : I really like learning vocabulary using the quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	9	45
2.	Agree	4	10	40
3.	Neutral	3	1	3
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	88

(Data source: Questionnaire item no 6)

Based on the table (item 6) from 20 respondents, there are 9 students choose strongly agree, 10 students choose agree, 1 student choose neutral and there is no student choose disagree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

88
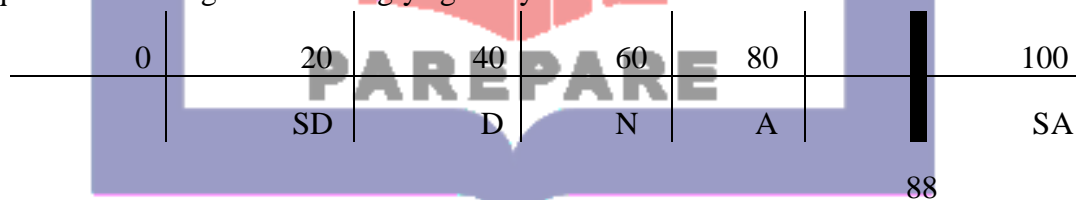
The diagram showed the students really like if he study using quantum learning, namely 88/100 100% = 88% so, it was categorized very strong.

Table 4.7 : I enjoy learning vocabulary in the classroom with quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	10	50
2.	Agree	4	6	24
3.	Neutral	3	4	12
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	86

(Data source: Questionnaire item no 7)

Based on the table (item 7) from 20 respondents, there are 10 students choose strongly agree, 6 students choose agree, 4 students choose neutral, and there is no student choose disagree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

86

The diagram showed that, the students can enjoy study in classroom using quantum learning, 86/100 100% = 86% so, it was categorized very strong.

Table 4.8 : Learning vocabulary using quantum learning method is useful in my life.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	18	90
2.	Agree	4	1	4
3.	Neutral	3	1	3
4.	Disagree	2	0	2
5.	Strongly Disagree	1	0	0
			20	99

(Data source: Questionnaire item no 8)

Based on the table (item 8) from 20 respondents, there are 18 students choose strongly agree, 1 student choose agree, 1 student choose neutral and there is no student choose disagree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

99
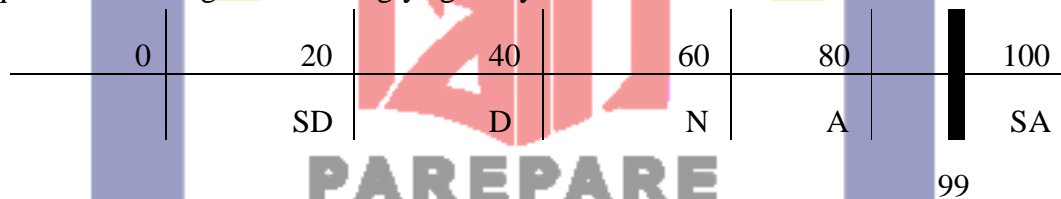
The diagram showed that learning vocabulary have a benefit in the day-to-day, namely 99/1100 100% = 99% so, it was categorized very strong.

Table 4.9 : Quantum learning method make learning vocabulary better.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	16	80
2.	Agree	4	4	16
3.	Neutral	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	96

(Data source: Questionnaire item no 9)

Based on the table (item 9) from 20 respondents, there are 16 students choose strongly agree, 4 students choose agree, and there is no student choose neutral, disagree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

96
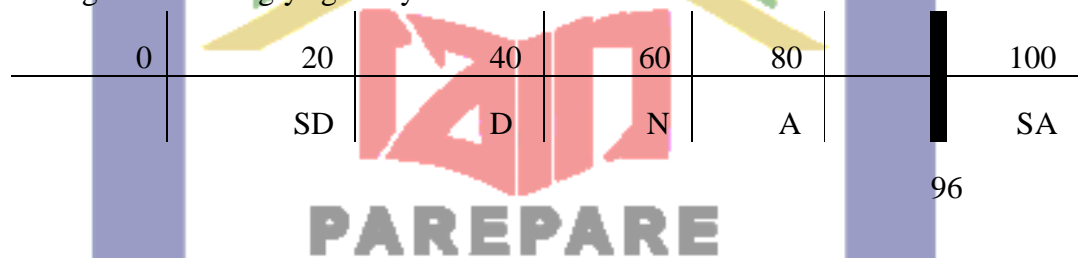
The diagram showed that, learning vocabulary would better using quantum learning, namely 96/100 100% = 96% so, it was categorized very strong.

Table 4.10 : After learning vocabulary using the quantum learning method my grades increased.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	10	50
2.	Agree	4	4	16
3.	Neutral	3	6	18
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	84

(Data source: Questionnaire item no 10)

Based on the table (item 10) from 20 respondents, there are 10 students choose strongly agree, 4 students choose agree, 6 students choose neutral and there is 0 student choose agree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80		100
	SD	D	N	A		SA

84
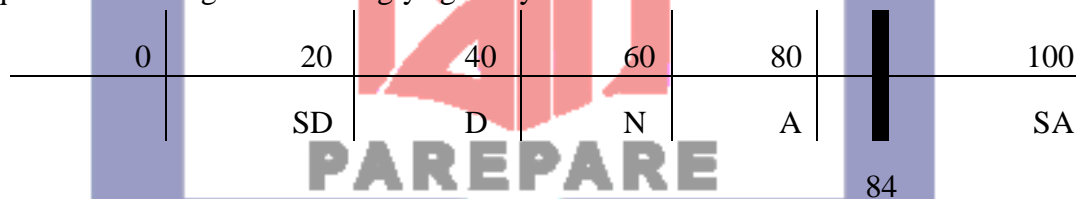
The diagram showed that, after study using quantum learning value of the students rise, namely 84/100 100% = 84% so, it was categorized very strong.

Table 4.11 : Learning vocabulary using the quantum learning method is very easy to understand.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	11	55
2.	Agree	4	3	12
3.	Neutral	3	6	18
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
			20	85

(Data source: Questionnaire item no 11)

Based on the table (item 11) from 20 respondents, there are 11 students choose strongly agree, 3 students choose agree, 6 students choose neutral and there is 0 student choose agree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

85
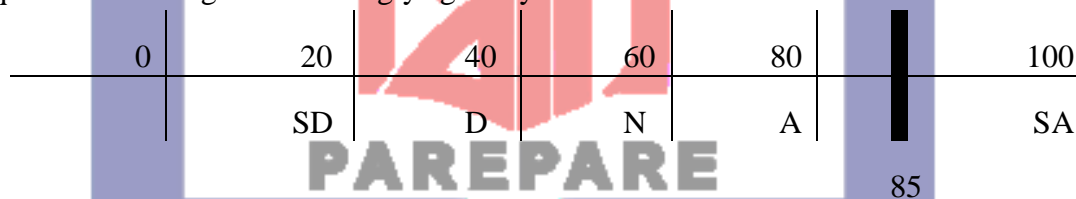
The diagram showed that, study using quantum learning easy to understand, namely 85/100 100% = 85% so, it was categorized very strong.

Table 4.12 : Learning vocabulary used quantum learning method better than other learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	10	50
2.	Agree	4	3	12
3.	Neutral	3	5	15
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
			20	79

(Data source: Questionnaire item no 12)

Based on the table (item 12) from 20 respondents, there are 10 students choose strongly agree, 3 students choose agree, 5 students choose neutral and one choose disagree there is no students choose strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60		80	100
	SD	D	N		A	SA

79
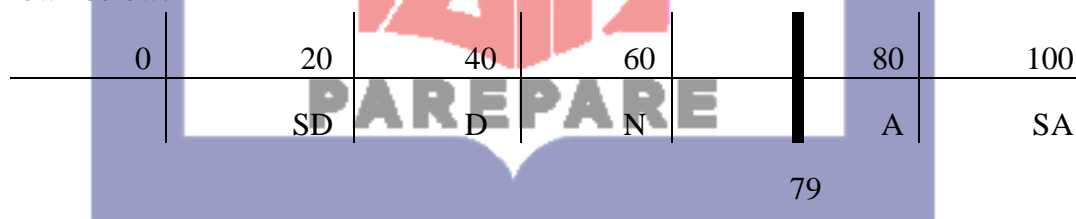
The diagram showed that, learning vocabulary using quantum learning better than another method, namely 79/100 100% = 79% so, it was categorized strong.

Table 4.13 : Quantum learning method influences my interest in learning vocabulary.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	11	55
2.	Agree	4	3	12
3.	Neutral	3	6	18
4.	Disagree	2	0	2
5.	Strongly Disagree	1	0	0
			20	85

(Data source: Questionnaire item no 13)

Based on the table (item 13) from 20 respondents, there are 11 students choose strongly agree, 3 students choose agree, 6 students choose neutral and there is no choose disagree and strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

85
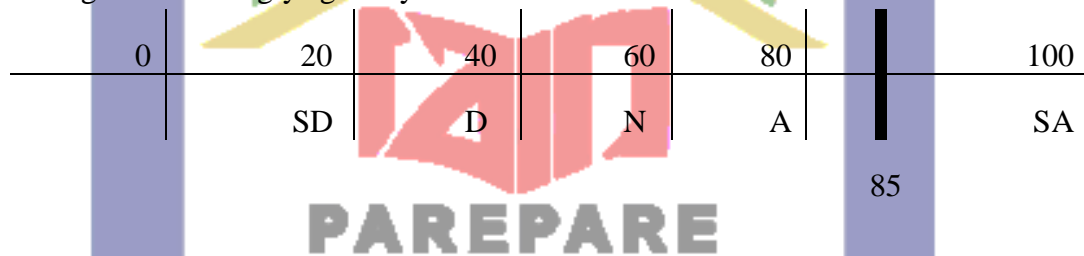
The diagram showed that, learning vocabulary using quantum learning hav influence interest of the students, namely 85/100 100% = 85% so, it was categorized very strong.
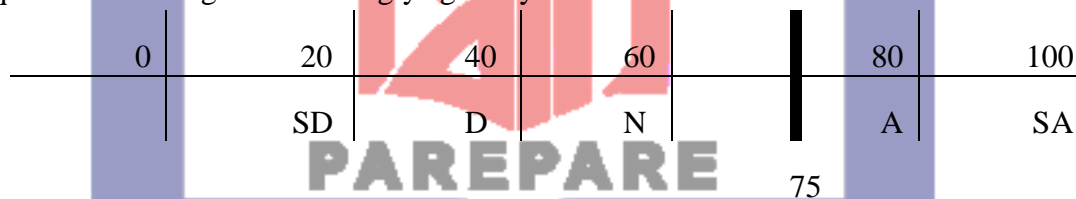
Table 4.14 : Learning vocabulary using quantum learning method makes me more active.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	9	45
2.	Agree	4	3	12
3.	Neutral	3	5	15
4.	Disagree	2	3	3
5.	Strongly Disagree	1	0	0
			20	75

(Data source: Questionnaire item no 14)

Based on the table (item 14) from 20 respondents, there are 9 students choose strongly agree, 3 students choose agree, 5 students choose neutral, 3 choose disagree and there is no choose strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:
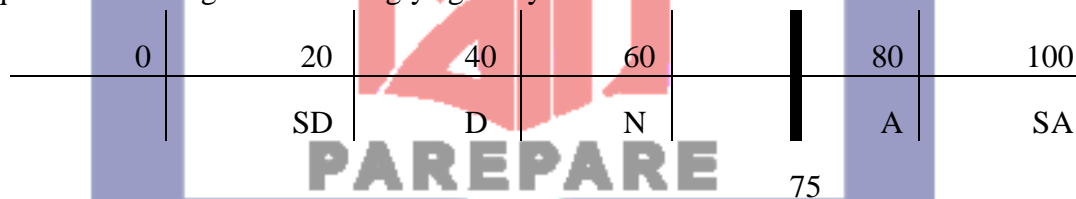
0	20	40	60		80	100
	SD	D	N		A	SA

75

The diagram showed that, the student more active in learning, namely 75/100 100% = 75% so, it was categorized strong.

Table 4.15 : Quantum learning method change my view of being more positive in learning vocabulary.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	8	40
2.	Agree	4	3	12
3.	Neutral	3	5	15
4.	Disagree	2	4	8
5.	Strongly Disagree	1	0	0
			20	75

(Data source: Questionnaire item no 14)

Based on the table (item 15) from 20 respondents, there are 8 students choose strongly agree, 3 students choose agree, 5 students choose neutral, 4 choose disagree and there is no choose strongly disagree, so in learning vocabulary through quantum learning was at strongly agree by continuum can be shown below:

0	20	40	60		80	100
	SD	D	N		A	SA

75

The diagram showed that, the students can be change into positive attitude in learning vocabulary using quantum learning, namely 75/100 100% = 75% so, it was categorized strong.

Table 4.16 : The percentage of the positive statement of questionnaire.

No	Frequency					Point					Score	%
	SA	A	N	D	SD	SA	A	N	D	SD		
1	5	15	0	0	0	25	60	0	0	0	85	85
2	9	9	1	1	0	45	36	3	2	0	86	86
3	9	9	1	1	0	45	36	3	2	0	86	86
4	9	9	1	0	1	45	36	3	0	1	85	85
5	6	12	3	0	0	30	48	9	0	0	87	87
6	9	10	1	0	0	45	40	3	0	0	88	88
7	12	6	4	0	0	60	24	12	0	0	96	96
8	18	1	1	0	0	90	4	3	0	0	99	99
9	16	4	0	0	0	80	16	0	0	0	96	96
10	10	4	6	0	0	50	16	18	0	0	84	84
11	11	3	6	0	0	55	12	18	0	0	85	85
12	10	3	5	1	0	50	12	15	2	0	79	79
13	11	3	6	0	0	55	12	18	0	0	85	85
14	9	3	5	3	0	45	12	15	3	0	75	75
15	8	3	5	4	0	40	12	15	8	0	75	75
	Score										**1378**	**1378**

The table above shows that the cumulative percentage on the fifteen items of the positive statement questionnaire was 100% (Strong), while the cumulative score that they got through the questionnaire was 1378 (Strongly agree).

0	200	400	600	800	1000	
	SD	D	N	A	SA	

1378

b. Negative statement (16 - 30) of questionnaire (Table 4.17 - Table 4.31)

Table 4.17 : Learning vocabulary using quantum learning method make me boring.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	5	15
4.	Disagree	2	9	18
5.	Strongly Disagree	1	6	6
			20	39

(Data source: Questionnaire item no 16)

Based on the table (item 16) from 20 respondents, there is no students who choose strongly agree and agree, there are 5 students choose neutral, 9 students choose disagree and 6 students choose strongly disagree, so in learning vocabulary through quantum learning did not make the students fell happy was at disagree by continuum can be shown below:

| 0	20	40	60	80	100
	SD	D	N	A	SA

40

The diagram showed that, the students did not make the students fell happy, proved namely 40/100 100% = 40% so, it was categorized weak.

Table 4.18 : Really difficult to memorize vocabulary after learning using quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	1	3
4.	Disagree	2	10	20
5.	Strongly Disagree	1	9	9
			20	32

(Data source: Questionnaire item no 17)

Based on the table (item 17) from 20 respondents, there is no students choose strongly agree and agree, 1 student choose neutral, there are 10 students choose disagree and 9 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

32
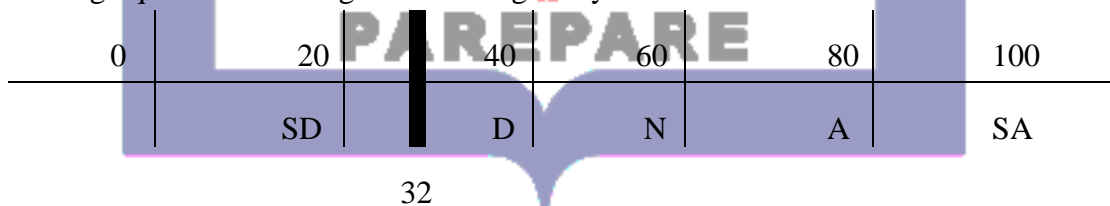
The diagram showed that the students difficult to memories vocabulary use quantum learning namely 32/100 100% = 32% so, it was categorized weak.

Table 4.19 : Infrastructure in learning vocabulary using quantum learning method is very ordinary.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	1	3
4.	Disagree	2	6	12
5.	Strongly Disagree	1	13	13
			20	28

(Data source: Questionnaire item no 18)

Based on the table (item 18) from 20 respondents, there is no students choose strongly agree and agree, 1 choose neutral, 6 choose disagree and 13 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:
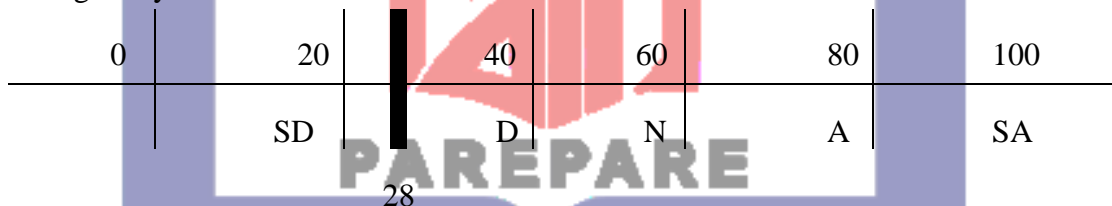
0	20	40	60	80	100
	SD	D	N	A	SA

28

The diagram showed that, the students did not feel happy study use quantum learning in the classroom namely 28/100 100% = 28% so, it was categorized weak.

Table 4.20 : The teacher explanation in the process of learning vocabulary using quantum learning method is not clear.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	0	0
4.	Disagree	2	4	8
5.	Strongly Disagree	1	16	16
			20	24

(Data source: Questionnaire item no 19)

Based on the table (item 19) from 20 respondents, there is no students choose strongly agree, agree, and neutral, 4 students choose disagree and 16 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:
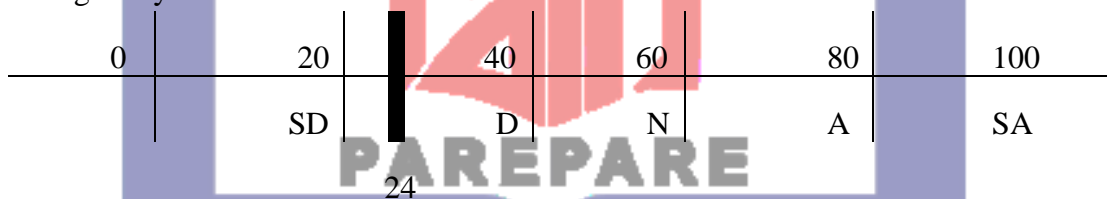
| 0	20	40	60	80	100
	SD	D	N	A	SA

24

The diagram showed that, the students difficult to understand if teacher use quantum learning in explain course. Proved namely 24/24 100% = 24% so, it was categorized weak.

Table 4.21 : Really difficulty answering question using English after learning use quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	12	36
4.	Disagree	2	4	8
5.	Strongly Disagree	1	4	4
			20	48

(Data source: Questionnaire item no 20)

Based on the table (item 20) from 20 respondents, there is no students choose strongly agree and agree, 12 students choose neutral, 4 students choose disagree and strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

48
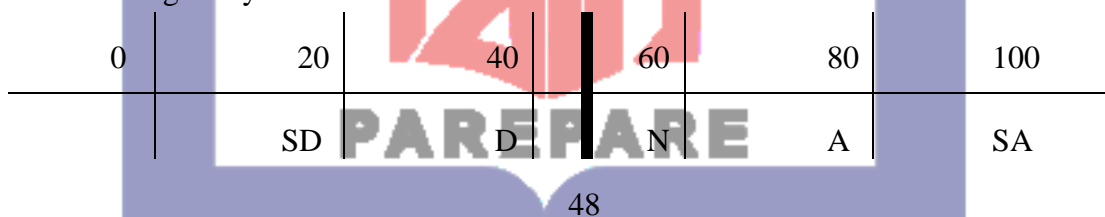
The diagram showed that, the students difficult to answer the question use English language namely 48/100 100% = 48% so, it was categorized weak.
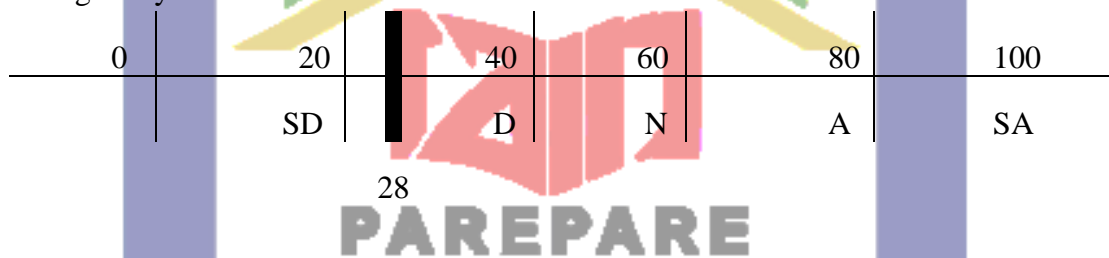
Table 4.22 : I don't like learning vocabulary using the quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	0	0
4.	Disagree	2	8	16
5.	Strongly Disagree	1	12	12
			20	28

(Data source: Questionnaire item no 21)

Based on the table (item 21) from 20 respondents, there is no students choose strongly agree, agree, and neutral, 8 students choose disagree, and 12 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20		40	60	80	100
	SD		D	N	A	SA

28

The diagram showed that students not fell happy if teacher teach use quantum learning it proved namely 28/100 100% = 28% so, it was categorized weak.

Table 4.23 : I don't enjoy learning vocabulary in the classroom using quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	3	9
4.	Disagree	2	1	2
5.	Strongly Disagree	1	16	16
			20	27

(Data source: Questionnaire item no 22)

Based on the table (item 22) from 20 respondents, there is no students choose strongly agree and agree, 3 students choose neutral, only one choose disagree, and 16 students choose strongly agree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:
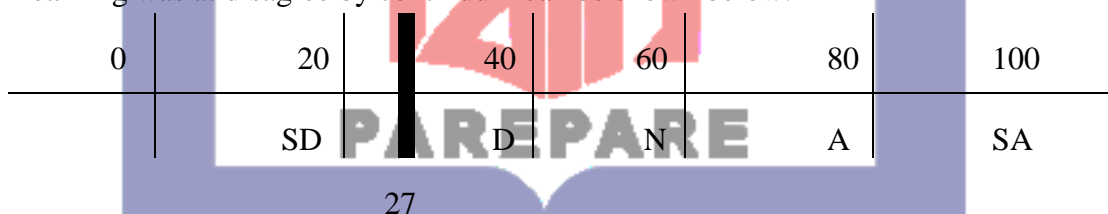
0	20	40	60	80	100
	SD	D	N	A	SA

27

The diagram showed that, learning vocabulary use quantum learning so bored it proved namely 27/100 100% = 27% so, it was categorized weak.

Table 4.24 : Learning vocabulary using quantum learning method not have benefit in my life.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	0	0
4.	Disagree	2	4	8
5.	Strongly Disagree	1	16	16
			20	24

(Data source: Questionnaire item no 23)

Based on the table (item 23) from 20 respondents, there is no students choose strongly agree, agree, and neutral, 4 students choose disagree and 16 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:
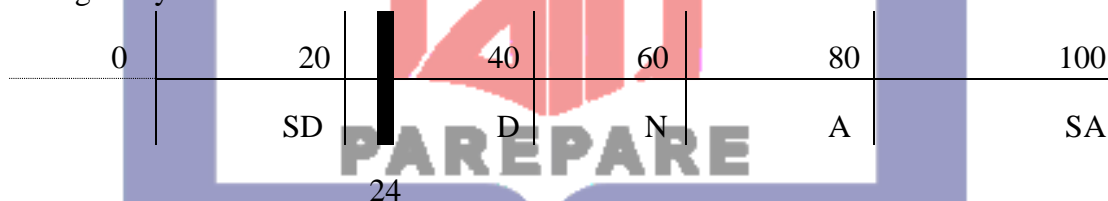
0	20	40	60	80	100
	SD	D	N	A	SA

24

The diagram showed that learning vocabulary use quantum learning not have benefit for the students it proved namely 24/100 100% = 24% so, it was categorized weak.

Table 4.25 : Enthusiasm decreases when learning vocabulary using the quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	0	0
4.	Disagree	2	7	14
5.	Strongly Disagree	1	13	13
			20	27

(Data source: Questionnaire item no 24)

Based on the table (item 24) from 20 respondents, there is no students choose strongly agree, agree, and neutral, 7 students choose disagree, 13 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20		40	60	80	100
	SD		D	N	A	SA

27

The diagram showed that students feel down if teacher use quantum learning in teaching it proved namely 27/100 100% = 27% so, it was categorized weak.

Table 4.26 : Learning vocabulary using quantum learning method very difficult to understand.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	4	16
4.	Disagree	2	7	14
5.	Strongly Disagree	1	9	9
			20	39

(Data source: Questionnaire item no 25)

Based on the table (item 25) from 20 respondents, there is no students choose strongly agree, agree and 4 students choose neutral, 7 students choose disagree, and 9 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:
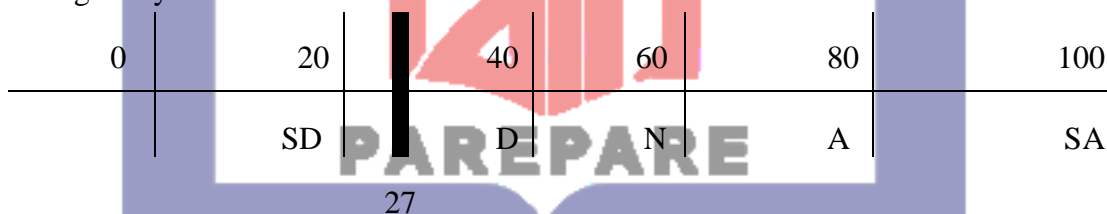
0	20	40	60	80	100
	SD	D	N	A	SA

39
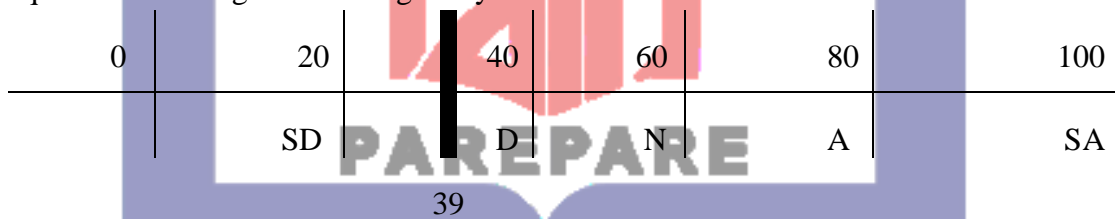
The diagram showed that, the students difficult to understand vocabulary use quantum learning it proved namely 39/100 100% = 34% so, it was categorized weak.

Table 4.27 : The application of vocabulary using quantum learning method in vocabulary learning is same as other method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	2	6
4.	Disagree	2	10	20
5.	Strongly Disagree	1	8	8
			20	34

(Data source: Questionnaire item no 26)

Based on the table (item 26) from 20 respondents, there is no students choose strongly agree, agree and 2 students choose neutral, 10 students choose disagree, and 8 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

34
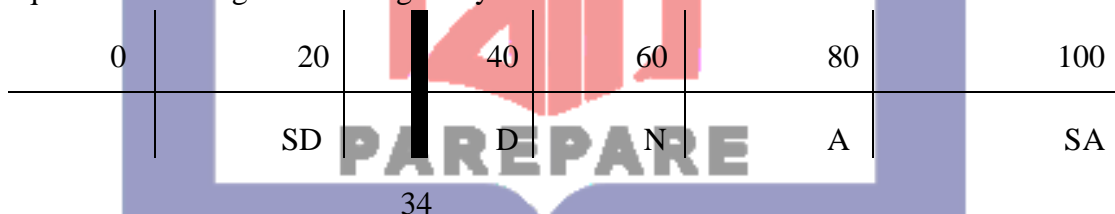
The diagram showed that, quantum learning same with another method in learning vocabulary it proved namely 34/100 100% = 34% so, it was categorized weak.

Table 4.28 : I have no interest in vocabulary learning using the quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	4	12
4.	Disagree	2	9	18
5.	Strongly Disagree	1	7	7
			20	37

(Data source: Questionnaire item no 27)

Based on the table (item 27) from 20 respondents, there is no students choose strongly agree, agree and 4 students choose neutral, 9 students choose disagree, and 7 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

37

The diagram showed that, the students don't have interest in learning vocabulary use quantum learning it proved namely 37/100 100% = 37% so, it was categorized weak.

Table 4.29 : I am not active in the learning process using quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	4	16
4.	Disagree	2	7	14
5.	Strongly Disagree	1	9	9
			20	39

(Data source: Questionnaire item no 28)

Based on the table (item 28) from 20 respondents, there is no students choose strongly agree, agree and 4 students choose neutral, 7 students choose disagree, and 9 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:
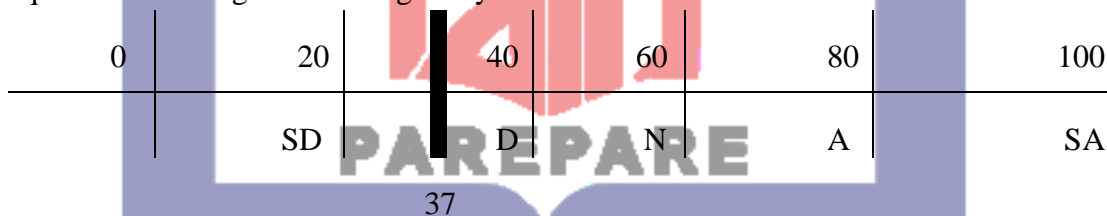
0	20	40	60	80	100
	SD	D	N	A	SA

39
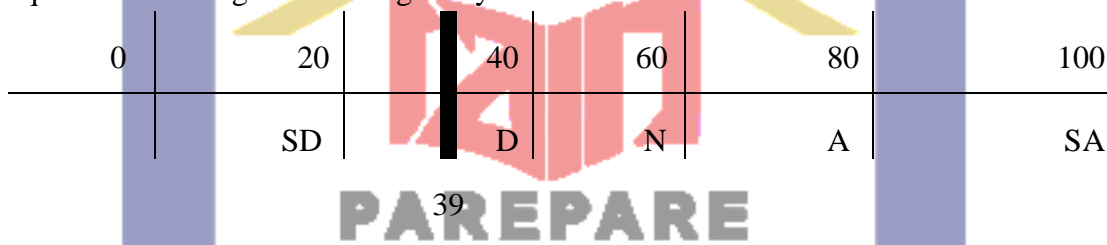
The diagram showed that, the student not active in learning vocabulary use quantum learning it proved namely 39/100 100% = 34% so, it was categorized weak.

Table 4.30 : My value does not change after learning use quantum learning method.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	0	0
4.	Disagree	2	4	8
5.	Strongly Disagree	1	16	16
			20	24

(Data source: Questionnaire item no 29)

Based on the table (item 29) from 20 respondents, there is no students choose strongly agree, agree, and neutral, 4 students choose disagree and 16 students choose strongly disagree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

0	20		40	60	80	100
	SD		D	N	A	SA

24
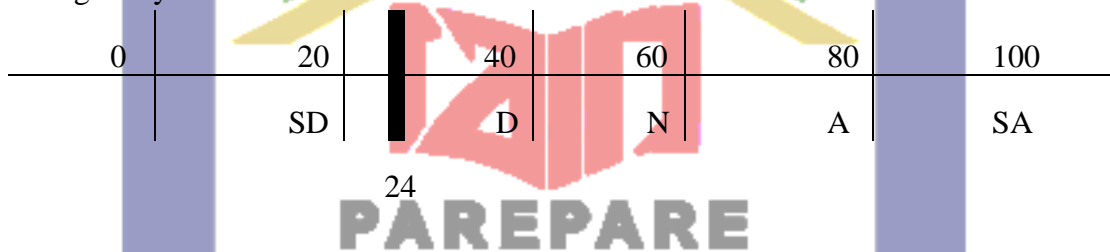
The diagram showed that, the students not have change in learning English use quantum learning proved namely 24/24 100% = 24% so, it was categorized weak.

Table 4.31 : Quantum learning method makes me not want to learn vocabulary.

No	Question alternative	Score	Frequency	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	0	0
3.	Neutral	3	3	9
4.	Disagree	2	1	2
5.	Strongly Disagree	1	16	16
			20	27

(Data source: Questionnaire item no 30)

Based on the table (item 30) from 20 respondents, there is no students choose strongly agree and agree, 3 students choose neutral, only one choose disagree, and 16 students choose strongly agree, so in learning vocabulary through quantum learning was at disagree by continuum can be shown below:

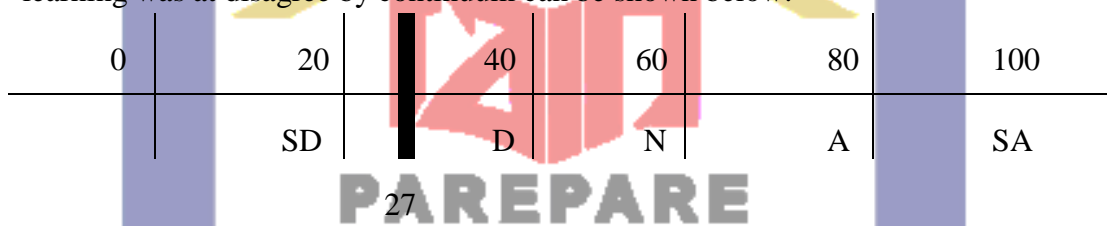| 0	20	40	60	80	100
	SD	D	N	A	SA

27

The diagram showed that, learning vocabulary used quantum learning make students fell not happy English it proved namely 27/100 100% = 27% so, it was categorized weak.

Table 4.32 : The percentage of the negative statement of questionnaire.

No	Frequency					Point					Score	%
	SA	A	N	D	SD	SA	A	N	D	SD		
1	0	0	5	9	6	0	0	15	18	6	39	39
2	0	0	1	10	9	0	0	3	20	9	32	32
3	0	0	1	6	13	0	0	3	12	13	28	28
4	0	0	0	4	16	0	0	0	8	16	24	24
5	0	0	12	4	4	0	0	36	8	4	48	48
6	0	0	0	8	12	0	0	0	16	12	28	28
7	0	0	3	1	16	0	0	9	2	16	27	27
8	0	0	0	4	16	0	0	0	8	16	24	24
9	0	0	0	7	13	0	0	0	14	13	27	27
10	0	0	4	7	9	0	0	16	14	9	39	39
11	0	0	4	7	9	0	0	16	14	9	39	39
12	0	0	2	10	8	0	0	6	20	8	34	34
13	0	0	4	9	7	0	0	12	18	7	37	37
14	0	0	0	4	16	0	0	0	8	16	32	32
15	0	0	3	1	16	0	0	9	2	16	37	37
Score											528	528

The tables shows that the cumulative percentage on the tenth items of the positive statement questionnaire was 50% (weak), while the cumulative score they got through the questionnaire was 528 (weakly).

0		200	400		600	800	1000
		SD	D		N	A	SA

528
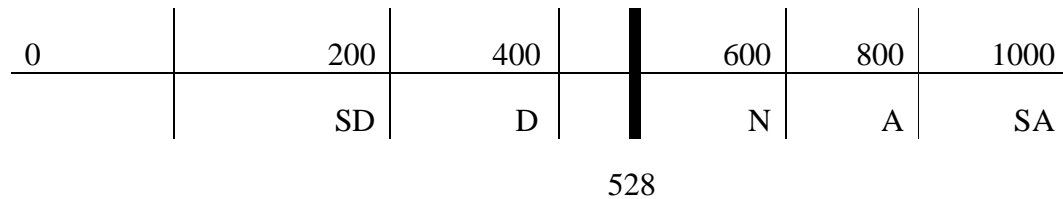
Table 4.16 indicates that learning vocabulary through quantum learning can give positive attitude of the students. It was proved by the cumulative percentage on the entire items of the positive questionnaire, statement 1-15 have been showed that the percentage 100% was very strong based on Liker scale, while the cumulative score (1378) was strongly agree. It means that learning vocabulary through quantum learning made the students positive attitude and they agree about it.

Besides that, on the negative questionnaire, statement 16-30 showing that the percentage 50% was very low based on Likert scale, while the cumulative score (528) was strongly disagree. It means the students strongly disagree that learning vocabulary through quantum learning give negative attitude of the students.

4.1.2   The Finding Through participant Observation

In this research, the researcher observed the process of learning vocabulary through quantum learning includes their attitude. The researcher come in to the classroom and observed teaching and learning process during three meetings. The activities that the researcher did during the meetings can be explained as follows:

In the first meeting, the researcher entered in the classroom and before made research, the researcher introduce herself firstly with the English teacher and deliver what purpose of this arrival in the class. After that the researcher introduced herself in front of the students in the classroom where researcher will made research. According to observation in the first meeting, the researcher found that the teacher always asked the students for giving their conclusion related to the material they

have learned and the students could give the good conclusion, when teacher gave material about describe and the students also gave conclusion about describe. But many students opened their book when teacher asked the students. The teacher did this in order that they will know whether the students really understand the material which conveyed and to measure how their comprehension about the material. The researcher found that students are easily to understand the material that conveyed by the teacher explanation through quantum learning. Where in the first step, the teacher growing students' first curiosity, then guiding questions related to the topic to emerge students interest. The second step is allow the students to experience the lesson through an initial assignment in order the students enable to participate in learning process. The third step the teacher must preparing keyword, concept and pattern as well as strategy in learning process according what the students need in their lesson. The last step is the teacher the teacher help students memorizing about what they have learn, or to sum up the lesson before the teacher close the lesson. According to researcher observation in the first meeting could be seen from students ability when they were doing practice, like when teacher ask students to practice and answer the question in front of the class, the students raise their hand, and gave expression according to what they said.

The observation in second meeting, showed that students always paid attention with teacher when the teacher explained the material to them. It could be seen from the way of the students kept their attention in the classroom. There are some aspect that make students show their interest when the material was conveyed, like the way of teacher in teaching was fun so the students not bored during learning process, the teacher picked topic around of the students situation as teaching material. The teacher divided the students into some group discussions and order

each group made clustering based on the topic that had been determined by the teacher. After that each group came in front of the class to read their task based on their clustering that had been made. The next was each group came forward to read their task that they had made with their group. After that the teacher and the other students checked the vocabulary and the teacher directly gave the score to the group who presented. The students were active in the classroom, it indicated that when the students were in learning process they most were active to ask about what they did not understand. During learning process the students were quiet when teacher explained the material, but when teacher asked them to asking about something that they didn't understand, they won't be as quiet as when teacher explained the material. The students had been brave to participate in each of learning process. It was proven from the result of the observation it seems that students was not reluctant to participate in class, like when teacher asked them about material they will gave answer using English language, no matter their answer right or not.

In the last observation showed that the students sometimes didn't understand what the teacher say, it was proven that when the teacher finished in giving material they directly raise their hands to ask the question. The class condition during the implementation of learning process creates the positive atmosphere in the classroom and also makes students creative finding the ideas. Beside that, the teacher always using the different media for increase study achievement. It was proven that in learning process through quantum learning, the teacher did not use one media but some media, like picture. The teacher give one picture to one students and ask the students to make sentence with the picture card used English vocabulary and roll it until the last students. So the students will not be bored at the class and the students could understand with teacher explanation with help of their media.

4.2 Discussion

Quantum learning implemented by English teacher to know the attitude of the students in learning vocabulary at the second grade of MAN 1 Parepare has been conducted and analyzed by using Likert scale. The questionnaires were 30 items, 15 positive and 15 negative statements.

In this section, the researcher obtained the data from questioner concerning attitude of students in learning vocabulary through quantum learning were interpreted into the component of attitude which include cognitive response, affective response and behavioral response.

First the researcher, wanted to know about the students cognitive response, based on the result of the researcher, found that the cognitive response of the students in learning vocabulary through quantum learning was positive attitude. It was evidence that the result of the researcher observation shown that the students were able to made a conclusion, the students could made a problem solving if has in the material, and they could understand easily when the teacher gave an explanation, it was because the teacher used quantum learning in teaching vocabulary and the students gave an attention when the learning process was held.

It is the same manner as the advantage of quantum learning in Bobby De Potter said that "Quantum learning focused on quality and meaningful interaction, not just the meaning of the transaction."[54] The other same manner from principle of quantum learning " Experience before label."[55] In the other words the students could said has positive cognitive response when they has good comprehension, they has

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[54] Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.10

[55] Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.8

good thinking abilities such as when they able make a problem solving used English vocabulary in each problem that their found when their studying and etc.

While secondly the researcher wants to know about the students' affective response, the researcher doing an observation with used observation questioner. Based on the result of the research, the researcher found that the students' affective response was positive attitude in learning vocabulary through quantum learning. It was evidence that the results of the researchers' observation shown that the students showed their interest in studied with gave attention when the teacher gave a material, the students active in the classroom, and the students' achievement was increase.

It is the same manner as the advantage of quantum learning in Bobby De Potter said that " Quantum learning accelerated learning so much emphasis on a high level of success."[56] As well as with the principle of quantum learning in Bobby De Potter said that " Everything is on purpose, everything we do in the classroom must have a purpose to change it"[57] In the other words the students could said has positive cognitive response in learning vocabulary through quantum learning when they able to achieve the goal of learning and succeed in solving problems, and were able to receive stimuli from the outside that come to him in the form of issues, situations, and other symptoms. They could respond properly, respect their teachers, and respect their friends.

Whereas to know about the students' behavioral response, based on the result of the research, the researcher found that the students' behavioral response was positive attitude in learning vocabulary through quantum learning. It was evidence

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[56] Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). P.10.
[57] Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). P.8.

that the results of the researchers' observation shown that the students brave to do something to increase their knowledge. Such as, the students raise their hand when the teacher ask a question, the students would ask the teacher when the students not understand about the material, the students able gave expression of their perception about the material.

One of the advantage quantum learning in Bobby De Potter said that "Integrate the totally of quantum learning body and mind in the learning process."[58] It like the principle of quantum learning in Bobby De Potter said that "Everything speaks and acknowledge every effort."[59] The theory was same with the result that was got through the researcher observation. When the students have motor skills, intellectual skills, and social skills, they would achieve the good attitude in behavioral response. In the other words the students could said has positive behavioral response when they has the ability that was like the skill to speak in English, memorizing vocabulary, the skill to do something and when they have knowledge and confidence.

Based on the results that was found by the researcher, it could be concluding that if the students want to has a good attitude in learning vocabulary through quantum learning, the students would has good in the three aspect in learning, they were a good cognitive response, a good effective response, and a good behavioral response.

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[58] Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). P.10.

[59] Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success,* (Bandung : PT Mizan Pustaka, 2000). p.8.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, they are Conclusion of the researcher and Suggestion.

5.1 Conclusion

Based on the finding and discussions of the study by doing observation and questioner, the researcher gets aim of this research which wants to find out the attitude of the students in learning vocabulary at the second grade MAN 1 Parepare.

From the data of the previous chapter, the researcher conclude that the students in XI IPA 1 has a positive attitude. It was proved by the cumulative percentage on the entire items of the positive questionnaire, statement 1-15 have been showed that the percentage 100% was very strong based on Liker scale, while the cumulative score (1378) was strongly agree. It means that learning vocabulary through quantum learning made students have strongly high motivation and give a positive attitude to learning vocabulary and they strongly agree about it. And then from of negative statement showing that the percentage 50% was very low based on Likert scale, while the cumulative score (528) was strongly disagree. It means the students strongly disagree that quantum learning in learning vocabulary did not can improve to student's motivation and just give a negative attitude in learning vocabulary. The result of participant observation from the researcher, show that most of the student's were active in the classroom during the activity of research. They showed from the first meeting until the last meeting that most of the students were always active and enthusiasm for study vocabulary because of there were used quantum learning method in the classroom.

5.2 Suggestion

Based on the result obtained in this research, the researcher would like to give some suggestion to develop the student positive attitude in learning vocabulary through quantum learning. For the students, maintain the positive attitude that you have in learning English special in vocabulary and you have a point of view that attitude have an effect about vocabulary comprehension. For the teacher, give the students instructions that in learning vocabulary, not only more knowledge, but attitude and quantum learning also is very important to support the success in learning vocabulary. Make a quantum learning more be work out in the classroom so the students can be more understand, enjoyable and motivation in learning vocabulary and they give more a positive attitude.
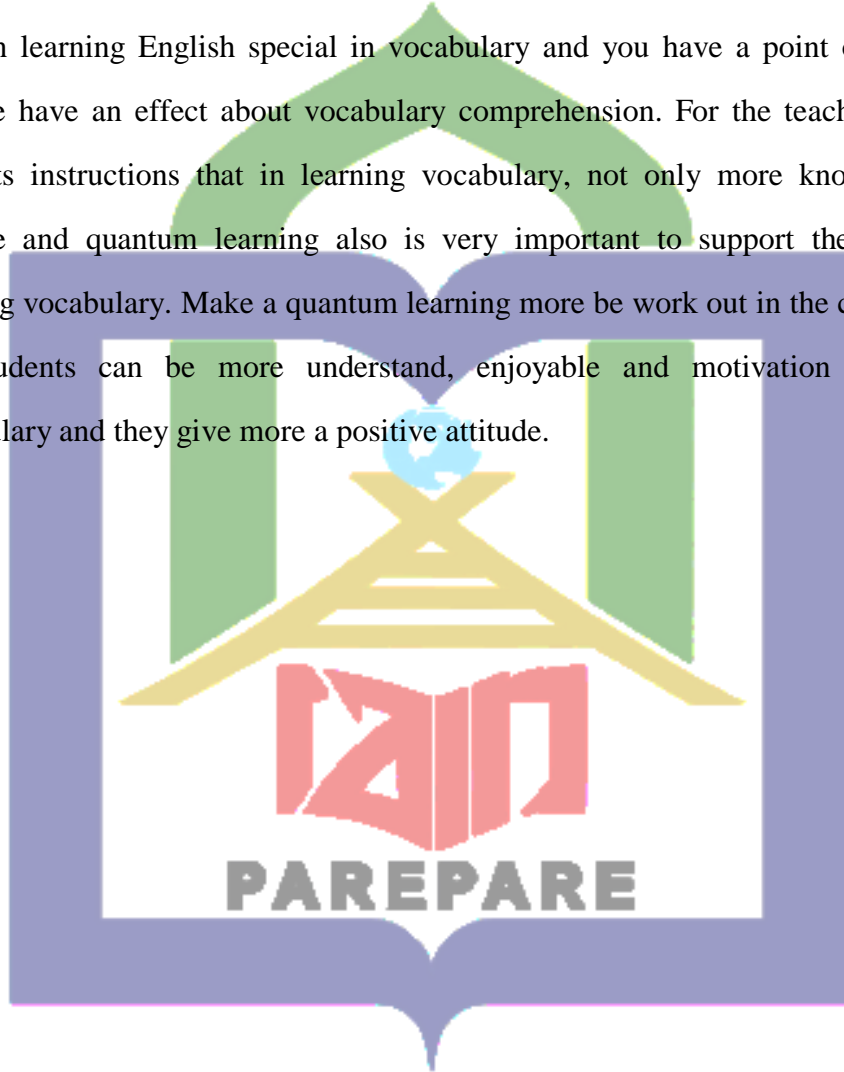
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APPENDICES

JURUSAN TARBIYAH
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PAREPARE

Sekretariat : Jl. Amal Bakti No. 8 Parepare. Kode Pos 91132 Telepon (0421) 21307 Fax (0421) 24404

Nomor : Sti.08/PP.00.9/0240/2016
Lamp. : -
Hal : **Penetapan Pembimbing Skripsi**

Kepada YTH.
1. Hj. Nurhamdah, M.Pd.
2. Drs. Amzah, M.Pd
di-
Tempat

Assalamu Alaikum Wr. Wb.
Berdasarkan surat permohonan mahasiswa:
Nama : Amelia
Nim : 12.1300.160
Jurusan : Tarbiyah
Prodi : Tadris Bahasa Inggris (PBI)
Pada tanggal 26 April 2016 tentang pengusulan judul penelitian *The Attitude of Students in Learning English through Quantum Learning at The Second Grade MAN 1 Parepare*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam Penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 28 April 2016

An. Ketua
Ketua Jurusan Tarbiyah,

BAHTIAR, S.Ag., M.A.
NIP. 19720505 199803 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE
Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B 948 /Sti.08/PP.00.9/03/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : AMELIA
Tempat/Tgl. Lahir : TARAKAN, 10 Desember 1993
NIM : 12.1300.160
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : ULUTEDONG, DESA MACCORAWALIE, KEC. WATANG SAWITTO, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :
"THE ATTITUDE OF STUDENTS IN LEARNING ENGLISH VOCABULARY QUANTUM LEARNING AT THE SECOND GRADE MAN 1 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Maret** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

7 Maret 2018
A.n Ketua
Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 78, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
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PAREPARE

Parepare, 9 Maret 2018

Nomor   : 050 /092 /Bappeda
Lampiran   : --
Perihal   : **Izin Penelitian**

Kepada

Yth.   Kepala Kantor Kementerian Agama Kota Parepare
Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 945/Sti.08/PP.00.9/03/2018 tanggal 7 Maret 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	: AMELIA
Tempat/Tgl. Lahir	: Tarakan/10 Desember 1993
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
A l a m a t	: Ulutedong, Desa Maccorawalie, Kec. Watang Sawitto, Kab. Pinrang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE ATTITUDE OF STUDENTS IN LEARNING ENGLISH VOCABULARY QUANTUM LEARNING AT THE SECOND GRADE MAN 1 PAREPARE"

Selama   : Tmt. 12 Maret s.d Selesai
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

a.n. KEPALA BAPPEDA
KABID. PENELITIAN DAN PENGEMBANGAN

Hj. St. RAHMAH AMIR, ST., MM
Pangkat Penata Tk. I
No. 19751972 200604 2 019

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare di Parepare
4. Saudara AMELIA
5. Arsip.

KEMENTERIA AGAMA REPUBLIK INDONESI
KANTORKEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 1 KOTA PAREPARE
NSM : 311737203156, NPSN : 40320498, Akredetasi : A
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SURAT KETERANGAN
Nomor: Ma.21.23/8/1-a/PP.00.6/0 /2016

Yang bertanda tangan di bawah ini,

Nama	:	**SYAIFUL MAHSAN, S.Pt.M,Si**
NIP	:	97109141999031005
Pangkat	:	Pembina /IV/a
Jabatan	:	Kepala Madrasah Aliyah Negeri (MAN1) Kota Parepare

Menerangkan bahwa :

Nama	:	AMELIA
Tempat/Tgl.lahir	:	Tarakan, 10 Desember 1993
NIM	:	12.1300.160
Jurusan/Program Studi	:	Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Semester	:	XII (Dua Belas)
Alamat	:	Ulutedong, Desa Maccorawalie, Kec. Watang Sawitto, Kab. Pinrang

Benar telah melakukan penelitian sejak tanggal 04 Mei s/d 11 Mei 2018 Tahun Pelajaran 2017/2018 di Madrasah Aliyah Negeri (MAN 1) Kota Parepare berdasarkan Surat

Kepala Badan Perencanaan Pembagunan Daerah: 050/092/Bappeda, Perihal Permohonan Izin Penelitian/Wawancara, untuk Memperoleh data dalam rangka penyusunan Skripsi yang bersangkutan dengan judul penelitian

"THE ATTITUDE OF STUDENTS IN LEARNING ENGLISH VOCABULARY QUANTUM LEARNING AT THE SECOND GRADE MAN 1 KOTA PAREPARE "

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk Dipergunakan sebagaimana mestinya.

Parepare, 03 Agustus 2018

SYAIFUL MAHSAN, S.Pt., M.SI
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CURRICULUM VITAE

AMELIA, was born in Tarakan on 10th December 1993. She is the daughter of Jamaluddin and Norma she was the first child from five sisters. Now she lives in Pinrang. She began her education in Elementery school at SD 285 Pinrang and finish on 2005. Then she continued her study at Junior High School at SMPN 4 Tarakan and finished in 2008. In the same year, she continued her study at Senior High School at SMAN 7 Pinrang and finished in the 2011. In the same year she continued her study at the University of Muhammadiyah Parepare in 2015 move to continued her study at the Institude Islam College (IAIN) of Parepare and she completed her study by submitted skrpsi entitiled "The Attitude of Students in Learning Vocabulary through Quantum Learning at The Second Grade MAN 1 Parepare".