

Implementation of Quantum Teaching Models to Improve The Skill of Reading The Poetry Of VIII Grade Students of SMP 1 Mesuji OKI

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Abstract

This classroom action research entitled Application of the Quantum Teaching Model to Improve Class VIII Poetry Reading Skills of SMP Negeri 1 Mesuji OKI involved 27 grade VIII students. This research was conducted for two cycles with a span of three weeks per cycle. Based on the results of the analysis of teacher observation data, it is known that the level of teacher competence in teaching is very good, namely, 3.88 in the first cycle and 4 in the second cycle. The percentage of students' observation scores also experienced a very significant increase, if in the first cycle it only touched 51.85%, but in the second cycle, it became 77.77%. The results of students' poetry reading scores also increased very well. In the first cycle, the percentage of success only reached 46.42% but increased to 100% in the second cycle.

Keywords : *Quantum Teaching, PTK, Reading poetry*

INTRODUCTION

Indonesian subjects in schools cannot be separated from literature learning because literature learning is part of Indonesian language subject matter. This can be seen in the prevailing curriculum that learning literature is part of the material that can form students' positive character, for example understanding the environment, respecting others, and so on. The purpose of learning literature is to foster student appreciation of literature results [1]

Literature learning in schools is actually not only useful in supporting language skills, developing student sensitivity and feelings, but is also useful in enriching students' perspectives and personalities. This is in line with the opinion of Oemar Jati saying that the teaching of literature can not only improve language skills but also as an effective vehicle to develop and foster the character and character of students. Therefore, literature is something that is important to learn in school [2]. One of the types of literature taught in schools is poetry. Reading literature, especially poetry, is not only for fun. This is because literature is a miniature of life with its various problems. Reading poetry pays attention to vowels, expressions, and intonation [3]. Poetry is a literary work that is rich in meaning. When someone is reading a poem, sometimes they don't quite understand it with one reading. Broadly speaking, poetry has a physical structure and an inner structure. Poetry is a variety of literature whose language is bound by diction, rhyme, rhythm, as well as the arrangement of stanzas and lines. However, reading poetry is not something that is very easy. Before reading poetry, there are several things that need to be considered, especially interpretation, articulation, expression, and intonation [4]. Poetry is a literary art composition, whose words are arranged according to certain conditions or conditions that are bound by using rhythm, rhyme, and figurative words [5]. From the opinions of various experts above, it can be concluded that the ability to write poetry is a person's ability to process continuously and strive to realize imaginative feelings, thoughts, ideas with condensed language and using beautiful words. This must be considered so that the message that will be conveyed by the author to the listener / reader is conveyed well. Thus, poetry can encourage students to interpret their world [6].

In the VIII grade syllabus of SMP there are Basic Competencies. 3.8 Examine the building blocks of poetry text that is heard or read, one of which is poetry reading (expression, pronunciation, stress, and intonation). Based on preliminary observations and interviews with class VIII students of SMP Negeri 1 Mesuji OKI, it is known that learning to read poetry in Class VIII SMP Negeri 1 Mesuji OKI still faces various obstacles and difficulties. The constraints referred to are (1) lack of interest in

reading poetry; (2) students have difficulty interpreting the poetry they read; (3) students feel embarrassed in expressing poetry.

In addition, based on experience in delivering poetry reading material, students are less interested because they feel that reading poetry is something strange so that the lack of seriousness of students in participating in learning results in a lack of achievement of the KKM score that has been set 7.5. This can be seen from the results of learning to read the students' poetry with an average score of 5.6. In addition, the inaccurate learning strategies used so far can also affect learning outcomes that are less than optimal. Thus the researcher chose the quantum teaching model in delivering poetry reading material.

De Porter, Reardon, and Nouri said that Quantum teaching makes everything meaningful in the teaching-learning process, every word, thought, association action, and the extent to which it changes the environment, percentage, and teaching design. To create conditions for students to want to learn, the quantum teaching learning model provides six steps of learning known as TANDUR. TANDUR is an acronym for Grow, Experience, Name, Demonstrate, Repeat, and Celebrate [7].

Arianti and Herwandi's research results, that the application of Quantum Teaching can increase student activity in the learning process. Quantum Teaching is a learning model that invites students to take an active role in learning and use the knowledge base of students to develop and acquire new knowledge [8]

Based on the description above, it is hoped that the quantum teaching model can improve the poetry reading skills of students of SMP Negeri 1 Mesuji OKI. Thus this research entitled "Application of the Quantum Teaching Model to Improve the Reading Skills of Class VIII Students of SMP Negeri 1 Mesuji OKI". The students who will be the research subjects are the eighth grade students of SMP Negeri 1 Mesuji OKI. for the eighth grade students of SMP Negeri 1 Mesuji OKI? "The purpose of this study was to improve the poetry reading skills of grade VIII students of SMP Negeri 1 Mesuji OKI by using the quantum teaching model.

Learning models have a broader meaning than strategies, methods or procedures [9]. Quantum teaching is a lively composition of learning with all its nuances. Quantum teaching also includes all connections, interactions and differences that maximize learning moments. Quantum teaching focuses on dynamic relationships in the classroom environment, interactions that establish a foundation and framework for learning. According to Miftahul, the word Quantum means interactions that convert energy into light [10]. Through the quantum teaching model students can show the abilities and talents of students that previously were not able to demonstrate students [11]. Quantum Teaching creates an effective learning environment, by using the elements that exist in students and their learning environment through interactions that occur in the classroom. The principle of quantum teaching and is to take their world into our world, and deliver our world to their world. This proves the importance of entering the world of students as the first step of learning [12].

The quantum teaching method is a model with the use of lively teaching materials and focuses on dynamic relationships in the classroom environment [13]. Quantum teaching is a learning model that combines art and goal-directed attainment through dynamic classroom interactions [14]. Quantum Teaching focuses on dynamic relationships in the classroom environment of interaction that establish a foundation and framework for learning. Quantum Teaching as an alternative in learning reforms provides practical and specific instructions to create an effective learning environment and how to simplify the learning process by integrating character education in various ways so as to make it easier for students to learn [15]. The learning process in the quantum teaching class must give the impression of life because the 2013 curriculum already has a graduate competency standard (SKL). SKL is a measure or criterion for the success of students being educated at a certain level of education [16].

One of the language skills is reading. Reading activity is a process of verbalizing the form of writing written in the form of phoneme symbols. Reading is also called a skill to recognize and understand writing [17]. Reading is a very important factor in our lives, because through reading we absorb a variety of information needed [18]. Reading is the activity of translating letters into spoken words. Reading is a cognitive process, because reading involves word recognition, interpretation, and creative understanding activities. The purpose of reading is to understand the main and explanatory ideas in a reading text [19]. Understanding the content of the reading can make it easier for someone to draw conclusions and retell the content of the reading to others. Likewise with reading literary works. Literary work is divided into terms of presentation, poetry, and drama. Poetry is a work that is dense and has a broad meaning. The principle of a poem is to use language. Without using language, then it will never be referred to as poetry [20]. Basically reading poetry is a form of appreciating a literary work, namely poetry. In the process of reading poetry indirectly, a reader of the poetry has introduced, understood, interpreted, thought critically, and can arouse his feelings in reading the

poetry. Before reading the poetry, the reader carries out the process of meaning from verse per verse of the poem he will read.

Etymologically, poetry is concentration, which is to concentrate all impressions of feelings and thoughts with a solid pronunciation [21]. Poetry can be interpreted as "making" and "making" because through poetry basically a person has created a separate world that may contain messages or pictures of the atmosphere. - a particular atmosphere, both physical and mental [22]. Poetry can develop the results of mental processing so that it can find new things to express through writing in the form of poetry texts [23]

RESEARCH METHODS

The object of this research is the students of class VIII SMP Negeri 1 Mesuji OKI in the 2020-2021 academic year, totaling 114 students consisting of 4 classes. This study will only choose one class, namely class VIII.3 with a total of 29 students consisting of 16 male students and 13 female students, as the research object. The selection of class VIII.3 students as an action research class was based on the results of preliminary observations made that students' interest and poetry reading skills were still low compared to other classes. The data collection technique in this research is to use observation, interview, and test techniques.

RESULTS AND DISCUSSION

Classroom action research on the Application of the Quantum Teaching Model to Improve Poetry Reading Skills for Class VIII Students of SMP Negeri 1 Mesuji OKI was conducted in two cycles of action. Each cycle consists of only one action. Cycle I was held on August 5, 2020, while Cycle II was held on August 26, 2020. Three weeks of time per cycle aims to finalize the concept of Quantum Teaching in students so that students can truly understand the aims and objectives, as well as the results to be achieved. by researchers in this classroom action research activity.

Results of Research Actions in Cycle I

This first cycle class action research was conducted on the day Wednesday, August 5, 2020. Several things the researchers did before carrying out this first cycle was to make classroom action research steps consisting of the following four stages.

Planning

At this stage, the preparation of an implementation plan for learning Indonesian with basic competencies (KD) is carried out: Examining the building blocks of poetry text that is played or read, one of which is poetry reading (expression, pronunciation, stress, and intonation). Other devices that need to be prepared is a lesson plan that is in accordance with the learning method to be used in this classroom action research, namely the Quantum Teaching learning model.

Another research tool is a research instrument in the form of teacher observation sheets that will be filled out by peers and student observation agencies to monitor the level of appreciation and motivation of students during learning. The stages in action planning are as follows.

1. Collect references, materials, and relevant library materials, as well as needs related to the research to be carried out.
2. Identify problems, formulate, and set research objectives.
3. Develop a Learning Implementation Plan by applying the Quantum Teaching learning model.
4. Develop observation formats and other action research instruments.
5. Prepare the necessary learning tools and media.
6. Prepare evaluation tools.

Execution of Actions

Based on the learning plan that has been prepared, the implementation of the actions in the first cycle will be carried out in the following steps.

- 1) Early Learning Activities:
 - a) Doing apperception and providing motivation
 - b) Delivering learning objectives and competencies to be achieved in the learning process.
 - c) Explain the steps of learning using the Quantum Teaching model.
 - d) The teacher divides the students into five groups for articulation, breathing, and vocal exercises to provoke student interest in learning.

2) Core Learning / Action Activities:

- a) **Grow it up**, at this stage the teacher ensnares students to have a high interest in learning to read poetry by inviting students to practice vocals, breathing, and articulation.
- b) **Natural**, At this stage students are invited to practice vocals, breathing, and articulation by means of groups that have been previously divided to pronounce the vowels A, I, U, E, O alternately so that they come up with beautiful tones. This is done to invite students to develop the initial knowledge they already have.
- c) **Name it**, at this stage the teacher provides keywords for what the students have experienced, the teacher provides things that must be considered in reading poetry, namely interpretation (understanding), articulation (accuracy of pronunciation), intonation (rising and falling of voice), expression (facial expression) and the importance of vocal and breathing power.
- d) **Demonstration**, at this stage students are given examples of poetry reading by the teaching teacher. The teacher reads the poetry by paying attention to the correct interpretation, articulation, expression and intonation.
- e) **Repeat**, In this stage, students are given the task of reading poetry by paying attention to the correct interpretation, articulation, intonation, and expression.
- f) **Celebrate**, at this stage the teacher provides a form of recognition for what has been done by students. Celebration can be done by giving praise, applause, singing together or other.

3) Closing Activities:

- a) The teacher asks about things the students have not understood.
- b) Teachers and students discuss the Quantum Teaching model that has been used when learning to read poetry by correcting misunderstandings, providing reinforcement, and providing conclusions.
- c) The teacher evaluates.

Observation

Observation activities are carried out by teachers and peers during the learning process. Colleagues will later be tasked with filling out the teacher / researcher observation sheets during the learning action. This is done to find out how the level of the teacher's ability to deliver learning material.

Based on the results of teacher observation data processing, the value obtained is very good. The teacher's observation value in cycle I was 3.88 which was included in the Very Good category. Based on the results of the data processing, it could be seen if the teacher's competence in delivering teaching material and teacher performance when teaching was good. Thus, it can be stated if the teacher is not the cause of the low value of writing student descriptions. Based on the eighteen aspects of the observations made, there are two aspects of the assessment whose value cannot be maximized, namely skills in the use of media and the level of teacher concern for students. These two aspects will be of concern to teachers / researchers in their next actions. Although the results of teacher observations in cycle I have entered the good category and have shown that the teacher / researcher is a teacher who has excellent competence, in the next action, the researcher will still assess the teacher's observation sheet to re-test the teacher's competence.

The results of student observations also showed quite good results, out of 27 students, only 13 students whose observation scores were in the insufficient and sufficient category, other students on average were in the good category and some were very good. From the results of the analysis, it is known that the level of student discipline and responsibility are very good aspects. As for the aspects that need to be improved in the next cycle are aspects of cooperation between students and student activities. For the aspects of motivation, attention and communication, the value of student observation is quite varied. Students have considerable interest in following the learning process. Based on the results of data processing on the average value and the percentage increase that has been achieved is 51.85%. this is still not very good, but at least more than half of the research data.

Meanwhile, different results occurred in the students' poetry reading scores, from 27 total samples of the study, only 13 students whose scores reached the KKM score that had been determined by the school, namely 75. The thirteen students were very satisfying, some of them their scores had even exceeded The KKM score has been set at 75. Nine students have scored above 80, even though some students only meet the KKM score. Meanwhile, 14 other students still need to be improved. On average, students still experience difficulties with the reading style of poetry and also the correct intonation when reading poetry. The pronunciation factor also needs to be improved. For the item rating the average expression is good enough. Students are able to express themselves when reading poetry.

The highest score in the first cycle was 85, and the lowest score was 65, while the assessment aspects that were quite good were the pronunciation items used by the students, while the lowest scores were the intonation and reading style aspects.

The results of the poetry reading test for students of class VIII SMP Negeri 1 Mesuji OKI can be seen if 14 students still need to be improved because they have not reached the specified KKM score of 75. Meanwhile, the other 13 people will still be given the same attention and treatment to further improve their existing abilities and grades they get in this thematic cycle.

Based on the results of data processing, the average value in the five aspects of observation, only one aspect whose score was above 23, namely the pronunciation aspect, while the lowest score was the intonation aspect, which was 15. The results of reading the poetry of students still lacked intonation when reading poetry. . In addition, there are still scores of bad reading styles that get a score of 15. These two aspects will become more attention during the next cycle. The second lowest scoring aspect is expression. For this problem of expression, it is possible that what could happen is a lack of self-confidence when reading poetry so that they do not feel comfortable when appearing in front of their friends. This of course will affect their expression when reading poetry. To solve this,

Reflection

Based on the results of teacher observation data processing, student observation data, and results reading students' poetry, there are a number of things that need to be improved and emphasized so that further action can give maximum results.

The results of teacher observations have indicated that the competence and performance of the teacher in delivering learning material and attitudes during teaching have been very good, but in subsequent actions the value of teacher observations will still be carried out to clarify the teacher's observation data. because there are still two items of assessment that have not received a maximum score, namely the item on media use and also the level of teacher awareness of students. As for student observations, even though the scores obtained are good enough, they need to be improved again so that they can affect the results of their poetry reading, especially for students whose levels of appreciation and motivation are still in the sufficient and good category.

Researchers will also maximize the Quantum Teaching method in learning to read this poem so that in the next cycle the value obtained by students can really be maximized. There are several things that should be the attention of the researcher in the next action, namely overcoming the noise that occurs when other students appear to read poetry. Distractions like this might affect the level of concentration of students when reading poetry in front of the class.

Whereas for intonation, the researcher feels the need to make special emphases on students so that they can give the right emphases, where the correct cuts are when reading poetry and how to maintain emotions so that the intonation when reading can be more regular and in accordance with the poetry being read. Another effort that the researcher will make in the second cycle of action is that the researcher will try to maximize student motivation so that it can have an influence on their performance when reading poetry later. In addition, several weaknesses in the first cycle will be of greater concern to researchers so that they can be maximized in the second cycle so that the research objectives can be achieved better.

Results of Cycle II Research Action

This first cycle class action research was conducted on the day Wednesday, August 26, 2020. The action in cycle II is the result of reflection on the action in cycle I which was carried out on August 5, 2020. Some of the things that the researchers did before carrying out the second cycle were the same as the actions in cycle I, namely:

Planning

At this stage, the preparation of learning plans for the Indonesian language with basic competences (KD) is carried out: Examining the elements of the building blocks of the poetry text that is heard or read, one of which is reading poetry (expression, pronunciation, stress, and intonation). Another device that needs to be prepared is RPP which is in accordance with the learning method will be used in this classroom action research, namely the quantum teaching learning model. The RPP used has also been adjusted again with the results of reflection in the first cycle with the hope that there will be a better improvement in this second cycle.

The research tool is also still the same as the first cycle, namely; the research instrument is a teacher observation sheet that will be filled in by peers and a student observation sheet to monitor the level of self-appreciation and motivation during learning.

Action Planning

The stages in action planning are as follows.

- 1) Collect references, materials, and relevant library materials, as well as needs related to the research to be carried out.
- 2) Identify problems, formulate, and set research objectives.
- 3) Develop a Learning Implementation Plan by applying the Quantum Teaching learning model.
- 4) Develop observation formats and other action research instruments.
- 5) Prepare the necessary learning tools and media.
- 6) Prepare evaluation tools.

Execution of Actions

Based on the learning plan that has been prepared, the implementation of the actions in the first cycle will be carried out in the following steps.

- 1) Early Learning Activities:
 - a) Doing apperception and providing motivation
 - b) Delivering learning objectives and competencies to be achieved in the learning process.
 - c) Explain the steps of learning using the Quantum Teaching model.
 - d) The teacher divides the students into five groups for articulation, breathing, and vocal exercises to provoke student interest in learning.
- 2) Core Learning / Action Activities:
 - a) **Grow it up**, at this stage the teacher ensnares students to have a high interest in learning to read poetry by inviting students to practice vocals, breathing, and articulation.
 - b) **Natural**, At this stage students are invited to practice vocals, breathing, and articulation by means of groups that have been previously divided to pronounce the vowels A, I, U, E, O alternately so that they come up with beautiful tones. This is done to invite students to develop the initial knowledge they already have.
 - c) **Name it**, at this stage the teacher provides keywords for what the students have experienced, the teacher provides things that must be considered in reading poetry, namely interpretation (understanding), articulation (accuracy of pronunciation), intonation (rising and falling of voice), expression (facial expression) and the importance of vocal and breathing power.
 - d) **Demonstration**, at this stage students are given examples of poetry reading by the teaching teacher. The teacher reads the poetry by paying attention to the correct interpretation, articulation, expression and intonation.
 - e) **Repeat** In this stage, students are given the task of reading poetry by paying attention to the correct interpretation, articulation, intonation, and expression.
 - f) **Celebrate**, at this stage the teacher provides a form of recognition for what has been done by students. Celebration can be done by giving praise, applause, singing together or other.
- 3) Closing Activities:
 - a) The teacher asks about things the students have not understood.
 - b) Teachers and students discuss the Quantum Teaching model that has been used when learning to read poetry by correcting misunderstandings, providing reinforcement, and providing conclusions.
 - c) The teacher evaluates

Observation

Based on the results of teacher observation data processing in cycle II, there was a very good increase compared to the previous observation value, 3.88 increasing to the maximum value, which is 4.

This increase again confirms the good performance and competence that there are teachers who are also researchers. With these excellent results, it is difficult to say if the factor causing the students' low ability to read poetry is due to the competency factor possessed by the teacher. Of the sixteen observation aspects in the teacher's observation Lembaro all of them get the maximum score, namely 4. The maximum value given by this peer of course, an objective value without pressure or personal interests that favor the teacher / researcher. Based on the results of teacher observations above, it can also be stated that so far the teacher has taught very well. teacher performance during teaching is not in doubt.

The results of the analysis of student observation data in cycle II also increased quite well. The value of student observations has entered into the good and very good category levels. This shows if students' attention and appreciation of the teaching material has increased again. Of the 27 students, only 6 were left whose observation scores were still in the good category, while the other 21

were in the very good category. The six students who were in the Good category also scored very well, namely 75. This is of course more than enough to describe the level of student motivation in participating in learning to read poetry using the Quantum Teaching method. To be more clear, it can be seen in the achievement of the value of this observation is an achievement of excellent research results, with a percentage increase of 77.77% making this student's observation score very high. This also indicates that the level of appreciation and motivation for student learning has increased significantly. By increasing the percentage of student activeness in the second cycle, it is hoped that it will have a positive influence on the students' poetry reading scores in this second cycle. Based on the results of the data analysis above, it can be seen clearly if the observation aspect following the learning process until the end is the highest point with a score of 96.42 and is in the very good category. Meanwhile, two aspects that are quite good but are still under the other aspects are motivation and attention. However, none of the values of these two aspects are under the category of sufficient or insufficient.

The results of the analysis of the students' poetry reading test also showed a very significant improvement. Of the 27 students, all of them have succeeded in achieving the set KKM score of 75.

The lowest score of students in this second cycle was 76 as many as two students, one student got a score of 77, ten students got a score of 78, and the rest got a score above 80. The highest score was 90 which was achieved by two students. Based on these results, it can be concluded that the research target to be achieved by the researcher has been successfully exceeded because the percentage of research success in this second cycle is 100%. For more details, it can be seen in the following bar image:

Thus, this classroom action research will not be continued in the next cycle. The results in this second cycle have proven that the learning system uses the method *Quantum Teaching* This can be applied to class VIII junior high school students with very satisfying results. The highest assessment aspects are expression and pronunciation, meaning that students have been able to express themselves well when reading poetry. The right expression is very supportive for conveying the message or content of the poetry that is read, with a good level of expression, it means that students can display the poetry with full expression. Likewise with pronunciation. Pronunciation is also very important in reading a poem. Good pronunciation will make the poetry read well.

Meanwhile, the assessment aspects that were still not maximal for some students were their intonation and reading style. Both of these things are actually quite easy to implement, but there are several factors that might also affect students. Reading style is closely related to the preparation of students before reading, besides that the element of self-confidence also influences one's reading style. Meanwhile, intonation also depends on the beheading that students make when reading poetry and also their confidence when performing.

However, overall the results of reading the poetry of the eighth grade students of SMP Negeri 1 Mesuji OKI in the second cycle were very good. A low score of 76 is not a bad result. Moreover, leaving only two students. The highest score of 90 obtained by two students also proves that the Quantum Teaching method has been successfully applied very well. The success rate of 100% also proves that the action research of reading poetry classes with the Quantum Teaching method can be used in learning to read poetry for junior high school students, especially junior high school students in grade VIII.

Reflection

It can be seen if the value of teacher and student observations has improved better. The teacher's observation value has been fully maximized, while the student's observation value has also got the expected value in this study. The aspect of assessing the level of student activity during the learning process has also increased significantly. All students are in good and very good category. This indicates that the level of activity and appreciation of students towards reading poetry material using the Quantum Teaching method is very positive. Through the learning process with the Quantum Teaching method, the learning process becomes more interesting, so that students have more interest in following the learning process. The high level of student activity will certainly bring changes to learning patterns, learning attitudes, and interest in participating in learning activities in class.

The results of students' poetry reading skills also experienced a significant increase. The percentage of success achieved at the end of this second cycle is 100%. Thus this classroom action research can be ended in cycle II, and it can be concluded that the Quantum Teaching method is proven to improve poetry reading skills for grade VIII students at SMP Negeri 1 Mesuji Ogan Komering ILIR (OKI).

Discussion of Research Findings 1.

Discussion Cycle I

Every learning process in the classroom certainly has a goal to be achieved. In this case learning activities that are able to develop and improve competence, creativity, independence, and cooperation, solidarity, leadership, empathy, tolerance, and life skills of students in order to shape character and improve civilization and national dignity(Majid, 2009, p. 21). Based on the results of data processing on three aspects of the assessment instrument, namely the teacher's observation sheet, student observation sheets, and the poetry reading test at the end of the action cycle I. It is known that several aspects of the assessment have been determined, each of which still has weaknesses which then become a reflection on next cycle.

The results of teacher observations show very satisfying results, although there are two aspects of assessment that have not been maximized by researchers, namely the skills to use media which still get a score of 3 from peers, and also the teacher's concern for students who are considered peers is not optimal so that it is also given a grade. 3.The rest of the 18 assessment points all have got the maximum score, namely 4.

Until the final score obtained by the teacher is 3.88. This value is already in the Very Good category, so it can be concluded that the teacher has the ability to teach and apply the Quantum Learning method very well. . With these results, it can also be seen that the low reading ability of students is not caused by the teacher / researcher competency factor in delivering teaching materials / materials.

As for the results of student observation scores, the scores achieved were also quite good. The scores obtained by the students were quite good, of the 27 students 13 students were still in the insufficient and sufficient level, this of course became the researcher's attention in the next cycle. Based on the results of data processing on the average value and the percentage increase that has been achieved is 51.85%. This shows that the level of student activity in the first cycle is still not very good. The percentage of success still needs to be improved. For the assessment of learning outcomes is an effort to measure student learning outcomes, both using tests and non-tests, in this case the mastery of competence by each student is in accordance with the characteristics of each subject(Widoyoko, 2010, pp. 15-16). The results of reading students' poetry in the first cycle also still need to be improved, there are still 14 students who have not reached the specified KKM score. The lowest score is 67, not a bad score but has not reached the KKM score, which is 75. While the other 13 people have succeeded in achieving the KKM score, the highest score achieved by students in this first cycle is 86. This also shows that some students have been able to following learning to read poetry with the Quatum Teaching method is very good learning.

In percentage terms, the success rate in this first cycle only reached 48.14%. This result is still very far from what researchers expected. At least 85% of students must succeed in achieving the predetermined KKM score.Based on the results of data processing, it can be concluded that the results of the research in this first cycle still have several weaknesses, both from the value of teacher observations, which still have to improve the level of teacher concern for students and also the use of media when teaching. Student observations also need to be improved again because some aspects of student activity assessment are still quite low and there are some students who also still get less than optimal scores. For the results of reading poetry, there are still 14 more students who need to improve their reading skills in order to achieve the KKM score that has been determined in the next cycle.

Discussion Cycle II

Based on the results of data processing in cycle II, there was a very good increase compared to the first cycle. There were very significant increases in the value of teacher observations, student observations, and reading poetry.

For the teacher's observation value, there was a very good increase. If in the first cycle there are still two assessment items that cannot be maximized, in this second cycle all assessment items have been maximized with a value of 4. So that if previously the teacher's observation value was 3.88, then in this second cycle it became 4. The results of the increase in the teacher's observation sheet returned emphasizes the good performance and competence of teachers who are also researchers. With these excellent results, it is difficult to say if the factors causing the students' low writing ability, especially writing descriptions, were caused by teacher factors. The results of the analysis of student observation data in cycle II also increased quite well. The value of student observations has entered into the good and very good category levels. This shows if students' attention and appreciation of the teaching material has increased again. Along with the results of the study that the different treatments according to the results of reflection in cycle II can increase student

motivation to get maximum results as well [24]. Of the 27 students, all of them were categorized as good and very good. The increase in the value of student observations shows the increasing level of appreciation and motivation of students in participating in the learning process using the Quantum Teaching method. everything is in the good and very good categories. The increase in the value of student observations shows the increasing level of appreciation and motivation of students in participating in the learning process using the Quantum Teaching method. everything is in the good and very good categories. The increase in the value of student observations shows the increasing level of appreciation and motivation of students in participating in the learning process using the Quantum Teaching method.

Meanwhile, the results of the analysis of the students' poetry reading test showed a very significant increase compared to cycle I. All students had succeeded in achieving the KKM score in this second cycle. The percentage of research success was 100%, this is not only close to, but beyond the research target. expected by the researcher. Therefore, this research will be stopped in this second cycle only.

Research Limitations

Classroom action research about *Application of Quantum Teaching Model to Improve Poetry Reading Skills for Class VIII Students of SMP Negeri 1 Mesuji OKI* This still leaves many things that can be used as material for more in-depth study. There are still many assumptions that may need to be reinforced with more valid methods, for example assumptions about the relationship between motivation and student learning outcomes, and so on. Some of the limitations of this study include the following:

- 1) Researcher's limited knowledge in applying the Quantum Teaching method. This limitation of knowledge may make this research unable to maximize the quantum teaching method in its entirety.
- 2) Limited research time; the time the research was carried out in the middle of a pandemic so that the research action carried out could not be so intense. The study was only conducted for six weeks for research data collection.
- 3) Limited self-confidence, motivation that still needs to be developed and also students' poetry reading skills that still need more guidance.
- 4) The distance between the researcher and the lecture location creates a separate obstacle for researchers to be able to carry out consultations with supervisors. So that the results of this study may not be optimal.

Conclusion

Based on the results of data processing that has been carried out in Chapter IV, there are several conclusions that can be taken as follows :

1. The Quantum Teaching method can improve the ability to read poetry, especially students of class VIII SMP Negeri 1 Mesuji OKI. This can be seen from the increase that occurred in the results of reading poetry from cycle I to the end of the action in cycle III
2. The Quantum Teaching method can have a positive influence on the level of appreciation and motivation for student learning. After using the Quantum Teaching method, students are more active and appreciative in the learning process.
3. This classroom action research on efforts to improve poetry reading skills through the Quantum Teaching method was successfully carried out with a final result of 100%. This result exceeded the research target that the previous researchers wanted to achieve, namely 85%.

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