

**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF QUANTUM LEARNING METHOD  
ON STUDENTS' VOCABULARY MUSLIMS' DAILY ACTIVITIES  
AT THE EIGHT GRADE OF MTs AL HIKMAH BALEKENCONO  
BATANGHARI EAST LAMPUNG 2018/2019**

By :

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**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1440H/ 2019 M**

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BATANGHARI EAST LAMPUNG 2018/2019**

Presented as a Partial Fulfillment of the Requirements  
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in English Education Department

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BATANGHARI EAST LAMPUNG 2018/2019**

**ABSTRACT**

**By:  
NOVI JUNITASARI**

The objective of the research is to find out whether the quantum learning method is effective on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari East Lampung. Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in listening, speaking, reading and writing. In teaching learning process, the teacher should be able to create or choose the suitable and good method. Quantum learning method is one of the method that can be applied in the teaching English, especially to memorize vocabulary. Quantum Learning is about bringing joy to teaching and learning in order to develop students' interest and motivate them to memorize.

This research is quantitative research. The population of this research was the eighth grade students. A sample of 26 students established through the clustering sampling technique. The researcher used test and documentation as the data collecting method. To analyze the data, the writer used the formulation chi-square and formulation t-test.

The result of this research shows that  $f_o$  is 26 and  $f_t$  in 5% (5,99) and 1% (9,21). And "t<sub>observation</sub>" is 5 bigger than "t<sub>table</sub>" 5%(0,404) and 1%(0,515). Therefore can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means there is a significant, so quantum learning method was effective on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono

**Keyword :** *Quantum Learning Method, vocabulary, muslims' daily activities.*

**EFEKTIVITAS METODE QUANTUM LEARNING TERHADAP KOSAKATA  
KEGIATAN SEHARI-HARI MUSLIM SISWA  
PADA KELAS DELAPAN MTs AL HIKMAH BALEKENCONO  
BATANGHARI LAMPUNG TIMUR 2018/2019**

**ABSTRAK**

**Oleh:  
NOVI JUNITASARI**

Tujuan penelitian ini adalah untuk mengetahui apakah metode quantum learning efektif pada kosakata kegiatan sehari-hari muslim pada siswa kelas delapan MTs Al Hikmah Balekencono Batanghari Lampung Timur. Kosakata merupakan salah satu komponen yang penting dalam bahasa Inggris. Tanpa kosakata yang banyak seseorang akan kesulitan dalam mendengar, berbicara, membaca dan menulis. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah metode yang baik dan sesuai dengan keadaan siswa. Quantum learning merupakan salah satu metode yang bisa digunakan dalam pembelajaran bahasa Inggris khususnya untuk menghafal kosakata. Quantum learning adalah proses belajar mengajar yang menyenangkan dan bermanfaat yang dapat mempertajam pemahaman dan daya ingat sehingga memotivasi siswa untuk menghafal.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas VIII. Sampel penelitian ini berjumlah 26 siswa, yang ditentukan dengan teknik cluster sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan rumus chi-square dan t-test.

Hasil dari penelitian ini menunjukkan bahwa  $f_o = 26$  dan " $f_i$ " dalam 5% (5,99) dan 1% (9,21). Dan " $t_{\text{observation}}$ " = 5 lebih besar dari " $t_{\text{table}}$ " 5% (0,404) dan 1% (0,515). Oleh karena itu dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  tidak diterima. Itu berarti ada positif dan pengaruh yang signifikan menggunakan metode quantum learning terhadap kosakata siswa MTs Al Hikmah Balekencono Batanghari.

**Kunci :** *Metode Quantum Learning, kosakata, dan kegiatan sehari-hari muslim.*

**RATIFICATION PAGE**

No. B-2345 / ln. 28.1 / D / Pp. 00.9 / 07 / 2019.

An Undergraduate thesis entitled: THE EFFECTIVENESS OF QUANTUM LEARNING METHOD ON STUDENTS' VOCABULARY MUSLIMS' DAILY ACTIVITIES AT THE EIGHT GRADE OF MTS AL HIKMAH BALEKENCONO BATANGHARI 2018/2019, written by Novi Junitasari, student number 1501070282, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 12<sup>th</sup> July 2019 at 08.30 – 10.30 am.

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## NOTA DINAS

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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the research which is written by:

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Hikmah Balekencono Batanghari 2018/2019.

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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To The Honorable,  
The Head of Tarbiyah Faculty  
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*Assalamua'alaikum Warahmatullahi Wabarakatuh*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Novi Junitasari  
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It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : NOVI JUNITASARI  
Student Id : 1501070282  
Study Program : English Education Study Program (TBI)  
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, July 2019  
The Researcher



**NOVI JUNITASARI**  
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## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumber nya dan disebutkan dalam daftar pustaka.

Metro, Juli 2019  
Yang Menyatakan,



**NOVI JUNITASARI**  
St. Number 1501070282

## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

*Allah will increase the people who believe between you and the people  
who are given knowledge.*

*(Al-Mujadalah:11)*

Learning is a treasure that will follow its owner  
everywhere.

*(Chinese Proverb)*

## DEDICATION PAGE

*This undergraduate thesis is specially dedicated to:*

*My beloved parents (Mr Suparno and Mrs Agus Tina) who always pray and support in their endless love.*

*My beloved friends (Rohmah Khoiriah, Nur Latifah, Siti Khasanah, Ema Afriani, Leni Tri kurniawati, Lilik Nurbaidah, Nurul Hasanah, Anisatul Azizah) always support me.*

*My beloved Almamater of State Institute for Islamic Studies of Metro.*

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The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

Next, The greatest gratitude would also be addressed to :

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2. Second, thanks for Head of English education department IAIN Metro Mr. Ahmad Subhan Roza M.Pd.
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6. Fifth, for all of teachers of MTs Al Hikmah Balekencono Batanghari who give me opportunity to conducted this research.
7. Last, thanks for all of my parents, my beloved brother and sister and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, July2019

The

Researcher



**NOVI JUNITASARI**

**NPM. 1501070282**

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

Language is a tool of communication. With language we can express our ideas, opinion, discussion and transferring information to the other people and others. There are many language in the world that we use one of them is English.

Furthermore, English as International language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others.

Moreover, one of the important things to master a language is vocabulary. Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in listening, speaking, reading and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary.

Then, without vocabulary people will not be able to say anything. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes a significant contribution to almost all of the aspects of language. When people have large amount of vocabulary, people can express their idea precisely and of

course, it is very helpful for them, whether in listening, speaking, reading or writing skills.

However, problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For example The students difficulties in understanding English language because lack of vocabulary, The students don't know the meaning of vocabulary that they found, The students difficulties in using the English vocabulary in the sentence, The students difficulties in understanding the form of word or vocabulary such as noun, pronoun, verb, adjective, adverb, determiner, conjunction, preposition.

Next, for teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique and method. A good teaching technique and method makes students understand and master the lesson like the other lessons which need a suitable technique and method, teaching language also needs a suitable technique and method. In reality learning English especially to memorize vocabulary is boring for some students. The technique used in teaching vocabulary is monotonous.



Moreover, based on the pre survey on 30<sup>th</sup>October 2018 at the eight grade of MTs Al Hikmah Balekencono. The score of the test of English is still low .It can be seen from the table below:

**Table 1**  
**The Pre-Survey Data Of Students' Vocabulary Muslims'**  
**Daily Activities At The Eight Grade Of MTs**  
**Al Hikmah Balekencono Batanghari**

No	Name of Student's	Score	Explanation
1	AS	52	Poor
2	AIS	52	Poor
3	ASB S.P	52	Poor
4	DH	64	Fair
5	DI	48	Poor
6	DF	48	Poor
7	DL	64	Fair
8	DR	68	Fair
9	EDY	52	Poor
10	FS	44	Poor
11	FI	64	Fair
12	FYI	44	Poor
13	IZ	56	Poor
14	IC	68	Fair
15	JRS	48	Poor
16	LR	52	Poor
17	LRW	52	Poor
18	MMM	56	Poor
19	MAS	68	Fair
20	MA	72	Good
21	MSD	76	Good
22	MY	52	Poor
23	NN	56	Poor
24	RAP	64	Fair
25	RA	56	Poor
26	SNH	48	Poor
<b>Total</b>		<b>1476</b>	
<b>Average</b>		<b>56,8</b>	

*Source: Test of the students' Vocabulary Muslims' daily activities*

**Table 2**  
**The Result Of Pre-Survey Of Students' Vocabulary**  
**Muslims' Daily Activities At The Eight Grade**  
**Of MTs Al Hikmah Balekencono Batanghari**

No.	Score	Frequency	Explanation	Percentage
1.	70-100	2	Good	7,6 %
2.	61-69	7	Fair	26,9 %
3	0-60	17	Poor	65,3 %
<b>Total</b>		<b>26</b>		<b>100%</b>

Furthermore, The English standard score in this school is 70. Referring to the table above, it can be known that the students' vocabulary result is low. It indicates only 2 students' (7,6%) got good score, 7 students' (26,9%) who got fair score and 17 students' (65,3%) who got poor score.

Therefore, from the problems above, the researcher has a suitable method on students' vocabulary mastery namely quantum learning method. Quantum Learning is an integrated model of teaching and learning that creates passionate teachers, engaging classroom and meaningful content resulting in accelerated student achievement.

Quantum Learning is about bringing joy to teaching and learning in order to develop students' interest and motivate them to memorize. It can help the student's to remember and memorize the meaning of vocabulary that they get about noun, verb, adjective, adverb, determiner, conjunction, preposition easily. It is expected to be positive atmosphere in the

classroom. It is also can be an alternative way to keep the students' vocabulary.

At the end, From the explanation above, the researcher conducted a research which apply quantum learning method. Therefore, this research entitled "The Effectiveness of Quantum Learning Method on Students' Vocabulary Muslims' Daily Activities at The Eight Grade of MTs Al Hikmah Balekencono Batanghari East Lampung 2018/2019".

## **B. Problem Identification**

Based on the background of the problem above, it can be identified some problems as follows:

1. The student's difficulties to memorize vocabulary.
2. The student's difficulties in understanding English language because lack of vocabulary.
3. The student's difficulties in using the English vocabulary in the sentence.
4. The student's difficulties in understanding the form of word or the part of speech such as : noun, pronoun, verb, adjective, adverb, conjunction, determiner, preposition.

### **C. Problem Limitation**

Based on the problem identification above, the researcher limited the problem in the first problem that the students difficulties to memorize vocabulary. So, the researcher used quantum learning method on students' vocabulary muslims' daily activities at the eight grade of MTs al Hikmah Balekencono Batanghari.

### **D. Problem Formulation**

Based on the problem limitation above, the problem of this research is formulated as follow: "Is quantum learning method effective on students' vocabulary muslims' daily activities at the eight grade of MTs al Hikmah Balekencono Batanghari?"

### **E. Objective and Benefits of The Study**

#### **1. Objective of The Study**

The objective of this research is conducted in order to know is quantum learning method effective on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari.

#### **2. Benefit of The Study**

The finding (result) of this study are expected for three groups are:

##### **a. The teacher**

The result of this research is expected to be able to enrich the teachers' knowledge in terms of teaching English vocabulary

and to solve the problem of students' difficulties in memorizing the meaning of word or vocabulary and parts of speech: noun, verb, adjective and adverb at MTs. Al Hikmah Balekencono.

b. The students

This research expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson, and solve their problem in understanding the meaning of word in the sentence because the teacher use the suitable technique and method in teaching. Therefore, the students can use the vocabulary they have learned in the communication.

c. For the headmaster

The headmaster has to convey to the teachers that they should know the students' problem in order to reach learning process effectively.

## **F. Prior Research**

The researcher takes review of related research from other researcher as principle or comparative in this research are:

1. The first research was done by Yumna and friends entitled "Improving Writing Skills of Recount Text through Quantum Learning Model with Concept Map Technique", The purpose of this action research were to:
  - 1) describe the learning process of recount text writing through quantum learning model with concept map technique, 2) describe the improvement of recount text writing skills through quantum learning

model with concept map technique. This action research implemented three cycles. Then, The results showed that 1) the activities of learners in the learning process were increasing, 2) Students' writing recount text skills increased significantly after following the learning by using the quantum learning model with the concept map technique.<sup>1</sup>

2. The second previous research was done by Ika Rahmadani Lubis entitled “Improving Students’ Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of MTs Persatuan Amal Bakti (PAB) 1 Helvetia”. The research design in this study was Action Classroom Research (CAR) design. Moreover, She discussed about how to apply the Fly Swatter Game in students’ vocabulary mastery, the result showed that study indicated to provide of Fly Swatter Game can improve the students’ vocabulary mastery.<sup>2</sup>
3. The third previous research was done by Nurhidayanti entitled “Enriching Students’ Vocabulary Through Snowball Mapping Technique At The Second Grade Of Mtsn Model Of Makassar”, The research was done in MTsN Model of Makasar. This research focused on students’ vocabulary through procedures of snowball mapping technique. The vocabulary items that presented were noun and adjective. Based on the finding and discussion of the research, the

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<sup>1</sup>Sariah, YumnaRasyida, Herlinaa, *Improving Writing Skills of Recount Text through Quantum Learning Model with Concept Map Technique*, Journal of English Language Studies Volume 3 Number 1 2018, p.101

<sup>2</sup>IkaRamadaniLubis, *Improving Students’ Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of MTs PersatuanAmalBakti (PAB) 1 Helvetia*, Undergraduatid Thesis Paper, (Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Of Islamic University of North Sumatera:2017)

researcher drawn a conclusion that the application of snowball mapping technique was be able to increase the students' vocabulary at the second grade of MTsN Model of Makassar.<sup>3</sup>

4. Next, previous research was done by Abdul Rasyiid Wahyu Wicaksono entitled "Improving Students' Writing Skills In Descriptive Texts Through Quantum Learning Strategy Of Grade VIII A Of Smp N 5 Sleman", The research was done in SMP N 5 Sleman. This research focused on students' writing skills in descriptive text through quantum learning strategy. Then, The results show that the implementation of the Quantum Learning Strategy was effective to improve the students' writing skills. By using the design and the principles of this strategy, the students showed improvement in all aspects of writing namely content, organization, vocabulary, language use, and mechanics. This strategy also improved the teaching and learning of writing such as classroom interaction, the students' participation and enthusiasm towards the learning.<sup>4</sup>
5. The last, the previous research was done by Erlidawati entitled "Quantum Learning In Learning Reading Comprehension", In this case, quantum learning is a good method in learning reading comprehension because it can increase students' comprehension and

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<sup>3</sup>Nurhidayanti, *Enriching Students' Vocabulary Through Snowball Mapping Technique At The Second Grade Of Mtsn Model Of Makassar*, A Thesis Paper, (English Education Department Tarbiyah And Teaching Science Faculty Alauddin State Islamic University Makassar ,2016)

<sup>4</sup> Abdul RasyiidWahyuWicaksono, *Improving Students' Writing Skills In Descriptive Texts Through Quantum Learning Strategy Of Grade VIII A Of Smp N 5 Sleman*, A Thesis, (English Language Education Department Faculty Of Language And Arts Yogyakarta State University : 2016)

memory. The study aimed to know the significance of quantum learning.<sup>5</sup>

Based on the research above, there are similarities and differences between the previous research and this research. The similarity between the previous research and this research used quantum learning method. Furthermore, The differences between the previous research and this research were: The research design and the method that apply in different skills, this research using quantum learning method on students' vocabulary muslims' daily activities then the previous research used quantum learning to improve the students' writing skills and Reading Comprehension.

However, it can be concluded that in this research the writer focused on the effectiveness of quantum learning method on students' vocabulary muslims' daily activities.

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<sup>5</sup>Erlidawati, *Quantum Learning In Learning Reading Comprehension*, Journal, Itqan, Vol. VII, No. 1, Januari-Juni 2016, p. 37.



## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Vocabulary

##### 1. The Definition of Vocabulary

Vocabulary is really the main point in learning a language in order that people can communicate one another. Vocabulary is basic to communication. Vocabulary is one of the language components especially in English. Learning vocabulary is an important role in building other aspect that the learners only memorize an amount of words but also their meaning and how they are implemented and use language. It means that to be able to communicate in certain language one should master the vocabulary of that language. There are definitions of vocabulary by some experts:

First of all, According to Richard vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>6</sup>Second, Thornbury argue that vocabulary means a large collection of items.<sup>7</sup>Next, Osborn state that vocabulary refers to words we use to communicate in oral and print language.<sup>8</sup>

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<sup>6</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge:Cambridge University Press, 2002), p.255.

<sup>7</sup>Scott Thornbury, *How To Teach Vocabulary*, (Harlow, Longman, 2002), p. 14.

<sup>8</sup>Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (Honolulu, Pacific Resources for Education and Learning, 2011), p. 5.

On the other hand, Linse define vocabulary is the collection of words that an individual knows.<sup>9</sup>

Then, Hiebert stated that Generically, vocabulary is the knowledge of meanings of words.<sup>10</sup> Moreover, Cameron stated that vocabulary is fundamental to using the foreign language as discourse.<sup>11</sup>

At the end, From the definition about vocabulary above, The researcher can conclude that vocabulary is collection of words and one aspect of language which is important in learning language that carries meaning which is used in communication.

## 2. Kinds of Vocabulary

According to Brown there are two kinds of vocabulary, as follows:

### a. Active Vocabulary (Productive Vocabulary)

Active Vocabulary is words which the students understand, can pronounce correctly and uses constructively in speaking and writing.

### b. Passive Vocabulary (Receptive Vocabulary)

Passive Vocabulary is words that recognize and understand when they occur in a context, but he cannot produce correctly himself. It refers to language items that can be recognized and understood in

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<sup>9</sup> Caroline T.Linse, *Practical English Language Teaching:Young Learners*, (New York:McGraw-Hill, 2005), p. 121.

<sup>10</sup>Elfrieda H. Hiebert and Michael L. Kamil, (*Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates Inc, 2005), p. 3.

<sup>11</sup> Lynne Cameron, *Teaching Language to Young Learners*, (New York:Cambridge University Press, 2001), p.95.

the context of reading or listening and also called as receptive vocabulary<sup>12</sup>.

Furthermore, based on the explanation above, the researcher can conclude that the kind of Vocabulary said about word, Words have traditionally been classified into part of speech, According to Harmer the part of speech which teacher must be able to recognize are:

1) Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing, or activity or a quality or idea; nouns can be use as the subject or object of a verb. Example: 'book' I recommend this book.

2) Pronoun

Pronoun is a word that is used in place of a noun or noun phrase. Example: 'she' she met him two years ago.

3) Adjective

Adjective is a word that gives more information about a noun or pronoun. Example: 'impetuous' she's so impetuous.

4) Verb

Verb is a word (or group of words) which is used in describing an action, experience or state. Example: 'write' he wrote a poem.

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<sup>12</sup>SondangManik, May Christiani, *Teaching Vocabulary Using Matching Word On Computer Assisted, Language Learning*, International Journal of English Language Teaching Vol. 4, No.7, pp.1-26, (European Centre for Research Training and Development UK, 2016), p.4.

## 5) Adverb

Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Example: 'at home' I like listening to music at home.

## 6) Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. Example: 'on top of' You'll find it on top of the cupboard.

## 7) Determiner

Definite article, indefinite article, Possessive article. Examples: the, a, an, my, your, etc.

## 8) Conjunction

Conjunction is a word that connects sentences, phrase or clauses. Example: 'so' my car broke down, so I went by bus.<sup>13</sup>

At the end, the writer limits the vocabulary to be thought for students' vocabulary mastery at the eight grade of MTs Al Hikmah Balekencono Batanghari was vocabulary muslims' daily activities.

### 3. The Principle of Vocabulary Teaching and Learning

The general principles of helping children to learn as follows :

- a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. For Example: teacher

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<sup>13</sup> Jeremy Harmer, *How to Teach English : An Introduction to the practice of English Language Teaching*, ( Longman:, 2001), p.37.

can show how to find clues to the meaning of a new word in a picture or in other words in the same sentence.

- b. Teachers can teach the sub-skills needed to make use of strategies. For Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- c. Classroom tasks can include structured opportunities for using strategies. Example: for example when reading story, teachers can explicitly encourage prediction of the meaning of new words.
- d. Independent strategy used can be rehearsed in classrooms. For Example: children can be helped to prepare list of words that they want to learn from a lesson, can be shown ways of learning from lists and a later can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. For Example: at the end of a lesson, they can be asked how many new words they have learned and which words they needs to learn more about. Through regular self-evaluation, children can come to understand more about what they are learning and how.<sup>14</sup>

#### **4. The Important of Vocabulary**

Thornbury said that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>15</sup>Vocabulary knowledge is often viewed as a critical tool for second language

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<sup>14</sup>Lynne Cameron, *Teaching Language to Young Learners*, p.93-94.

<sup>15</sup>Scott Thornbury, *How to Teach Vocabulary*, p.13.

learners because a limited vocabulary in a second language impedes successful communication.

However, the importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (listening, speaking, reading, and writing).<sup>16</sup>

## **B. The Definition of Muslim Daily Activities**

### **1. Definition of Muslim**

Firstly, according to Islamic jurisprudence muslim is someone who trust that “there is no God but him and Muhammad is the messenger of God<sup>17</sup>.Next, Asma give definition that muslim it’s mean a devout and the real practice<sup>18</sup>.

### **2. Definition of Daily Activities**

Daily activities means those personal functional activities required by an individual for continued well being which are essential for health and safety.

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<sup>16</sup>MofarehAlqahtani, *The Importance Of Vocabulary In Language Learning And How To Be Taught*, p.22

<sup>17</sup>Asma Ahmed, *Exploring the Experiences of Muslim Students in an Urban Ontario Public School*, Western University Scholarship@Western Electronic Thesis and Dissertation Repository, (The University of Western Ontario: 2017), P. 42

<sup>18</sup>Angel M. Rabasa and Friends, *The Muslim World After 9/11*, (santamonica;RAND Corporation, 2004), p. 5

First of all, Charlotte said daily activities are activities that are considered to be essential to everyday life<sup>19</sup>.

Next, Mirre argue that daily activities were defined as all activities residents were engaged in during a day<sup>20</sup>. Then, domokos defined daily activities are chain problems deal with the optimization of series of activities along a certain time period (usually a day)<sup>21</sup>.

At the end, from the definition above the researcher can conclude that muslims' daily activities is someone who believe God that do all activities in a day.

### 3. Vocabulary Muslims' Daily Activities

Some vocabularies muslims' daily activities namely:

**Table 3**  
**Vocabulary Muslims' Daily Activities**

No	Vocabulary	Meaning
1	Afternoon prayer	Shalat asar
2	Alms	Sedekah
3	Cleansing	Istinja
4	Command	Perintah
5	Congregation	Jamaah
6	Congregation prayer	Shalat jamaah

<sup>19</sup> Charlotte Jais and friends, *Defining activities of daily living for the design of dementia care environments*, (Loughborough University :Institutional Repository, 2016), p. 2

<sup>20</sup>Mirre den Ouden MSc and friends, *Daily (In)Activities of Nursing Home Residents in Their Wards: An Observation Study*, article in press, *Jamda*.2015. P. 3

<sup>21</sup>DomokosEsztergár-Kiss and friends, *Definition And Classification OfParametersFor Daily Activity Chain Optimization*, ScienceDirect Transportation Research Procedia 24 (2017) 9–16. P. 9

7	Creed	Syahadat
8	Dawn prayer	Shalat subuh
9	Devil	Setan
10	Disliked	Makruh
11	Endeavor	Ikhtiar
12	Evil deeds	Amal buruk
13	Expenditure	Infak
14	Forbidden	Haram
15	Forenoon	Duha
16	Good deeds	Amal baik
17	Individual duty	Fardu 'ain
18	Intention	Niat
19	Lawful	Halal
20	Major ritual impurity	Hadas besar
21	Midday prayer	Shalat zuhur
22	Minor ritual impurity	Hadas kecil
23	Negative thinking	Soudzon
24	Night prayer	Shalat isya
25	Obligatory	Wajib
26	Patience	Kesabaran
27	Pleased	Ridho
28	Positive thinking	Husnudzon
29	Prayer	Shalat
30	Prayer call	Adzan



31	Prayer leader	Imam
32	Prayer mat	Sajadah
33	Qur'an recitation	Tilawah
34	Remembrance	Zikir
35	Reward	Pahala
36	Ritual ablution	Wudhu
37	Showing-off	Riya
38	Sin	Dosa
39	Sincerity	Ikhlas
40	Sunset prayer	Shalat magrib
41	Sustenance	Rezeki
42	Tahajjud	Tahajjud
43	The five daily prayer	Shalat lima waktu
44	Trial	Ujian
45	Trust	Tawakal
46	Unclean	Najis
47	Veil	Kerudung
48	Virtue	Kebajikan
49	Voluntary prayer	Shalat sunah
50	Wrong-Doer	Zalim <sup>22</sup>

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<sup>22</sup>Dedi Irwansyah, S.S., M.Hum, English for muslim learner, (Yogyakarta;Kalarana Pers, 2015), P. 2-27

## C. The concept of Quantum Learning Method

### 1. The Definition of Quantum Learning

There are some definitions of the Quantum Learning Method proposed by experts:

First of all, DePorter defined Quantum Learning is a part of learning methods and philosophies proven effective for all ages.<sup>23</sup> Second, Acat give definition that Quantum learning is configured on theoretical foundations, atmosphere, design and environment.<sup>24</sup>

Moreover, John Parks Le stated that Quantum learning is a large repertoire of effective teacher moves and the orchestration of those moves in the classroom, and a second large repertoire of learning and life skills, and the why behind it all.<sup>25</sup>

On the other hand, Barbara said that Quantum Learning is a system that artfully orchestrates learning and increases teacher effectiveness while facilitating student mastery of rigorous academic content.<sup>26</sup>

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<sup>23</sup> Bobbi Deporter and Mike Hernacki, *Quantum Learning: Unleashing The Genius In You*, (New York: Dell Publishing, 1992), p.15.

<sup>24</sup> M. Bahaddin ACAT and Yusuf AY, *An Investigation the Effect of Quantum Learning Approach on Primary School 7th Grade Students' Science Achievement, Retention and Attitude*, Educational Research Association The International Journal of Research in Teacher Education , 5(2): 11-23, 2014, p. 14.

<sup>25</sup> John Parks Le Tellier, *Quantum Learning Implementation and Study Guide*, (Avenidadel Oro: Oceanside, 2007), p. 9.

<sup>26</sup> Barbara K. Givenn and Bobbi DePorter, *Excellence in Teaching and Learning : The Quantum Learning System*, (United States Of America, 2015), p. 14.

Next, Yumna defined Quantum learning is about bringing joy to teaching and learning with ever increasing.<sup>27</sup> Furthermore, Suryani defined Quantum Learning as a learning activity in a pleasant atmosphere.<sup>28</sup>

At the end Based on the definition above, the researcher can conclude that the Quantum Learning is bringing joy in teaching and learning process that proven effective for all ages.

### **1. The Quantum Learning Principles**

Quantum learning which is indicated to be appropriate for learners of all age groups and styles, is based on the five basic principles listed below:

- a. The classroom environment, and more are all found in the learning environment. The ideal learning environment includes appropriate light, purpose props and music.
- b. Everything is done for the purpose. Because the lessons work carefully in orchestral order.
- c. Our brain is more successful with complex stimuli. Learning is more effective if new learning is associated with things that are experienced outside of learning.

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<sup>27</sup>Sariah, YumnaRasyida, Herlinaa, *“Improving Writing Skills of Recount Text through Quantum Learning Model with Concept Map Technique,”* Journal of English Language Studies Volume 3 Number 1 2018, p.104.”

<sup>28</sup>NunukSuryani, *“Improvement of Students’ History Learning Competence through Quantum Learning Model at Senior High School in Karanganyar Regency, Solo, Central Java Province, Indonesia”.* Jurnalpendidikanpraktek, (2013), Vol.4, No.14, 2013, p.56.

- d. Learning involves risk. But learning becomes more comfortable if the learning environment is made fun. If the student follows this step, he sees learning safe and provides superior skills.
- e. If something is worth learning it's worth celebrating because appropriate feedback creates positive emotional associations with learning.<sup>29</sup>

## 2. The Procedure of Quantum Learning Method

The Quantum learning procedures consisting of six stages bound to correlative and mutual complementary principles. The design called EEL DR.C is taken from the first letters of the stages and each stage displays part - whole relationship in learning and teaching process. This design consisting of enrolling, experiencing, labeling, demonstrating, reviewing and celebrating phases should cover academic and lifelong learning skills effectively.<sup>30</sup>

### a. Enroll

In this part, the teacher gives some efforts that capture or increase the students interest, curiosity, and attention, for example: giving a picture that related to the material taught.

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<sup>29</sup>GulcienZeybek, *An Investigation on Quantum Learning Model*, International Journal of Modern Education Studies December, Volume 1, No , 2017, p.18.

<sup>30</sup>Iswan and Zainudin Hassan, *Quantum Learning of Eel Dr. C: Maximizing Students' Civics Education Achievement*, International Journal of Engineering & Technology, 7 (3.30) (2018) 198-201,(Faculty of Education, Muhammadiyah University of Jakarta Faculty of Education, UniversitiTeknologi Malaysia), p.199.

b. Experience

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

c. Label

The teacher delivers or transfers the materials to the students by giving good step to make teaching and learning process run well and also let the students label the taught information to be put into their existing schema in mind.

d. Demonstrate

At this stage Give the students opportunity to demonstrate and apply their new learning. After explaining the material, the teacher gives the chance to the students to demonstrate what is taught (performance), for example: The teacher asked the students' to demonstrate about vocabulary that they got. At this part; team work, demonstrations, original video footage, posters, games, songs, note taking and graphical illustrations can be used.

e. Review

Use a variety of effective, multi-sensory review strategies and empower students to process their new content through reflection.

For example: the teacher will ask the students some questions to know their understanding of the lesson.

f. Celebrate

At this stage, for example, competitions can be held to entertain learners and help them enjoy their new knowledge. Celebration stage creates positive association, positive emotions and confidence in learning, provide feedback the process; einforce learning; motivates learning again and again and increases the desire to achieve.

### **3. The Advantages and Disadvantages of Quantum Learning Method**

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

#### **a. The advantages of Quantum Learning Method**

Some advantages of quantum learning method are:

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

- 2) Quantum learning focused on quality and meaningful interaction, not just transactions meaning. So the teacher not only explain but to still in students.
- 3) Determine the quantum Learning naturalness and reasonableness of the learning process. For example, the teacher gives the concepts with examples of real not imaginary.
- 4) Quantum Learning prioritize diversity and freedom, not uniformity and order. So the students are given the freedom to express their opinions and engage their interest.
- 5) Quantum Learning is an integrated model of teaching and learning that creates passionate teachers, engaging classroom and meaningful content resulting in accelerated student achievement.<sup>31</sup>

#### **b. The Disadvantages of Quantum Learning Method**

Some disadvantages of Quantum Learning method are:

- 1) Requires a real experience. Because quantum learning requires teachers to be creative and make learning more fun activity so that necessary experience can create a situation ripe for the above.
- 2) The time is long enough to motivate their learning. Because quantum learning uses the method of administration of

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<sup>31</sup>Erlidawati, *Quantum Learning In Learning Reading Comprehension*, Journal, Itqan, Vol. VII, No. 1, Januari-Juni 2016, p. 48.

suggestion so it takes a long time to grow the expected character.

- 3) The difficulty of identifying the skills of students. Because every student has different skills so as to identify the skills of each student requires a process that is not easy is to observe the behavior and interests of each student.
- 4) Need and demand expertise and skills of teachers. Because quantum learning requires teachers to be creative and make learning more fun activity.
- 5) That the lack of learning resources, learning tools and demanding circumstances. Due to the limitation of infrastructure would prevent the implementation of these activities and the results of teaching and learning activities will run less effective.<sup>32</sup>

## **D. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

Theoretical Framework is a concept which comprising relation of causal hypothesis between independent variable and dependent variable in order to giving answer to problem of accurate. Variable is variety symptom and can divide be quantitative and qualitative variable. Therefore, there are influencing variable and effect variable.

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<sup>32</sup>*Ibid.*,p.49.



Influencing variable is as independent variable (X) and effect variable is as dependent variable (Y).

In this study there were two variables, The independent variable was quantum learning and the dependent variable was vocabulary muslims' daily activities.

Vocabulary muslims' daily activities is one the scope of vocabulary that is suitable to student's at MTs Al Hikmah Balekencono Batanghari.

The problem which is faced by the students in vocabulary is difficult in memorizing the meaning of words. In other word, the students have lack of vocabulary and often felt bored in learning activities. So, the researcher tried to offer a new quantum learning method on students' vocabulary muslims' daily activities.

Quantum learning method is an alternative way in vocabulary muslims' daily activities. Quantum Learning is about bringing joy to teaching and learning in order to develop students' interest and motivate them to memorize. It can help the student's to remember and memorize the meaning of vocabulary that they get, the Students will be more fun and active in the teaching learning process. So the students will be easy to memorize the vocabulary.

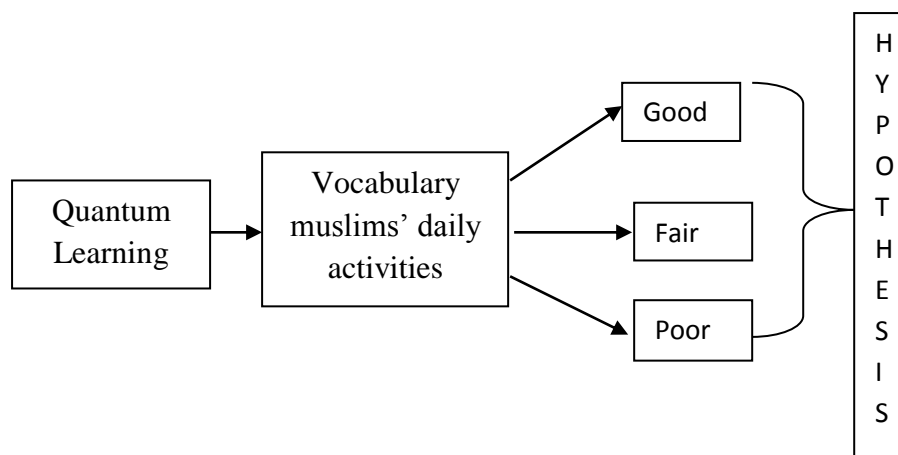
While, if quantum learning method is applied well in English learning, so the students will get many vocabulary. However, if

the quantum learning method is not applied well in English learning, so the students' vocabulary still lack.

## 2. Paradigm

Based on the theoretical framework above the researcher illustrate the paradigm of the effectiveness of quantum learning method on students' vocabulary muslims' daily activities in the following chart:

**Figure 1**



Based on the paradigm above, the researcher assumed that if the student's get good score in English test so quantum learning method is effective on students' vocabulary muslims' daily activities. However, if the student's get low score in English test so quantum learning method is not effective on students' vocabulary muslims' daily activities

## E. Hypotheses

### 1. Hypothesis Formulation

Paul S gray explains that hypothesis is a specific prediction that follows directly from theory<sup>33</sup>. There are two kinds of hypothesis, such as alternative and null hypothesis.

Based on assumption above, hypotheses of this research can be formulated as follows:

- a. Ha :There is positive and significant effectiveness of Quantum Learning method so, quantum learning is effective on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari East Lampung 2018/2019.
- b. Ho :There is no positive and significant effectiveness of Quantum Learning method so, quantum learning method is not effective on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari East Lampung 2018/2019.

Based on the explanation above, the researcher can predict that quantum learning method was effective on students' vocabulary muslims' daily activities at the eight grade of MTs Al-Hikmah Balekencono Batanghari East Lampung 2018/2019.

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<sup>33</sup>Paul S.Gray, *The Research Imagination An Introduction to Qualitative and Quantitative Method*, (New York: Cambridge University Press, 2007), p.4

## 2. Statistical Hypothesis

Based on the explanation above, the writer concludes that hypothesis are:

### 2. Statistical Hypothesis

Based on the explanation above, the researcher concludes that hypothesis are:

- a. If „r observed ( $f_o$ )”  $>$  f table ( $f_t$ ) alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected.
- b. If „r observed ( $f_o$ )”  $<$  r table ( $f_t$ ) alternative hypothesis ( $H_a$ ) is rejected and null hypothesis ( $H_o$ ) is accepted.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

According to John. W. Creswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis<sup>34</sup>. So, research design consists of data that the researcher did in the research.

The researcher used the quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.<sup>23</sup> The researcher can say that quantitative is the research by which the numeric data are used to find knowledge.

In this research, the researcher used pre-test and post-test group. The pre-test was given before the researcher gave the student's treatment and the post-test was given after the teacher gave the student's treatment. The differences score between pre-test and post-test were an affect from treatment.

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<sup>34</sup>John. W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publication, 2002), p.20

## B. The Operational Definition of Variables

Operational definition is the specific to the particular study in which it is used<sup>35</sup>. Meanwhile, variable is anything that can take on different values<sup>36</sup>.

Based on the statement above, variables in this research were consisted of quantum learning method and vocabulary muslims' daily activities. The operational definition as follows:

### 1. Independent Variable (Quantum Learning Method)

Independent variable that were not related to the purpose of the study, but may affect the dependent variable are termed as extraneous variables<sup>37</sup>. Independent variable (X) in this research was quantum learning method. Quantum Learning is about bringing joy to teaching and learning in order to develop students' interest and motivate them to memorize.

Moreover, based on the explanation above that were indicators of the effectiveness of quantum learning method as follow:

- a. The students can guess the picture.
- b. The students can guess the meaning of the word.

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<sup>35</sup>Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p.36.

<sup>36</sup>*Ibid.*, p.42.

<sup>37</sup> C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Delhi: New Age International (P) Ltd, Publisher, 2004), p. 34.

## 2. Dependent Variable (Vocabulary Muslim Daily Activities)

Dependent variable is called dependent because it is influenced by the independent variable<sup>38</sup>. Dependent variable (Y) of this research was the students' vocabulary muslims' daily activities.

This variable can be measured by using test. It consisted of 50 questions namely multiple choice questions. There were some indicators that should be gain by students in this variable (vocabulary muslims' daily activities) they were:

- a. Students can translate the word from English into Indonesia.
- b. Students can complete the missing of the word.

## C. Population, Sample and Sampling Technique

### 1. Population

The population is all individuals of interest to the research.<sup>39</sup> The population of this research was the eight grade of MTs Al Hikmah Balekencono Batanghari which consists of 52 students that divided in two classes.

MTs Al Hikmah has two classes for the students that in eight grade now. The classes are:

- a) VIII A = 26 students
- b) VIII B = 26 students

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<sup>38</sup>Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p.46.

<sup>39</sup>*Ibid.*,p.18.

## 2. Sample

Geoffrey defined Sample is a subset of the population<sup>40</sup>. In this research, the writer was going to take one class as population. It was taken from the eighth grade of MTs Al Hikmah Balekencono Batanghari which consists of 26 students.

## 3. Sampling Technique

The researcher used Cluster Sampling as sampling technique in this research. In Cluster sampling the sample units contain groups of elements instead of individuals members or items in the population<sup>41</sup>.

This research needed a sample to describe population condition. In this case, the cluster sampling technique was used. From this method, the writer used the eighth grade of class VIII A which was consists of 26 students as sample.

## D. Data Collection Method

In the data collecting procedure, there were three steps that have to follow in this research:

### 1. Test

Tests have been developed and these aim to measure a wide range of individuals' skills, aptitude, traits and behaviors<sup>42</sup>. Test is

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<sup>40</sup>*Ibid.*,p.18.

<sup>41</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited Publisher, 2006), p 89

<sup>42</sup>David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum International Publishing Group, 2005), p.245.



used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

**a. Pre-test**

Pretest was given to the students before giving the treatment which quantum learning method. There were 25 of questions were given. The questions are multiple choice.

**b. Post-test**

After giving the treatment, the researcher gave the post test to the students' to find out the result of the treatment whether the used of quantum learning method was effective or not on students' vocabulary muslims' daily activities.

**2. Documentation**

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument used for documentation method is books, magazine, note, data from internet, and others. The writer used the documentation method to get some informations about:

- a. The history of MTs Al Hikmah Balekencono.
- b. The condition teachers and officials employes in MTs Al Hikmah Balekencono.
- c. The quantity of the students of MTs Al Hikmah Balekencono.
- d. Organization structure of MTs Al Hikmah Balekencono.

## E. Research Instrument

The functional of using research instrument was also to get the data that useful when the researcher has done to collect information in the field. the research instrument are:

### 1. Instrument Blueprint

The research instruments used in this research are:

- a. The instrument used to measure of skilled, knowledge and intelligent is written vocabulary test. This research has two terms test namely pre-test and post-test. The kind of test was multiple choices there were 50 questions.
- b. The instrument used in documentation method is documentation guidance, as follow:
  - 1). Documentation about condition of the teachers in MTs Al Hikmah Balekencono Batanghari.
  - 2). Documentation about condition of the students in MTs Al Hikmah Balekencono Batanghari.

**TABLE 4**  
**INSTRUMENT BLUEPRINT**

	Variable	Indicator	Type of questions	Item of Test
Pre-Test	Independent Variable(x)	1. Guessing the picture		1,2,3,4,5,6,7,8
	Quantum Learning Method	2. Guessing the meaning of word		9,10, 11,12,13,14,15
	Dependent Variable (y) Vocabulary	1. Translating word from English into		16,17,18,19,20,21

	Muslim Daily Activities	Indonesia	Multiple choice	
		2. Completing missing word in sentence		22,23,24,25
Post-Test	Independent Variable (x) Quantum Learning Method	1. Guessing the picture		18,19,20,21,22,23,24,25
		2. Guessing the meaning of word		13,14,15,16,17
	Dependent Variable (y) Vocabulary Muslim Daily Activities	1. Translating word from English into Indonesia		1,2,3,4,5,6,7,8
		2. Completing missing word in sentence		9,10,11,12

## 2. Instrument Calibration

Instrument calibration is the scale of measurement that was used to decide the instrument standard that used. Therefore, the researcher used standard test in written test namely multiple choice, total number of the test was 25 questions. The score of the correct answer of each question is 4 so the total of the score is 100.

## F. Data Analysis Technique

In applying quantitative research to find out the differences between two samples was utilized Chi-Square formulation. Chi-Square is nonparametric test of significance appropriate when the data are in the form of frequency counts or percentages and proportions that can be converted to frequencies<sup>28</sup>. The formula of Chi-Square will use to find out the differences of significant between the frequencies which use to

observe and the frequencies in hope. The writer analyzed the data by using Chi-Square.

The formulation of Chi-Square:

$$\chi^2 = \sum \left[ \frac{(Fo - Fe)^2}{Fe} \right]$$

**Note:**  $\chi^2$  = Value of chi-square

Fo = Observed frequency

Fe = Expected frequency

To investigate whether there is a significant effectiveness of quantum learning method on the students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari. The research analyzed the data by using T-Test independent sample:

$$t = \frac{\Sigma D}{\sqrt{\frac{(N \cdot \Sigma D^2) - (\Sigma D)^2}{N-1}}}$$

**Note:**

T :Score of t-Test

D<sup>2</sup>:Square of D

D :The total of pre-test and post-test

$\Sigma D$ :The average from difference between pre-test and post-tes

N:The total of students

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research**

##### **1. The Description of Research Location**

###### a. The History of MTs Al Hikmah Balekencono Batanghari

MTs Al Hikmah Balekencono Batanghari is one of the school located on Balekencono, Batanghari, East Lampung. It was established on January 15<sup>th</sup>, 1989.

From 1989 up to now, MTs Al Hikmah Balekencono Batanghari had been lead by the following headmasters:

- 1) Period I (1989 – 1993) Drs. Ainan Damyati
- 2) Period II (1993 - 1995) Muryono, BA
- 3) Period III (1995 – 1997) Salamun, BA.
- 4) Period IV (1997 – 1998) Drs. M. Rojan
- 5) Period V (1998 – 2002) Suparno, A.Ma
- 6) Period VI (2002 – 2006) Nurkholis, S.Ag
- 7) Period VII (2006 – 2010) Wahidin, S.Pd.I
- 8) Period VIII (2010-2011) Nurkholis, M.Pd
- 9) Period IX (2011-Now) Suraji, S.Pd.

b. The Condition of Building

MTs Al Hikmah Balekencono Batanghari has infrastructure to support its teaching-learning process, including extracurricular activities. MTs Al Hikmah Balekencono Batanghari has following buildings:

**Table 5**  
**List of Buildings in MTs Al Hikmah**  
**Balekencono Batanghari**

No	Name of Building	Total
1	Classroom	6 Local
2	Principal room	1 Local
3	Teacher room	1 Local
4	Staff room	1 Local
5	Guidance and Counseling room	1 Local
6	Mosque	1 Local
7	School Medical room	1 Local
8	Bathroom	3 Local

c. The Condition of Teachers and Official Employees

The numbers of teachers and official employees in MTs Al

Hikmah Balekencono Batanghari can be identified as follows:

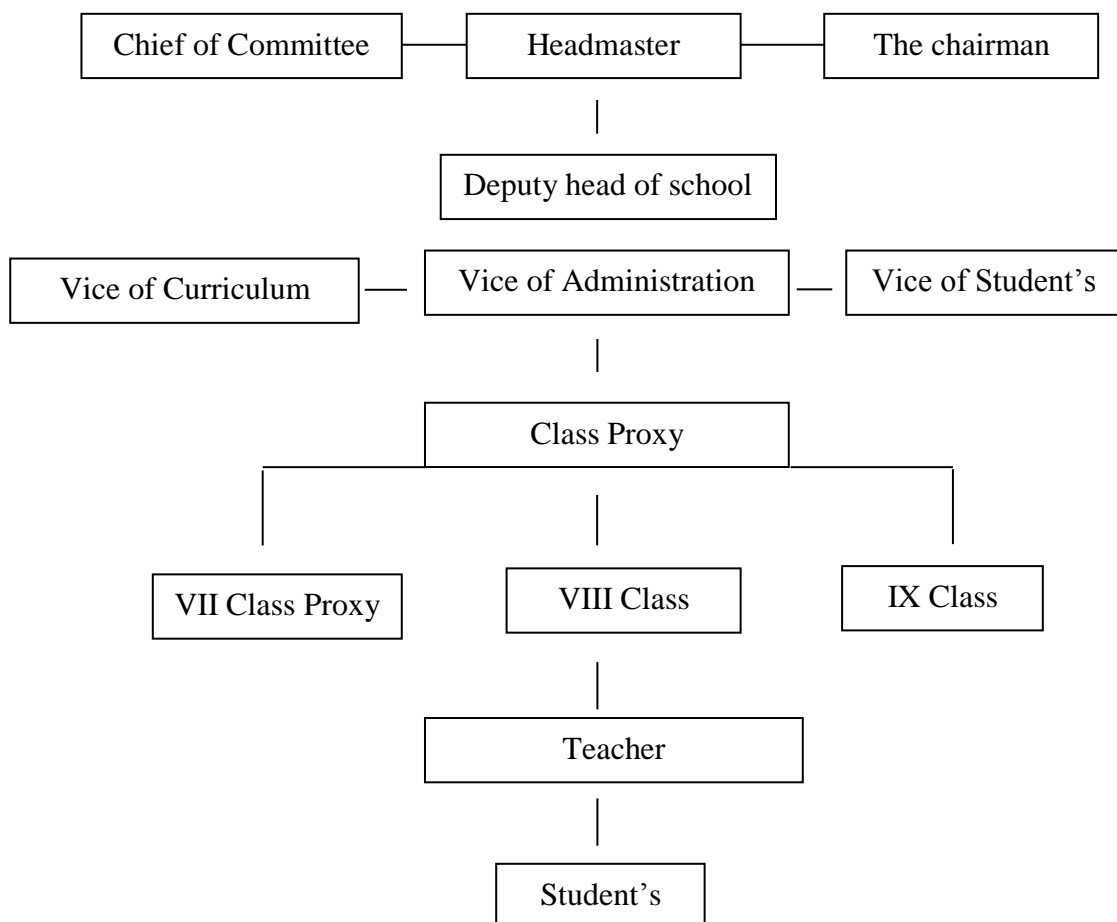
**Table 6**  
**The Data of the Teachers and Official Employees**  
**in MTs Al Hikmah Balekencono Batanghari**

No	Name of Teachers	The Entrance	Occupation
1	Suraji, S.Pd	1998	Headmaster
2	Wahidin, S.Pd.I	1994	Indonesia Language
3	Mustofa, S.Pd.I	2002	Art and Culture
4	Choerudin, S.Pd.I	2001	Sport Teacher
5	Ahmad Saikhu, S.Pd	2006	Mathematics
6	Muh, Nur Amin, S.Pd.I	2005	Computer Teacher
7	Ahmad Junaidi, S.Ag	1996	Science Teacher
8	Fuadin, S.Pd.I	2000	Social science
9	Rostalina, S.Pd.I	2004	English
10	Halimatus Sadiyah, S.Pd.I	2007	Lampung Language
11	Syehudin, S.Pd.I	2011	English Teacher And Arabic Teacher
12	Muslihin, A.Ma	2011	Fiqih Teacher
13	Siti Khuzaimah	2014	Mathematics teacher

d. The Organization Structure of MTs Al Hikmah Balekencono  
Batanghari

The personnel of the organization in MTs Al Hikmah  
Balekencono Batanghari are:

**Figure 2**

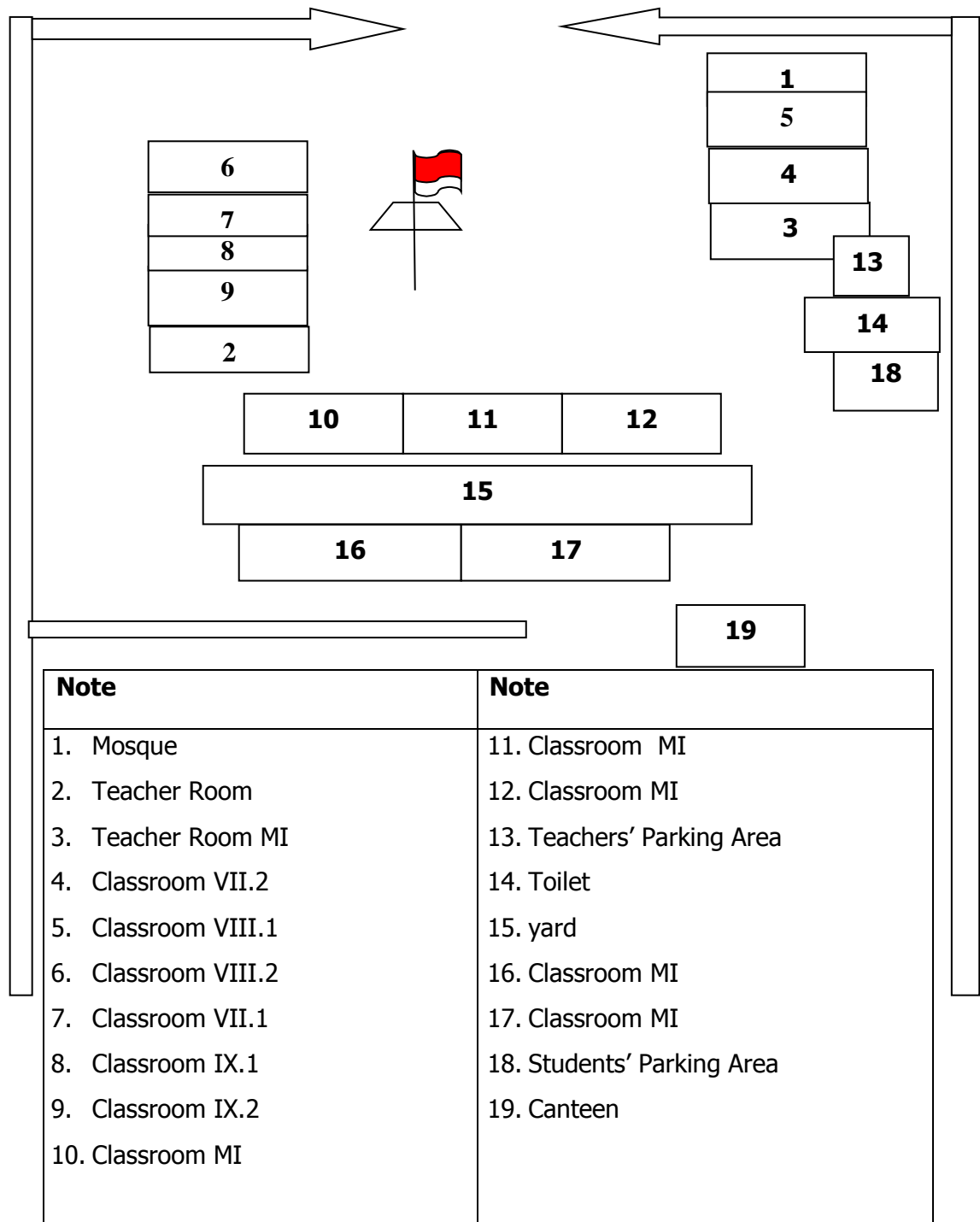




e. The Sketch of the location of MTs Al Hikmah Balekencono

### 1). The sketch of Location

Sketch Location Of MTs AL- HIKMAH BatangHari



## 2. Description of Research Data

### a. The Result of Pre-Test Score

To measure the students' vocabulary muslims' daily activity the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that was used in this research was written test. The result of pre-test can be identified as follows:

**Table 7**  
**The Result of Pre-Test in Vocabulary Muslims' Daily Activities at the Eighth Grade of MTs Al Hikmah Balekencono**

No	Name of Student's	Score	Explanation
1	AS	48	Poor
2	AIS	56	Poor
3	ASB S.P	52	Poor
4	DH	68	Fair
5	DI	44	Poor
6	DF	48	Poor
7	DL	68	Fair
8	DR	72	Good
9	EDY	48	Poor
10	FS	36	Poor
11	FI	64	Fair
12	FYI	44	Poor
13	IZ	56	Poor
14	IC	72	Good
15	JRS	48	Poor
16	LR	36	Poor
17	LRW	52	Poor
18	MMM	56	Poor
19	MAS	68	Fair
20	MA	72	Good
21	MSD	76	Good
22	MY	52	Poor
23	NN	56	Poor
24	RAP	48	Poor
25	RA	36	Poor

26	SNH	48	Poor
<b>Total</b>		<b>1424</b>	
<b>Average</b>		<b>54,8</b>	

*Source: the result of pre-test of students' vocabulary muslims' daily activities*

The test was followed by 26 students. The highest score was 76 and the lowest score was 36 with the total score 1424. Based on the data, the researcher measured the class interval:

$R = \text{the highest score} - \text{the lowest score}$

$$= 76 - 36$$

$$= 40$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 \times 1,4$$

$$= 5,62 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,67 = 7$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

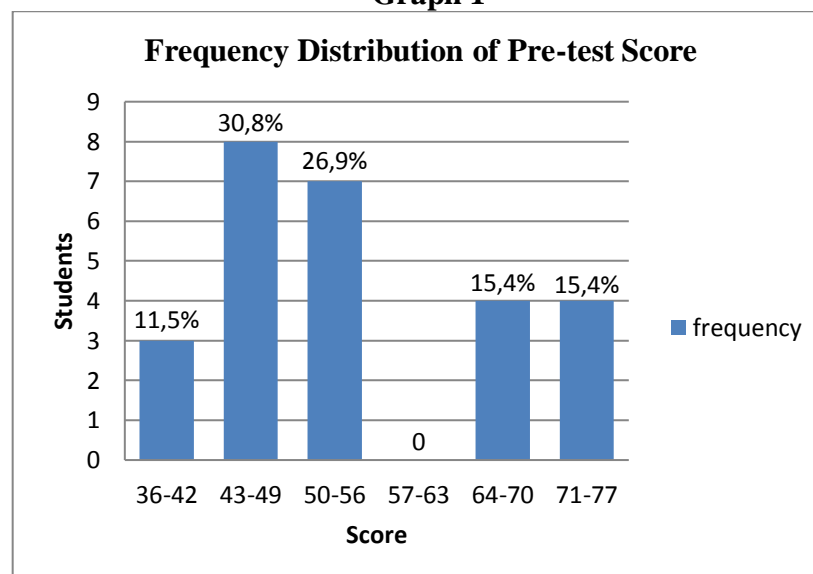
The total of class interval of this result pre-test was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows:

**Table 8**  
**The Table of Frequency Distribution of Pre-Test Score**

No	Interval	Frequency	Percentage
1	71-77	4	15,4%
2	64-70	4	15,4%
3	57-63	0	0%
4	50-56	7	26,9%
5	43-49	8	30,8%
6	36-42	3	11,5%
<b>Total</b>		<b>26</b>	<b>100%</b>

If the data was put into graphic, it can be seen as follow:

**Graph 1**



Furthermore, based on the table of frequency distribution above, it could be inferred that from 26 students as the sample of the research, just 1 student who got the higher score, which is 76. The data revealed that 3 students got the score between 36-42 or as

many as 11,5%. Next, there were 8 students got the score between 43-49 or as many as 30,8%. There were 7 students who got the score between 50 - 56 or in the other words, as many as 26,9%, meanwhile, there was no students who got the score between 57 - 63. Besides, there were 4 students who got the score between 64 - 70 or as many as 15,4%. The last, there were 4 students who got the score between 71 - 77 or as many as 15,4%.

#### **b. The result of post-test score**

After analyzing the weakness and understanding of students vocabulary muslims' daily activities, the researcher conducted the treatment to help the students in memorizing of vocabulary muslims' daily activities.

After the students has been given the treatment the researcher gave the post-test to measure their knowing of vocabulary muslims' daily activities with different questions and vocabulary. The post-test was carried out in order to intend the students' vocabulary muslims' daily activities after treatment.

The result of post-test can be identified as follows:

**Table 9**  
**Post-Test in Vocabulary Muslims' Daily Activities**  
**With Quantum Learning Method**  
**at the Eighth Grade of MTs Al Hikmah Balekencono**

No	Name of Student	Post Test Score	Explanation
1	AS	72	Good
2	AIS	68	Fair
3	ASB SP	76	Good
4	DH	72	Good

5	DI	68	Fair
6	DF	76	Good
7	DL	80	Good
8	DR	48	Poor
9	EDY	44	Poor
10	FS	64	Fair
11	FI	52	Poor
12	FYI	56	Poor
13	IZ	76	Good
14	IC	72	Good
15	JRS	72	Good
16	LR	48	Poor
17	LRW	76	Good
18	MMM	84	Good
19	MAS	80	Good
20	MA	84	Good
21	MSD	80	Good
22	MY	76	Good
23	NN	68	Fair
24	RAP	52	Poor
25	RA	56	Poor
26	SNH	72	Good
<b>Total</b>		<b>1772</b>	
<b>Average</b>		<b>68,2</b>	

*Source: the result of post-test of students' vocabulary*

The test was followed by 26 students. The highest score was 84 and the lowest score was 44 with total score 1772. Based on the table above, the researcher measured by class interval follow:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 84 - 44$$

$$= 40$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 \times 1,4$$

$$= 5,62 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,67 = 7$$

**Note:**

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

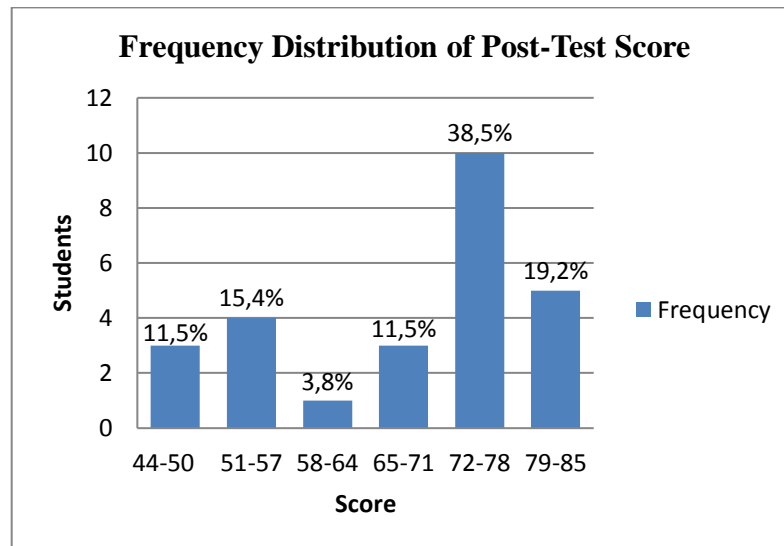
The total of class interval of this result post-test researcher was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows:

**Table 10****The Table of Frequency Distribution of Post-Test Score**

No	Interval	Frequency	Percentage
1	79-85	5	19,2 %
2	72-78	10	38,5 %
3	65-71	3	11,5 %
4	58-64	1	3,8 %
5	51-57	4	15,5 %
6	44-56	3	11,5 %
<b>Total</b>		<b>26</b>	<b>100 %</b>

The data put on the graph was:

**Graph 2**



Furthermore, based on the table of frequency distribution above, it could be inferred that from 26 students as the sample of this research, there were 2 students got the higher score which is 84. To be known, there were 3 students who got the score between 44-50 or as many as 11,5%, and there were 4 students who got the score between 51-57 or as many as 15,5% and there were 1 students who got the score between 58-64 or as many as 3,8%. In addition, there were 3 students who got the score between 65-71 or as many as 11,5%. Moreover, there were 10 students who got the score between 72-78 or as many as 38,5% . The last, there were 5 students who got the score between 79-85 or as many as 19,2%.



## B. Hypothesis Testing

After applying the documentation and test the method, the researcher analyzed the data by using analysis of chi-square and t-test in order to prove whether there was a significant influence of students' muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono, as follow (Ha) is accepted, if there is a positive significant and significant influence of quantum learning method on students' vocabulary muslims' daily activities, and (Ho) is rejected, if there is no a positive and significant influence of quantum learning method on students vocabulary muslims' daily activities.

### 1. Putting the data into the formula chi-square ( $\chi^2$ )

After administering the written test method, the researcher analyzed the data using of chi-square ( $\chi^2$ ) with the two variables in order to prove whether there is a positive and significant of students' vocabulary muslims' daily activities as follows:

The formula of chi-square is:

$$\chi^2 = \sum \left[ \frac{(Fo - Fe)^2}{Fe} \right]$$

**Table 11**  
**The Contingency Table of the Expected Frequency**  
**at the Result of Students' Vocabulary Muslims'**  
**Daily Activities in Pre-Test and Post-Test**

Variable	Category			Total
	Good	Fair	Poor	
Pre-Test	4	4	18	R <sub>n</sub> = 26

Post-Test	15	4	7	R <sub>n</sub> = 26
Total	C <sub>n</sub> = 19	C <sub>n</sub> = 8	C <sub>n</sub> = 25	N= 52

Hypothesis testing by used chi-square analyzed as follows:

**Table 12**

**The Testing of Data**

No	Fo	Fe= $\frac{C_n \times R_n}{N}$	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\frac{(Fo - Fe)^2}{Fe}$
1	4	$\frac{4 \times 26}{52}=2$	2	4	2
2	4	$\frac{4 \times 26}{52}=2$	2	4	2
3	18	$\frac{18 \times 26}{52}=9$	9	81	9
4	14	$\frac{14 \times 26}{52}=7$	7	49	7
5	5	$\frac{5 \times 26}{52}=2,5$	2,5	6,25	2,5
6	7	$\frac{7 \times 26}{52}=3,5$	3,5	12,25	3,5
Total	N=52	Ft=26	26	156,5	26

**Note:**C<sub>n</sub>= Number of Column

R<sub>n</sub>= Number of Row

Furthermore, put the data into the formula of chi-square, it can be calculated by using the formula as below:

$$\chi^2 = \sum \left[ \frac{(Fo - Fe)^2}{Fe} \right]$$

$$\chi^2 = \frac{4}{2} + \frac{4}{2} + \frac{81}{9} + \frac{49}{7} + \frac{6,25}{2,5} + \frac{12,25}{3,5}$$

$$\chi^2 = 26$$

Therefore, the researcher demonstrated the data by using chi-square was 26.

2. Putting the data into the formula T-Test

After analyzing by using chi-square, the researcher counted the data by using the formula t-test as follow:

**Table 13**  
**The Differences Score Between Pre-Test and Post-Test Students’**  
**Vocabulary Muslims’ Daily Activities at the Eighth Grade**  
**of MTs Al Hikmah Balekencono**

No .	Name of Students	Pre-Test Score (X <sup>1</sup> )	Post-Test Score (X <sup>2</sup> )	D(X <sup>1</sup> - X <sup>2</sup> )	D <sup>2</sup> (X <sup>1</sup> -X <sup>2</sup> ) <sup>2</sup>
1	AS	48	72	-24	576
2	AIS	56	68	-12	144
3.	ASB SP	52	76	-24	576
.4	DH	68	72	-4	16
5	DI	44	68	-24	576
6	DF	48	76	-28	784
7	DL	68	80	-12	144
8	DR	72	48	24	576
9	EDY	48	44	4	16
10	FS	36	64	-28	784
11	FI	64	52	12	144
12	FYI	44	56	-12	144
13	IZ	56	76	-20	400
14	IC	72	72	0	0
15	JRS	48	72	-24	576
16	LR	36	48	-12	144
17	LRW	52	76	-24	576
18	MMM	56	84	-28	784
19	MAS	68	80	-12	144
20	MA	72	84	-12	144
21	MSD	76	80	-4	16
22	MY	52	76	-24	576
23	NN	56	68	-12	144
24	RAP	48	52	-4	16
25	RA	36	56	-20	400
26	SNH	48	72	-24	576
<b>Total</b>		<b>∑X<sup>1</sup>=1424</b>	<b>∑X<sup>2</sup>=1772</b>	<b>∑D=-348</b>	<b>∑D<sup>2</sup>=8976</b>

Putting the data above and into the formula of T-test in order to get t<sub>observation</sub>.

So the researcher used the formula as follows:

$$t = \frac{\Sigma D}{\sqrt{\left(\frac{N \cdot \Sigma D^2}{N-1} - \frac{(\Sigma D)^2}{N-1}\right)}}$$

$$t = \frac{-348}{\sqrt{\left(\frac{(26.8976) - (-348)^2}{26-1}\right)}}$$

$$t = \frac{-348}{\sqrt{\left(\frac{(2333761) - (121104)}{25}\right)}}$$

$$t = \frac{-348}{\sqrt{\left(\frac{(112272)}{25}\right)}}$$

$$t = \frac{-348}{\sqrt{4490,88}}$$

$$t = \frac{-348}{67,01}$$

$$t = [-5,2]$$

$$t = 5,2$$

$$t = 5$$

Moreover, after putting the data above into formula t-test, the researcher got observed is 5.

### C. Interpretation

#### 1. Interpretation of “*f*-observation”

- a. Interpretation of  $f_0$  to  $f_t$  as follows:

The critical value If *f*-obsevation was 26, the researcher interpreted it base on the question above. It can be known that there is significant effectiveness of quantum learning method on students’

vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari.

b. Statistical Significance

To know critical value of chi-square ( $f_t$ ), the researcher firstly counted the df, df is degree of freedom. The formulation of  $df=(c-1)(r-1)$ , c is column and r is row.

$$= (3-1)(2-1)$$

$$= 2$$

The degree of freedom is 2. Therefore, the values of  $f_t$  5% is 5,99 and 1% is 9,21. Based on the data above, its mean that " $f_o$ " higher " $f_t$ " or it can be written as  $5,99 < 26 > 9,21$ . It means that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It can be said that there is significant influence of quantum learning method on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari.

**2. Interpretation of "t-obsevation"**

a. Interpretation of t-observed

- 1). If  $t\text{-obsevation} > t\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- 2). If  $t\text{-obsevation} < t\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted

The critical value If  $t\text{-obsevation}$  was 5, the researcher interpreted it based on the question above. It can be known that there was significant effectiveness of quantum learning method on students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari.

### b. Statistical Significance

To know critical value of t-test ( $t_{\text{table}}$ ), the researcher firstly counted the df, df is degree of freedom. The formulation of  $df=N-2$ , N is the number of the research population.

$$\begin{aligned} \text{Df} &= N-2 \\ &= 26-2 \\ &= 24 \end{aligned}$$

In df 24 with  $t_{\text{table}}$  5% is 0,404 and 1% is 0,515 with the t-observation is 5. Based on the data above, its mean that “t-observation” higher “t-table” or it can be written as  $0,404 < 5 > 0,515$  it can be inferred that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means there is a positive significant effectiveness of quantum learning method on students’ vocabulary muslims’ daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari.

### D. Discussion

This research observed the students’ at the eight grade of MTs Al Hikmah Balekencono Batanghari. The researcher used this class because they have difficulties in memorizing vocabulary. So, based on the problem the researcher applied quantum learning method to help students in learning English especially to memorize vocabulary.

The researcher assumed that teaching and learning with quantum learning method could help students in learning process, especially to memorize vocabulary because this method have a lot of advantage. The

advantage of this method is quantum learning believe students can learn from each other and get more practice with the target language by working in quantum learning. Also, quantum learning motivate students to memorize vocabulary.

This can lead to the development of a community among class members. The researcher recommended this method for the teacher in order quantum learning can be used as an alternative method in process teaching learning. Because quantum learning method the students can learn more from each other and get easier way to memorize vocabulary and understand the material.

Before conducting the research, the researcher administered pre-test in order to found out the basic performance of the students before treatment. The result showed that the highest score was 76 while the lowest was 36 and the average score was 54,8. After finishing the treatments, the researcher administered post-test. The result of the post-test showed that higher score was 84 while the lowest was 44 and the average score was 68,2.

As a solution in teaching English especially in memorizing vocabulary the teacher have to gave some methods to make the students interest and pay attention in order they did not bored to catch the material. After the student interested, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, the researcher could take a conclusion that the students' vocabulary muslims' daily activities build up after they were

taught with quantum learning. It was proved by the mean score of pre-test that build up from 54,8 before treatment up to 68,2 after treatment.

#### **E. Limitation**

This research was conducted in the eighth grade of MTs Al Hikmah Balekencono Batanghari. The subject of the research were the eighth grader in the academic year of 2018/2019. The choice of subject was vocabulary muslims' daily activities with quantum learning method. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable the subject that learn by the students.

Therefore, after conducting the research and getting the data test and documentation, the writer found some limitations such as there were some obstacles in the students' vocabulary muslims' daily activities. The first was the students were various, some the students have understood about the explanation of the teacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explaining the material.

Finally, the result of this research explained that theory of the quantum learning method on the students' vocabulary muslims' daily activities was success at the eighth grade at MTs Al Hikmah Balekencono Batanghari at class VIII A 2018/2019.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, the researcher can conclude that quantum learning had a positive and significant effectiveness so quantum learning method was effective on the students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari. It can be used as method in learning vocabulary and it can help the students' to memorize vocabulary and make the students easier and enjoyable to understand the material. It can be seen from the result of critical value "t-observation" was 5 and "t-table" 5% (0,404) and 1% (0,515). The data confirmed that "t-observation" was higher than "t-table".

#### **B. Suggestion**

Based on the result of the research, the researcher gave some suggestions to the side that related as the considered as follows:

1. For the Teacher

It is suggested to the teacher to use quantum learning method as the teaching learning process in order to increase the students' vocabulary

2. For the Students

It is suggested to the students to be active in learning process in order to they can understand the material in English class.

3. For the Headmaster

The headmaster is supposed to give more facilities to the students in order to the students can be more excite in English learning.

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# APPENDICES

## Score list of Students' vocabulary muslims' daily activities

## Pre-Test

No	Name of Students	Score
1	Angga Setiawan	48
2	Arrif Isnan Saputra	56
3	Aurell Salsa Belia S.P	52
4	Desta Hendrawan	68
5	Devi Istiana	44
6	Dian Fitriana	48
7	Dinda Larasati	68
8	Dini Rosmawati	72
9	Erfine Dama Yanti	48
10	Fais Saputra	36
11	Ferry Irawan	64
12	Fiqri Yazidul Iman	44
13	Imam Zaenuri	56
14	Intan Cahyani	72
15	Jatmiko Risky Setiawan	48
16	Lilis Ramadani	36
17	Lutvia Rahma Wardani	52
18	Mar'atus Mut Mainah	56
19	Mbajeng Agustin Solekhah	68
20	Mico Aldian	72
21	Miko Satri Dermawan	76
22	M. Yusup	52
23	Neneng Nofiana	56
24	Ricky Arjun Prastiawan	48
25	Rovid Aminudin	36
26	Septi Nurul Hasanah	48

## Score list of Students' vocabulary muslims' daily activities

## Post-Test

No	Name of Students	Score
1	Angga Setiawan	72
2	Arrif Isnain Saputra	68
3	Aurell Salsa Belia S.P	76
4	Desta Hendrawan	72
5	Devi Istiana	68
6	Dian Fitriana	76
7	Dinda Larasati	80
8	Dini Rosmawati	48
9	Erfine Dama Yanti	44
10	Fais Saputra	64
11	Ferry Irawan	52
12	Fiqri Yazidul Iman	56
13	Imam Zaenuri	76
14	Intan Cahyani	72
15	Jatmiko Risky Setiawan	72
16	Lilis Ramadani	48
17	Lutvia Rahma Wardani	76
18	Mar'atus Mut Mainah	84
19	Mbajeng Agustin Solekhah	80
20	Mico Aldian	84
21	Miko Satri Dermawan	80
22	M. Yusup	76
23	Neneng Nofiana	68
24	Ricky Arjun Prastiawan	52
25	Rovid Aminudin	56
26	Septi Nurul Hasanah	72





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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Novi Junitasari  
 NPM : 1501070282

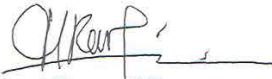
Jurusan : TBI  
 Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 20/06/2019		✓	Revise chapter W - V	N/td
2	Thursday 04/07/2019		✓	Acc and Continue to the first sponsor	

Mengetahui,  
 Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II,

  
**Svaheni Siregar, M.Hum.**  
 NIP. 19760814 200912 2 004



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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
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**IAIN METRO**

Nama : Novi Junitasari  
 NPM : 1501070282

Jurusan : TBI  
 Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday/04/2019	✓		- Revise U - U - Revise Abstract	Nilai
2	Friday/05/2019	✓		- Revise Conclusion	Nilai
3	Monday/08/2019			<i>A. Muryono</i>	Nilai

Mengetahui,  
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**Ahmad Subhan Roza, M.Pd.**  
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Nomor : B-3151/In.28.1/J/TL.00/10/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MTS AL-HIKMAH BALEKENCONO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **NOVI JUNITASARI**  
NPM : 1501070282  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE EFFECTIVENESS OF QUANTUM LEARNING METHOD  
TOWARD STUDENTS VOCABULARY MASTERY AT EIGHT  
GRADERS OF MTS AL-HIKMAH BALEKENCONO ACADEMIC  
YEAR 2018/2019

untuk melakukan *pra-survey* di MTS AL-HIKMAH BALEKENCONO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Oktober 2018  
Ketua Jurusan  
Pendidikan Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014



**YAYASAN PUSAT PENDIDIKAN ISLAM LAMPUNG**  
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 BATANGHARI KABUPATEN LAMPUNG TIMUR  
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Alamat : Jl. KBH 13 Ds. Balekencono Kec. Batanghari Kab. Lampung Timur Kode Post . 34181

Nomor : MTs.08.07/0013/PP.00.5/021/X/2018 Batanghari, 4 September 2018  
 Lampiran : -  
 Perihal : IZIN PRA-SURVEY

Kepada Yth.  
 Ketua Jurusan Tadris Bahasa Inggris  
 IAIN Metro  
 Di-  
 Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Izin Pra Survey No : B-315/In.28.1/1/TL.00/10/2018 Tanggal 09 Oktober 2018, maka dengan ini kami memberikan izin kepada Saudara :

Nama : **NOVI JUNITASARI**  
 N P M : 1501070282  
 Semester : 7 (Tujuh)  
 Jurusan : Tarbiyah dan Ilmu Keguruan  
 Fakultas : Pendidikan Bahasa Inggris

Untuk melakukan Pra-Survey dalam rangka menyelesaikan Tugas Akhir/Skripsi yang berjudul "*THE EFFECTIVENESS OF QUANTUM LEARNING METHOD TOWARD STUDENTS VOCABULARY MASTERY AT EIGHT GRADERS OF MTS AL-HIKMAH BALEKENCONO ACADEMIC YEARS 2018/2019*".

Demikian surat ini kami sampaikan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
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Nomor : B-1117 /In.28.1/J/PP.00.9/4/2019  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI!**

28 April 2019

Kepada Yth:  
 1. Ahmad Subhan Roza, M.Pd (Pembimbing I)  
 2. Syahreni Siregar, M.Hum (Pembimbing II)  
 Dosen Pembimbing Skripsi  
 Di -  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Novi Junitasari  
 NPM : 1501070282  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : The Effectiveness Of Quantum Learning Method On Students' Vocabulary .Muslims' Daily Activities At The Eight Grade Of MTs Al Hikmah Balekencono Batanghari East Lampung 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,  
  
 A. Subhan Roza, M.Pd  
 NIP. 19750610 2008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-1309/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **NOVI JUNITASARI**  
NPM : 1501070282  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs AL HIKMAH BALEKENCONO BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF QUANTUM LEARNING METHOD ON STUDENTS' VOCABULARY MUSLIMS' DAILY ACTIVITIES AT THE EIGHT GRADE OF MTs AL HIKMAH BALEKENCONO BATANGHARI EAST LAMPUNG 2018/2019".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 10 Mei 2019





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-1310/In.28/D.1/TL.00/05/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTs AL HIKMAH  
BALEKENCONO BATANGHARI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1309/In.28/D.1/TL.01/05/2019, tanggal 10 Mei 2019 atas nama saudara:

Nama : **NOVI JUNITASARI**  
NPM : 1501070282  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs AL HIKMAH BALEKENCONO BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF QUANTUM LEARNING METHOD ON STUDENTS' VOCABULARY MUSLIMS' DAILY ACTIVITIES AT THE EIGHT GRADE OF MTs AL HIKMAH BALEKENCONO BATANGHARI EAST LAMPUNG 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 10 Mei 2019  
Wakil Dekan I,

*[Handwritten Signature]*

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**YAYASAN PUSAT PENDIDIKAN ISLAM LAMPUNG  
MADRASAH TSANAWIYAH AL – HIKMAH  
BATANGHARI KABUPATEN LAMPUNG TIMUR  
TERAKREDITASI B**

Alamat : Jl. KBH 13 Ds. Balekencono Kec. Batanghari Kab. Lampung Timur Kode Post . 34181

Nomor : MTs.08.07/0013/PP.00.5/011/V/2019 Batanghari, 10 Mei 2019  
Lampiran : -  
Perihal : **Izin Riset / Penelitian**

Kepada Yth.  
Wakil Dekan I  
Fakultas Tarbiyah dan Ilmu Keguruan  
IAIN Metro  
Di-  
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Izin Riset No : B-1310/In.28/D.1/TL.00/05/2019 Tanggal 10 Mei 2019, maka dengan ini kami memberikan izin kepada Saudara :

Nama : **NOVI JUNITASARI**  
N P M : 1501070282  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan riset dalam rangka menyelesaikan Tugas Akhir/Skripsi yang berjudul "*THE EFFECTIVENESS OF QUANTUM LEARNING METHOD ON STUDENTS' VOCABULARY MUSLIMS' DAILY ACTIVITIES AT THE EIGHT GRADE OF MTs AL HIKMAH BALEKENCONO BATANGHARI EAST LAMPUNG 2018/2019*".

Demikian surat ini kami sampaikan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Kepala Madrasah  
  
**WAHIDIK, S.Pd.**



### PRE-TEST

(Test of Vocabulary Muslims' Daily Activities)

Subject : English Subject

Class : VIII

Time : 45 Minutes

**Directions:**

1. Write your identity (name,class) on the answer sheet that you get.
2. Do first the questions that you think more easier.
3. Ask to the teacher if you find the unclear questions
4. Recheck your answer before you leave the class.

Choose the best answer A, B, C, D or E for each question given below:

1. What is the picture ?



- A. Towel
  - B. Tablecloth
  - C. Sarong
  - D. Prayer mat
  - E. Cloth
2. What is the picture?

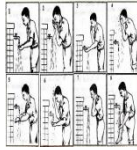


- A. Bowing
  - B. Prostration
  - C. Sit
  - D. Standing posture
  - E. Warming up
3. What is the picture?



- A. Congregation Prayer
- B. Voluntary prayer
- C. Night prayer
- D. Dawn prayer
- E. Midday prayer

4. What is the picture?



- A. Ritual Ablution
- B. Cleansing
- C. Take a bath
- D. Tayamum
- E. Major ritual impurity

5. What is the picture?



- A. Expenditure
- B. Alms
- C. Good deeds
- D. Virtue
- E. Helping

6. what is the picture?



- A. god
- B. angel
- C. devil
- D. human
- E. giant

7. what is the picture?



- A. Sarong
- B. Cloth
- C. Veil
- D. Shawl
- E. Serban

8. What is the picture?



- A. Creed
- B. Prayer
- C. Remembrance
- D. Intention
- E. Qur'an recitation

9. People who lead a prayer is called?

- A. Leader
- B. Prayer leader
- C. Guider
- D. Tutor
- E. Instructor

10. Shalat is done at 4 pm is called..

- A. Dawn prayer
- B. Sunset prayer
- C. Afternoon prayer
- D. Midday prayer
- E. Night prayer

11. Shalat which is done by people together more than one person is called

- A. Voluntary Prayer
- B. Congregation Prayer
- C. Tahajjud
- D. Forenoon
- E. Night prayer

12. Positive thinking in islam is called

- A. Tawakal
- B. Ikhlas
- C. Ikhtiar
- D. Shoudzon
- E. Husnudzon

13. Shalat which is done after sleeping at the middle of the night is called
- A. Forenoon
  - B. Night prayer
  - C. Tahajjud
  - D. Voluntary prayer
  - E. Congregation prayer
14. Thing that is used by women to cover their hair is called
- A. Veil
  - B. Shawl
  - C. Sarong
  - D. Serban
  - E. Serban
15. The five daily prayer it means..
- A. Sholat lima waktu
  - B. Shalat sunah
  - C. Shalat jamaah
  - D. Shalat malam
  - E. Sholat dhuha
16. Minor ritual impurity it means..
- A. Najis
  - B. Hadas besar
  - C. Hadas kecil
  - D. Kotoran
  - E. Debu
17. Major ritual impurity it means...
- A. Debu
  - B. Kotoran
  - C. Najid
  - D. Hadas besar
  - E. Hadas kecil
18. Prayer call it means...
- A. Panggilan
  - B. Seruan
  - C. Perintah
  - D. Adzan
  - E. Anjuran

19. Reward it means...
- A. Hadiah
  - B. Pujian
  - C. Pahala
  - D. Sanjungan
  - E. Kejutan
20. Showing-off it means...
- A. Berlebihan
  - B. Boros
  - C. Sombong
  - D. Arogan
  - E. Riya'
21. Lawful it means..
- A. Haram
  - B. Wajib
  - C. Makruh
  - D. Halal
  - E. Mubah
22. Good deeds will get... from Allah
- A. Reward
  - B. Gift
  - C. Surprise
  - D. Flower
  - E. Money
23. Devil will make people to get... because doing evil deeds.
- A. Reward
  - B. Money
  - C. Gift
  - D. Flower
  - E. Sin

24. ... is one of the condition to be muslim
- A. Intention
  - B. Trial
  - C. Virtue
  - D. Creed
  - E. Prayer
25. ... is calling for muslim to prayer
- A. Bell
  - B. Siren
  - C. Tambourine
  - D. Drum
  - E. Prayer call

**Post-Test****(Test of Vocabulary Muslims' Daily Activities)****Subject : English Subject****Class : VIII****Time : 45 Minutes****Directions:**

- 1. Write your identity (name,class) on the answer sheet that you get.**
- 2. Do first the questions that you think more easier.**
- 3. Ask to the teacher if you find the unclear questions**
- 4. Recheck your answer before you leave the class.**

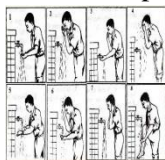
Choose the best answer A, B, C, D or E for each question given below:

1. Sin it means..
  - A. Pahala
  - B. Hinaan
  - C. Dosa
  - D. Hukuman
  - E. Pujian
  
2. Alms it means...
  - A. Sedekah
  - B. Infak
  - C. Zakat
  - D. Amal
  - E. Bantuan
  
3. Voluntary Prayer it means..
  - A. Sholat malam
  - B. Sholat sunah
  - C. Sholat dhuha
  - D. Sholat lima waktu
  - E. Sholat jamaah
  
4. Good deeds it means...
  - A. Rezeki
  - B. Amal baik
  - C. Amal buruk
  - D. Amalan-amalan
  - E. Amal hidup
  
5. Forbidden it means
  - A. Boleh
  - B. Makruh
  - C. Mubah
  - D. Halal
  - E. Haram

6. Prayer leader it means..
  - A. Jamaah
  - B. Makmum
  - C. Bilal
  - D. Imam
  - E. Khotib
7. Prayer mat it means...
  - A. Kain
  - B. Sorban
  - C. Sarung
  - D. Sajadah
  - E. Kofiah
8. Congregation it means...
  - A. Makmum
  - B. Imam
  - C. Jamaah
  - D. Khotib
  - E. Bilal
9. One of the condition of ... is ritual ablution (wudhu)
  - A. creed
  - B. intention
  - C. prayer
  - D. cleaning
  - E. washing
10. evil deeds will get... from Alloh
  - A. reward
  - B. sin
  - C. money
  - D. gift
  - E. praise
11. ... will be given to people who doing virtue
  - A. Money
  - B. Flower
  - C. Gift
  - D. Surprise
  - E. Reward
12. ... must be said to be a muslim
  - A. Creed
  - B. Sholawat
  - C. Intention
  - D. Praise
  - E. Gratitude



13. Showing-off in islam is called
- Riya'
  - Arogan
  - Boros
  - Husnudzon
  - Shoudzon
14. Ritual ablution in islam is called
- Istinja'
  - Tayamum
  - Wudhu
  - Hadas
  - Najis
15. The prayer is done begun at the 7 am till midday prayer is called
- Tahajud
  - Dawn prayer
  - Forenoon
  - Voluntary prayer
  - Night prayer
16. Prayer is done at 6 pm is called
- Dawn prayer
  - Midday prayer
  - Night prayer
  - Afternoon prayer
  - Sunset prayer
17. Prayer is done in another the five daily prayer is called
- Forenoon
  - Tahajud
  - Night prayer
  - Midday prayer
  - Voluntary prayer
18. What is the picture?



- Cleansing
- Take a bath
- Tayamum
- Ritual Ablution
- Major ritual impurity

19. What is the picture?



- A. Singing
- B. prayer call
- C. poem
- D. speech
- E. announcement

20. What is the picture?



- A. Bowing
- B. Prostration
- C. Sit
- D. Standing posture
- E. Warming up

21. What is the picture?



- A. Cleansing
- B. Running
- C. Walking
- D. ritual ablution
- E. take a bath

22. What is the picture?



- A. Prayer
- B. Trust
- C. Sincerity
- D. Remembrance
- E. virtue

23. what is the picture?



- A. stand
- B. sit
- C. prayer
- D. muse
- E. sad

24. What is the picture?



- A. Creed
- B. Prayer
- C. Remembrance
- D. Intention
- E. Qur'an recitation

25. What is the picture ?



- A. Towel
- B. Tablecloth
- C. Sarong
- D. Prayer mat
- E. Cloth

## THE DOCUMENTAION OF BRESEARCH

### 1. Pre-Test Activity



The Student's doing pretest

## 2. Treatment Activity

### The First Treatment



The researcher gave the pictures to the student's



The Researcher gave connection with the student's experience



The student's demonstrate about the vocabulary



### The Second Treatment



The researcher gave pictures to the student's



The student's demonstrate about the vocabulary

### The Third Treatment



The researcher gave pictures to the student's



The student's label about the vocabulary





The student's label about the vocabulary



The researcher gave reward to the student's

### 3. Post-Test Activity



The student's doing post-test

## CURRICULUM VITAE



The name of writer is Novi Junitasari she was born in Sidomukti, on June 02, 1996. She is the first child of happy couple, Suparno and Agus Tina.

In 2008, she graduated from SDN 02 Sidomulyo, East Lampung. At the time 2010, she graduated from SMPN 1 Batanghari. Then, she continued her study to SMAN 02 Sekampung and graduated in 2014. In 2015, she entered S1 English Education Program of states Islamic studies of Metro (IAIN Metro).