CHAPTER IV

RESULT AND DISCUSSION

These chapters contained type description of the data, the result and the discussion obtained. The writer described the data from the observation and interview which were limited at the implementation of quantum teaching method in the classroom, they were: the teachers and the student's activities used by teacher. By doing so, it was expected that the effectiveness of using quantum teaching method to teach English to junior high school could be apparently seen.

A. Result

The finding over the teacher Qualification the English teaching learning process of the SMP Negeri 3 Bangkalan, SMP Negeri 1 Kwanyar Bangkalan, SMP Negeri 6 Bangkalan and MTSN Model Bangkalan and the writer researched during 3 month from 9 September until 30 November for the school aboard after observation facilities and environment class before. The teacher problem was in relation median with Quantum Learning Method .The teacher problem in relation to the classroom management and problems faced by teacher in relation to evaluation.

This chapter will find and discus of the research study that presented data based on the analysis of the problem, whose procedure has been explained in the previous chapter. The teacher used Quantum learning method in the

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teaching learning process the teacher of Bangkalan used quantum learning method as the process in teaching English.

B. The English Teacher used Quantum learning Method

The low quality of education in Indonesia, especially at junior high school. Was not a secret any more we should improve the education, so that we would not be left behind, teacher need one method. Whereas the method supported to teaching learning process .Situation, moods, feel, environment .Base in the school became problem to the teacher were the teaching learning process. So the teacher must be creative, interactive, fun in the management situation in the classroom.

The writer observed to the school used quantum learning. Writer also observed teacher when the teaching learning process and teacher applied Quantum Learning process in the classroom. Then the writer doing interview with the teacher use quantum learning method in the classroom we look say in interview result.

1) How were facilities in your school?

- Good (5 teachers)
- Bad (2 teacher)
- Nearly perfect (2 teachers)

The teacher answered some changes and it was real describing the situation of the facilities in the school, from the library, English laboratory. Not only school was perfect so there was hatch from facilities or the other, but

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the writers opinion was not problem as long as the teacher more creative and interactive with their situation and media or facilities in the school.

2) Did you know about Quantum Learning Method?

- Yes I know (6 teachers)
- Sure (3 teachers)

Based on the data, the English teachers answered know about Quantum Learning method.

3) Did the English teachers apply Quantum Learning Method?

- Yes (5 teachers)
- Until now (2 teachers)
- Maybe undirected finish applied Quantum Learning (2 teachers)

From the writer's data, of was PN (Pegawai Negeri) and GTT (Guru Tidak Tetap). The using of Quantum Learning Method in the teaching learning process in the classroom for example at SMP Negeri 1 Kwanyar comprises 5 teachers. There were 3 teachers who used Quantum Learning Method, the reason that teachers used Quantum Learning Method look at (appendix 6)and 2 teacher not using Quantum Learning Method that never the reason the teacher still confused What the Quantum Learning Method .then in the SMP Negeri 3 Bangkalan from the 4 teacher 2 teacher ever Quantum Learning Method and the other teacher never Quantum Learning Method because the teachers didn't understand with the Quantum Learning Method although ever read the Quantum Teaching book. Then at SMP Negeri 6 Bangkalan from the 4 original teachers and 2 GTT (guru tidak tetap) 2 teachers ever used Quantum

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Learning Method and applied in the teaching learning process look at (appendix 6). And the last at MTSN MODEL Bangkalan there were 2 teachers who used Quantum Learning method could see the reason in (appendix 6) and other didn't use Quantum Learning method because still confused with the Quantum Learning method. Then the teacher didn't use Quantum Learning Method because all of the teacher's statement the all method same and really on how the applied in the classroom and make the student interesting with the topic lesson.

1. The Teachers Understanding of Quantum Learning Method

The understanding of Quantum learning method was needed in order to be succeeded in those applications. Referring this in SMP Negeri in Bangkalan, in fact, there was lack of understanding between one English teacher and other teacher. They had different understanding and interpretation about the meaning of Quantum Learning actually teaching method for them were the teacher knew how to motivate, conduct and give student abilities, skill and hobbies it is focused on good relationship between teacher and student and pleasant environment for them to study well .The interpretation of the teacher were different .we could see it in the following:

4) Please describe about Quantum Learning Method?

- Quantum Learning was helpfulness environment class method (3 teachers)
- Quantum Learning was using a colorful class media (2 teachers)

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- Quantum Learning was using around facilities in the school environment (2 teachers)
- Quantum Learning was playing with learning (2 teachers)

The statement Quantum Learning was helpfulness environment class method. At was true because Quantum learning was playing orchestra in which the variety of interaction. Included feature of effective learning which affect student success were inside and around teaching learning process would change the student nature of ability and talent become light which would be very useful for the student and other. It required the teacher to know how to motivate, conduct and guide the student abilities, skill and hobbies. It also included interaction for getting the success through the effective and interesting techniques of teaching. Quantum Learning was a powerful and engaging teaching and learning methodology that integrated best educational practices into a unified whole. This synergistic approach to the learning process covers both theory and practice. It had been proven to increase academic achievement and improve students' attitudes toward the learning process. These integrate; comprehensive programs turn abstract theory into practical applications that could be used immediately in the classroom. In Quantum Learning classrooms, workshops, schools and districts nationwide and worldwide, teachers, administrators and students gain the skills and motivation to contribute to creating an academically and socially successful school community.

5) Where did they learn Quantum Learning Method?

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- I learned Quantum Teaching book because my school could service from Dinas Pendidikan. (2 teachers)
- From pelatihan diklat (education trainer) when education trainer from Dinas P & K Bangkalan, I became delegation from Bangkalan and follow trainee Quantum Learning Method I also studied how to make a learning with interesting communicative and interactive to student by using Quantum Learning Method .(3 teachers)
- Education seminar

  I followed seminar with all teachers from the other cities around east Java during Two weeks (2 teachers)
- Headmaster

  The headmaster presented to the other teacher, and the headmaster ever became delegation and followed education trainer and education seminar Quantum Learning Method.(2 teachers)

The finish off teacher more understanding about Quantum Learning Method. The teacher must learn from the original book, because if you read copy book you would not know the explanation of original book, and added or can deficient to statement, but if you follow diklat, we would not understanding the trainer understands what the topic and true or false the explanation and good or bad in the presentation of the topic. same with pelatihan, but if the training , the trainer good trainer and understood with Quantum Learning Method was not problem if the trainer as a teacher follow training bad a result in the training and we didn't understand. The teacher or

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headmaster really understood and know Quantum Learning Method with a complicated or just know without understood we didn't understanding and the teacher listen false explanation because the trainer not understanding about Quantum Learning Method. And the next explanation is seminar, seminar is presentation topic to audience and more complicated with quiz interactive about the topic. As an audience (teacher) we must listen with seriously what the speaker talked from the presentation. And noted the paper about topic, conclusion during in the making seminar. But if the teachers just sit down and ate snack flippant gossiping with the audience in beside the teacher. It was impossible the teacher (audience) understudied about material from the presentation.

6) Why the English teacher did used Quantum learning in the classroom ?

- Quantum learning brought joy to teaching and learning with ever – increasing "wow" moment of discovery. It helped teachers to present their content a way that engages and energizes student
- Alternative for another method, this method can be closed inexperience is there the other method, so we can mix Quantum Learning method between CTL, snowball, role play etc.
- More effective and interesting for student because with this method students liked learning in the classroom without feel out that they as for learning in the classroom but more than focus a situation play with learning in the yard at school not in the classroom .

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- Quantum Learning method was real and easy understanding because teacher as producer in the classroom.
- Quantum Learning Method didn't spend time to use energy in make media so the teacher always creative learning explore to idea with support and facilities in the school.
- Significantly improved students behavior but high price for to make facilities completed
- Prepared students for success through effective classroom participation and study techniques and strategies.
- Teacher students how to prepare for and successfully take test – without undue stress.
- Build character and helped students develop life skill for emotional and social well being.

It was the answer from the other teachers the all reason in Quantum Learning and Quantum Teaching Method by Bobi Porter: Quantum learning method used by teacher because Quantum Learning created for teacher was more creative and interesting method in the classroom without must be high price. Whereas without using Quantum Learning Method we as the teacher could make atmosphere class more affective and creative. From the teachers answers Quantum Learning and Teaching method wouldn't be mixed with the other method because in the Quantum Learning and Quantum teaching the teacher focused to student teaching learning process using Quantum Learning process and without confused with media class.

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7) Did the teacher use Quantum Learning Method understood with Quantum Learning Method?

- Yes (3 teachers)
- Sure (3 teachers)
- Must be (3 teachers)

The writer data the teachers answers understand with Quantum Learning Method, but from interview result almost around didn't understand and miss understanding about TANDUR look at (appendix 10) whereas TANDUR was part of Quantum Learning Method, then teachers still confused what the 5 principles. In Quantum method and more lack could see in (appendix 9). From teacher statement. I didn't know who created the Quantum method if the teacher used Quantum Learning Method, although if the teacher understanding Quantum Learning Method the teacher must be know five principle of Quantum Learning and understood about TANDUR while not all about Quantum Learning including key Quantum Learning, AMBAK .TANDUR and 5 principles were important part of Quantum Learning Method. So if the TANDUR and 5 principles how to understand the teacher's speaking and ever applied in the teaching learning process.

8) Did the teacher apply Quantum Learning Method with use principle of Quantum Learning Method?

- Yes of course (2 teachers)
- Sometimes (3 teachers)
- Not only (4 teachers)

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The teacher answered (yes of course) although didn't adequate and respectively with the book in Quantum Learning Method, not only had the teacher understood with principle of Quantum Leaning Method look at (appendix 9) and if it was not respectively its problem and was impossible to applied in the teaching Learning Method. This explanations from Quantum Learning by Booby De Porter applied Quantum Learning Method must be permutation the 5 principle and didn't reversed. During the writer interview of all the teacher by using Quantum Learning Method the teacher didn't all understand with Quantum Learning Method the basic of Quantum Learning Method teacher wasn't understanding and definition of Quantum Teaching not complete and still ambiguous let alone principle and other the example was 8 keys of Quantum Learning method ,TANDUR, Ambak and other. The teacher was confused if the question more complete and detail about Quantum Learning Method.

The teacher answered (not only) because the teacher indeed didn't understanding and still confused about principle then the teacher didn't applied principle of Quantum Learning Method.

9) Could you mention the characteristic of 5 principles Quantum Learning?

- All teacher the answered I'm forget
- Eemm may be effective, interesting
- Media , environment , facility.(2 teachers)
- I'm forget, I think affective same with CBC (Competency Based Curriculum). (3 teachers)

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From those interview and explanation about the teacher didn't understanding about this 5 principles of Quantum Learning and be support the teacher didn't understand and explanations not complete with the meaning Quantum Learning Method let alone 5 principle, TANDUR, 8 key success, and 5 principles of Quantum Learning Method is Teaching had Quantum Teaching five principles or truth remains;

- Everything speaks everything from the classroom environment through body language, paper distributed to teacher lesson plans, and all send messages about the lesson. The first stage is "Everything Speaks." This concept reminds us that everything we do in the classroom sends a message to students. The way we greet students first thing in the morning or at the beginning of a class sends a message. The way we handle an incorrect response from a student given in front of peers sends a message. Our Environment, the Atmosphere we create, the Design of our lesson delivery or educational tasks, how we dress, the way we listen, or the character traits we model all send messages to our students. By being constantly aware of this important principle we tend to be more deliberate and proactive in orchestrating the messages students receive. This helps us better manage the variables that contribute to an optimal classroom atmosphere and learning environment.
- Everything aims the stage is important concepts or guiding principles that are basic to the Quantum Learning system. "Everything is on

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Aim" is the second stage and it follows logically from the one before it, "Everything Speaks." If everything speaks, then it follows that we want to be purposeful with everything we do in the classroom to get the desired outcome. A focus on the Tenet, "Everything is on Aim", encourages a greater awareness of all the variables that influence learning. It is this stage that helps us to begin to see our role in the classroom differently. We are not in the classroom to dispense knowledge – we are there to orchestrate learning. We are striving to get masterful in this orchestration, and even small variables and details become important to us.

- Experience before giving a name the most effective learning process occurs when students have experienced the information before they get a name for what they are learning.

"Experience before Name" is an important principle that influences our lesson design and delivery. It means that we involve students in an experience or elicit an experience that they can relate to before we attempt to attach it to any symbolic language or name. From a scientific perspective we are creating schema or a new neural network in the brain before attaching the label. It can also mean that we move the students to inquiry where they are seeking the label or concept before we give it to them. For example, a English teacher may involve students in a real-life situation in which they are trying to solve a problem but having difficulty based on what they already know. They may begin to look for a new formula or principle to help them accomplish the

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solution. This state of inquiry or searching would be an ideal time for the teacher to introduce the new concept, and this process would be called "Experience before Name." In a literature class a teacher may have students experience writing from a talented author before introducing the literary concept of mood. A science teacher may have students experience or observe the laws of motion before actually labeling them.

Experience Before name is about creating a teachable moment. It is about getting students emotionally involved and questioning with questions such as why? When? Where? What? How? The word label in this principle refers to the information we want students to learn – the facts, the formulas, the new terms, the sequence, the reasons, etc. When we design our instruction using "Experience before Name," we are using a brain-considerate strategy that attaches the learning to previously established schema, evokes proper emotional learning states, maximizes the use of inquiry, and bridges the content to the students' world.

- Acknowledge every effort each took steps; students deserve recognition for skills and their confidence. The "Acknowledge Every Effort" stage places a strong emphasis on reinforcing effort in the classroom. By acknowledging effort the professional educator places a strong focus on effort. This focus on effort has many benefits in the educational arena. By acknowledging effort and creating a focus on effort we help our students to know that we consider good consistent effort the hallmark of a good student.

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- If the proper study, it is worth also celebrated the last stage is "If it's worth learning its Worth Celebrating." These celebrations occur inside the student and are orchestrated by the professional educator. It is the good feeling students have about their own progress and their contributions to the learning of others. It includes the joy, excitement, and passion for learning that permeates the classroom atmosphere. It includes the positive acknowledgments the students receive for their effort and participation. It may be enhanced by such things as small as a comment by the teacher expressing appreciation for accomplishment or by an entire group joining together in a cheer, a special event or a rewarding activity. It should be an ongoing and consistent principle operating in the classroom. It reinforces motivation and the message, "This is important.

10) What the meaning of TANDUR?

- I think TANDUR method is part method is easy doing
- Yes I know but I don't know what is Tandur
- I'm forget, and I don't know what is TANDUR
- TANDUR is new Method
- TANDUR is the method after CBC
- TANDUR is affective learning Method
- I don't know
- TANDUR is the last method and very interesting
- TANDUR is method in interactive and easy going

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TANDUR is Stage in Quantum Teaching

As a method Quantum Teaching also has a stage that must be done a teacher in order to make the teaching learning process go on smoothly. The stage are Tumbuhkan (stimulate) Alami (experience) Namai (give code) Demonstarsikan (demonstrate) Ulangi (repeat) Rayakan (give a reward) In short , it is called as TANDUR .

From those we knew that even though it was part of Quantum Learning Method, and the answer of the teacher didn't understanding with TANDUR, but teacher answer it is a new method. Teacher used Quantum Learning without understanding Tandur and five principles of Quantum Learning Method in (appendix 9). Teacher is statement applied Quantum Learning Method but teacher didn't understanding what the TANDUR.

11) Do you know about 8 superiority keys of Quantum teaching?

- Yes I know but I'm forget (2 teachers)
- Yes of course but I'm forget (3teachers)
- I don't know(2 teachers)
- I'm forget (2 teachers)

Teacher not understands with 8 superiority keys of Quantum teaching and it is part of Quantum Learning Method.

(8 superiority keys of Quantum teaching) they are:

1. Integrity (honesty) you must be honest and they do it with the attitude in harmony

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2. Failure is the beginning of the success, there is no failure in learning, actually it bring information that we needs to be success
3. Speak in good intend: you must speak honestly and be responsible for everything that you have said,
4. Lives in this time: time is a valuable thing so do your task and use your time as well as you can,
5. Commitment: comply your responsibilities and promise. Do what you should to do finish your task
6. Responsibility: you must be responsible for everything what you have done.
7. Flexibility: accept the new changes and rapprochements, which can help you to reach the outcome that you want.
8. Balance: keep the balance of your though, feeling, body and soul, Give a certain time to keep and build it in harmony

12) How long the teacher using Quantum Learning Method applied in the classrooms?

- I Don't know, I'm forget (3 teachers)
- After KTSP.(2 teachers)
- After followed education seminar Quantum learning Method.(3 teachers)
- 4 years ago (1 teacher)

From the experience the teacher, it was more from the enough although long-time in-applied Quantum Learning Method not only Quantum Learning

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Method is perfect but the teacher still passive in applied Quantum Learning Method in the teaching learning process. It was look at (the appendix 10) that teachers miss understanding what the TANDUR and five principles Quantum Learning Method (appendix 9) although it was important and part of Quantum Learning Method. Teacher must understand about part and principles Quantum Learning Method

13) Who create did Quantum Learning method?

- Persatuan Guru Indonesia
- Lomba Seminar
- Ide dari guru – guru
- Pelatihan
- Lembaga Pendidikan
- I don't know
- Pusat lembaga MGMP
- Pemerintah Pusat
- Dinas Pendidikan dan Kebudayaan

The all of the teachers answered false, because created quantum learning method was created by Bobby De Porter from super camp, super camp is organization in teaching learning forum.

14) How were impression and opinion about Quantum learning method?

- Quantum Learning Method was very helpful for teacher to encourage student in order to create the interactive class. Moreover in the interview happened a lot of teacher still has to consider may aspect that

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supported such as the class condition especially the students condition, the student ability and the material given.(4 teachers)

- Quantum Learning Method has to use appropriately, teacher has is consider the quality and quantity of the teacher talk itself.(5 teachers)

Teachers know how to create meaningful, engaging learning environments that challenge students to do their best. Unfortunately, the majority of time that's spent on developing teachers is too focused on the "what" and the "why" but not the "how" of creating successful learning environments.

It is an impression from teacher, the teacher answer like teacher understanding with quantum learning method.

2. The teacher faced several problems dealing used Quantum Learning Method

Based on the interview, actually in developing the understandings Quantum Learning Method, the English teachers also had difficulties. They also did not understanding about Quantum Learning method, they understood only a little bit about the faced problem of the Quantum Learning. The interview below would show whether the teacher understand about, the teacher faced several problems dealing used Quantum Learning.

15) How long did you become a teacher here?

- 4 years
- 18 years
- 12 years
- 20 years

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- 22 years
- 24 years
- 3 years
- 5 years
- 1,5 years

Forms the data, the experience in teaching learning the writer think it is more mastered from the teachers.

16) What was your opinion about Quantum Learning Method, good was to applied to teaching learning process.

- Not only good but also could give positive respond to the students
- Fantastic, my students didn't have ended my class , because this method creature study condition its interest and can integrated all of language capable in learning activity.
- Adequacy with condition and situation class and students.
- Good because Quantum Learning Method could applied for species all skill

Quantum learning method good to applied, if we looked the teacher statement, teacher had admitted from Quantum Learning Method.

17) Did you use Quantum learning method to teach all skill? How was the condition of facilities in teaching?

- No maybe just listening b)bring my own tape (3teachers)
- Sometimes writing and listening b) use the environment around the school(2 teachers)

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- Yes of course writing) using school media.(4 teachers)

Through the interview above, we know that the implementation of Quantum Learning especially connected with the speaking and listening skill needed supported facilities .Even, the lack of facilities at SMP Negeri 3 Bangkalan, SMP Negeri 6 Bangkalan, SMP Negeri 1 Kwanyar Bangkalan, MTSN Model Bangkalan. Look at (appendix 4) the teacher had hard effort to be creative to serve the facilities by themselves, for instance bring their own tape recorder to teach listening and using the environment around the school as media for teaching .

Not all of students could reach their competence because of several reasons. So it could be drawn a conclusion that Quantum Learning is difficult to be applied in the class. The creativity of the teacher was needed. It is necessary to know the reason why it is difficult to be applied.

18) How did they become good teacher in Quantum Learning?

- Connected with students
- Made content meaningful and relevant
- Orchestrate positive interactions
- Built a classroom environment of respect and high expectations
- Inspired students to do their best
- Stimulated positive student behavior
- Studied the characteristic of all students
- Engaged students in learning from bell to bell

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- Great teachers knew how to create a community of learners who are engaged and excited to learn!

Teachers know what they want in their classrooms to look like and how they want their students to be, yet often they didn't know how to make it happen. So if the teachers missed understanding with quantum learning method how make the teacher good teacher in quantum learning.

19) Was the teaching method in Quantum Learning Method different from those the other method? What were the student's reactions when you applied Quantum Learning Method?

- Yes b)Good
- yes b) More active
- yes b) Success
- its oke b) they are enjoyed this method because this model can integrated learning and life skill, resulting in the students who become effective lifelong learner – responsible for their own education.

From those, we know that even thought is Quantum Learning Method the teacher success enough in applying the other method. It was proved that the student could be more active during the process of teaching and learning process .sometimes, in implementations the Quantum Learning Method some the teacher still used the method of the other method in teaching example: brainstorming, think spare, they only gave a lecture because they did not master yet the new methods. They thought that a lecture was still effective to be used in teaching. It was because of the minimum mastery of the teaching

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system Of Quantum Learning Method. The teaching of English couldn't be separated from the four skills: reading, writing, speaking and listening. Of course in Quantum Learning Method there were different treatments in mastering those four skills. The teachers do several treatments in teaching those four skills.

20) What was the problem in using Quantum Learning Method?

- Classroom management,

Situation and condition school and student (sometimes what do we want is not the same with the student perception, the students do not understand with our explanation and the students cannot imagine what do we want to do)

- Limited facilities

  Facilities is lack and uncompleted to apply quantum learning.

- Time allocation

  Times in needed to apply quantum learning is more long times.

- Media

Teacher problem the teacher ever faced several problems dealing used Quantum Learning with media.

Media used in the classroom from the data gathered it showed that the kinds of media used by teacher in the classroom were the blackboard, real object such as thing in around the classroom, part of the body sometimes picture. Evaluation had important role the instructional program. It gives information about the result of the teaching and learning process. The writer

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found several problems, which were faced by teacher using Quantum Learning Method.

- Media

  Dealing with the media the media used in the teaching and learning process the teacher only used the blackboard real object such catching in and around the classroom and part of the body .however teaching English to young learners need media, the student will understand better what taught through media used. Moreover, media can stimulate interest .in the language program and thus provide motivational impulse. Being asked the reason for not using various media. The teacher said that there was not budget from school to provide media and because of that they often used a blackboard for media she realized that use of media was very important and helpful in teaching English at SMP Negeri. However, in the writer opinion she did not make any effort to provide the media for class. She tends to use the facilities the already been provide even thought they needed them for teaching at SMP Negeri. Actually, the teacher could make the media together with the student which did not cost must money and which were easy to apply such as sites of picture, flashcard they could also get colorful picture for use magazine, newspaper poster asked the student to collect picture of the thrown.

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The classroom management being asked about problems that are faced by the teacher in relation in the classroom management, the teacher stated her problems are:

- Attracting the student attention and concentration toward the instructional activities, especially those who were lack discipline. Student fell bored when English teaching process and lack to attention the English lesson

The classroom management Based on the observation done .in the writer opinion the problem is caused by the fact that the teacher had poor management in handing class and not the teacher couldn't the classroom manage. Situation and condition school and student controlling class situation from student behavior which disturb teaching and learning activities. School Condition, different village between towns. Based on the observation done, the student showed lack of attention to the lesson .some student enjoyed talking and walking around even they did not listen to the teacher. This condition disturbed the students who seriously followed the activities and this made the lesson did not run efficiently and effectively. Is the writers' opinion the problem is caused by the fact that the teacher had poor management in handling the class. The teacher could not manage the class well. For example, in deciding the student's position .The teacher should arrange the position of the student's desk based on their ability. Therefore, in one desk there is a pair of clever and weak students. On the other hand, in order to control the class

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easily the student who was considered "naughty "had to be placed in the front desk.

In the writer opinion, the problem is caused by the fact of dealing with the time in giving a test as an evaluation. She said that it was impossible to conduct evaluation at the end of every meeting because of limited time. So, the teacher conducted formative test after finishing one or two units of lesson. To solve the problem, the teacher only gave oral question to know whether her student understood the lesson being taught or not.

In the writer opinion, the problem is caused by the fact that the students who were not known well by the teacher were placed in the back row. But the students who the teacher knew well were placed in the front desk. The teacher gave more attention to the students in the front row. The student feel jealous do not pay attention and even underestimate the lesson and the teacher.

C. Discussion

As stated before in this study the writer focused. On the title "The English Teachers Understanding of Quantum Learning Method ".Based on the interview actually in developing the English teacher using Quantum Learning Method in SMP Negeri 3 Bangkalan, SMP Negeri 6 Bangkalan, SMP Negeri 1 Kwanyar Bangkalan, MTSN Model Bangkalan. The writer comes to the school and interview to the English teacher. However, there were some requirements that must be full filled to support. The Quantum Learning Method in teaching learning process.

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First are environments or classroom situation. In the school there is some hard up laboratory for English teaching condition is very lack. In the classroom, there were 40 chairs that were arranged like columns. There were some picture president and cabinet, Garuda Pancasila, and some hero of Indonesia. There were one table and one selves and one cupboard in the back. There was a blackboard and a fan the lighting and temperature of classroom were bad room in short the classroom was bad, dirty and sordid and the wall deciduous. State that the situation of the classroom is important to be paid attention to.

Second were the teacher and his program. Teacher had to have plan about English. Teachers understand about Quantum Learning with good. Quantum Learning is a method of teaching and learning which guides the student's ability and skill also motivates them through relax atmosphere especially in teaching learning process.

Next stage the researcher interview with English Teacher about Qualification teacher and experience in teaching learning process. And the next stage the researcher classified the teacher using Quantum Learning and not. And then the researcher also classified teacher understanding Quantum Learning and miss understanding about Quantum Learning Method and in the interview the researcher ask to the teacher applied to Quantum Learning or not and what the problem if the teacher applied Quantum Learning Method. From the question from the researcher, teacher still confused and look at the

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appendix teachers not understand the all connected and created Quantum Learning Method.

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