

LEARNING POETRY WITH QUANTUM LEARNING METHOD

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Abstract

The aims of this research were to find whether Quantum Learning Method is effective in increasing students' understanding in learning poetry and how Quantum Learning Method affects the students' understanding in learning poetry during the teaching and learning process. This research applied Classroom Action Research model, thus it used both quantitative and qualitative data. The quantitative data were taken from the results of final test and the qualitative data were taken from field notes and observation sheet. Meanwhile, this study was conducted in one cycle only since the results from cycle one was successful. Therefore this study did not continue to the next cycle. The result from the final test showed that 100% of the students passed the test with the average points of 15,05 (75,25). Thus, the use of instrumental music as one of the techniques of Quantum Learning Method helped the students to feel comfortable and relaxed during the activities in the classroom. The selective instrumental music provided a supportive atmosphere for the students to feel relaxed and comfortable while doing the learning activities; both reading and analyzing. Based on the findings, it can be concluded that the use of Quantum Learning Method in learning poetry was effective. Thus, because of its effectiveness in helping students to learn poetry, it is suggested to be used in the classroom.

Keywords: *Quantum Learning, Poetry, Classroom Action Research, music, instrumental music.*

INTRODUCTION

Reading a literary work is found by many people as an entertaining activity. Some tend to read as a daily need while the others make it as a hobby. However, a literary work was actually made not only to entertain but it was also created purposely to educate the readers in some ways. Most of the literary works were created by being inserted with many moral values that the author wanted it to be read and grasped by the readers. Among those literary works, there is poetry.

Poetry, as one of the genres of literature, is described by Matthew Arnold as "simply the most beautiful, impressive and widely effective mode of saying things, and hence its

importance (1917:20).” According to the definition above, it is concluded that poetry is deeper and wider than a group of words. It also has emotional value that comes to represent and to express the feeling that is felt and experienced by the author in aesthetic way. As a matter of fact, through the words by words, the readers can find that every poem is unique in its way. By reading a poem, readers can dig out many things from its lines. By considering these advantages, it is assumed that a poem clearly can be a good media for teaching. Besides the fact that a poem can provide readers with moral values, the reading process itself can increase students’ reading skill since reading a poem is difference with reading novel or short stories. As we know, commonly a poem uses differ diction from others literary works. That is why reading poem needs deeper understanding. As a matter of fact, reading and learning poetry are found difficult and boring by the majority of the students. They usually fail during the process of analyzing and catching the meaning of poetry. One of the factors is that poetry has its own language style with flowery diction and figurative language. However, another important factor which determines the successful in learning poetry is the unaffordable situation in class. Some students happen to be uninterested during the teaching and learning process because teachers or lecturers are failed in creating a suitable and supporting atmosphere in classroom. Moreover, poetry has more to offer. Beside the linguistic aspects which can be analyzed, there are also message and moral value that can enrich the students’ awareness and understanding towards the reality. Thus, creating and providing the students an enjoyable and supporting atmosphere is not an easy job, especially for lecturers. The appropriate method must be used. Therefore, these days the teachers and lecturers are interested in using Quantum Learning Method.

Quantum Learning Model was formerly introduced in 1982 by Bobbie DePorter who was the student of Lazanov. Lazanov was an educator from Bulgaria and developed suggestopedia or suggestology or known as accelerated learning. He developed it by seeing the physical surroundings and atmosphere of the classroom as the important part. By ensuring that the students are comfortable, confident and relax, it will enhance the teaching and learning process. In its relation to writing, this model can be applied in order to support the students in learning writing and to help the teacher transfer the material that engages and energizes the students. Because teaching a certain topic, not only needs good material delivery but also needs good atmosphere in the classroom. This model is the combination of suggestology, accelerated learning and neurolinguistics with the learning theory, where in neurolinguistics is about how the brain controls the achieved information while learning. It means that in learning the students and the teacher can increase motivation, increase the score in the learning, and strengthen confidence and positive attitude (Sagala 2005: 105). Other principle in quantum learning approach is learning with orchestral accompaniment. The utilization of music could be the power of catalyzing students’ interest and motivation

(Degeng, 2005, De Potter, 1992; Lozanov, 1978). Music also stimulates the brain's prefrontal lobes that coordinate thinking patterns. This stimulation, in turn, energizes the emotional centers of the brain. When all of these brain functions are stimulated and synchronized, information is rapidly processed and readily retained. (<http://wvm.dnamusic.com/articles/quantumlearning.html/>)

A careful choice of the kind of music such as harmony with the literary work and language learning will arouse the students' interest and motivation. Those activities can lead students out of their thoughts that learning poetry is boring. It will also motivate them to learn many things from poetry in an enjoyable and more various ways. If the students become interested and motivated in the class, it will be easier for them to learn and grasp the information which will be taught by the lecturer.

Meanwhile, analyzing a poem, it means that we need an approach. From many kinds of approach, the writer chooses expressive approach which is assumed as the most proper approach that can stimulates students' creativity and sensitivity.

"Expressive approach judged the work by its sincerity or genuine or adequacy to the poet's individual vision or state mind; and it often looks in the work for evidence of the author who consciously has revealed in it." (Abrams.1979; 22). Analyzing poem by using expressive approach is seen promisingly advantageous. It emphasizes students' reading skill automatically because they need to read the background of the poetry. It also stimulates students' creativity in exploring the story portrayed in the poem itself by adjusting word by word, line per line of the poetry with the story behind the process of making that poetry. Moreover, by applying an expressive approach, students' will be trained to be critical in thinking yet sensitive at the same time. This activity also provides moral values that will be found in every poem. Therefore, both cognitive and affective of the students will be stimulated increasingly.

Poetry is one of the obligatory subjects in Language Literature Department program. However, in reality, some students found it difficult to learn and analyze poetry, in spite of their necessity to learn it. Although college students are expected to be more independent as individual learning, but the writer thought that lecturers also need to persuade and support them in all way possible during the teaching and learning process. Quantum Learning was chosen because it was considered suitable in helping the students to be more attracted and enthusiastic during the analysis process in teaching and learning activities.

1. To find out the effectiveness of Quantum Learning in increasing students' understanding in learning poetry.
2. To explain how Quantum Learning can affect the students' understanding in learning poetry during teaching and learning process.

METHODOLOGY

The research had been carried out at Manado State University in the academic year of 2015-2016. This university is located in Tataaran, South Tondano, North Sulawesi province. The research had been conducted from February 17th until March 16th with the total of 5 meetings. The action research subject or participant of this study is class A English Literature program, 8th semester which consists of 20 students.

The research design which had been used was a Classroom Action Research (CAR), which is based on the writer's assumption was proper in finding out the effectiveness of Quantum Learning Method in teaching poetry. The procedure of this classroom action research referred to the following model: the process of using two or more processes of research, known as the first, second, third and so on cycle. Meanwhile the system uses the sequence of activities in a process that starts from planning, implementation, observation, and reflection.

Research Instruments

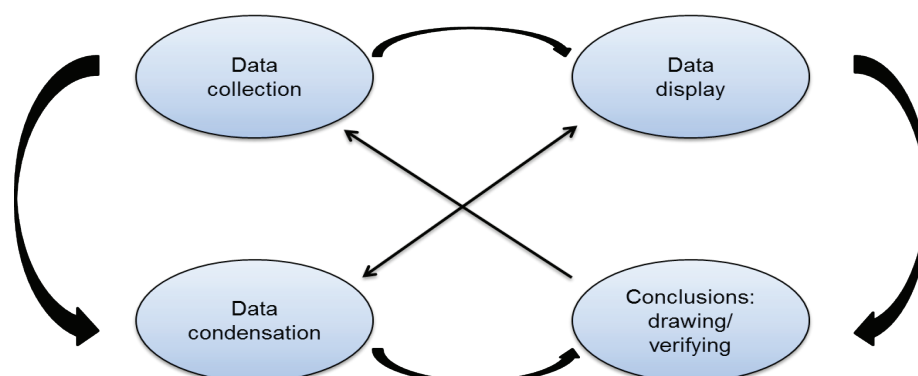
1. Test (Quantitative)

Written tests were used in this study to measure the students' after learning poetry using quantum learning method. The result of the test can indicate whether there is any improvement within the students after studying poetry using quantum learning method.

2. Observation and Field Note (Qualitative)

The Observation used in this research in order to collect the required data towards the implementation of quantum learning method in teaching poetry. The researcher collected the data by closely watching and noticing class events, or the interaction happened among the participant. The teacher observed the students activity while the teaching and learning process. Field note were used in order to record the data which cannot be contained in the observation sheet.

The qualitative data was analyzed by following Huberman's approach to data analysis (2014).



Meanwhile, the quantitative was analyzed by using the formula: $\frac{\sum X}{N}$

Where:

M = Mean score

$\sum X$ = The Sum of Total Score

N = The Total Number of the Students

The formula which had been used in analyzing the percentage students' achievement is as follows; (Arikunto; 2002)

$$P = \frac{\sum \text{total nilai siswa}}{\sum \text{siswa}} \times 100\%$$

RESULTS AND DISCUSSION

On the last meeting, the students were administered with the final test. While they were doing the test, the music was still played to make them feel familiar with the feelings and the atmosphere. The data from the written test are shown in the table below;

Table 1.1 Students' Final Test Result

Students' Numbers	Points	Grades
1	15	B
2	15	B
3	16	B
4	16	B
5	15	B
6	16	B
7	12	C
8	15	B
9	17	A
10	14	B
11	16	B
12	15	B
13	9	C
14	17	A
15	12	C
16	16	B
17	15	B

18	15	B
19	16	B
20	19	A
	$\Sigma = 301$	

The table below is to show the result of the written test. The written test was given at the end of cycle one. As stated above, the test had 4 questions with 4 points for each correct answer and 4 points for overall grammar.

Table 1.2 The Percentage of Final Test Result

A	B	C	D	E
20-17	16-13	12-9 points	8-5 points	4-1 points
3 students	14 students	3 students	-	-
30%	70%	30%	-	-

Based on the data shown in the table 1.1 and 1.2, the results depict that from the total amount of students which are 20 students; 3 students got A, 14 students got B, and 3 students got C.

$$\begin{aligned}
 P &= \frac{\sum \text{total poin}}{\sum \text{siswa}} \times 100\% \\
 &= \frac{301}{20} \times 100\% \\
 &= 15,05 \text{ (75,25 in scale 100 scores)}
 \end{aligned}$$

The average score of the written test is 15,05 points (75,25). Those numbers are categorized B in grades, which means that cycle 1 was successful. Therefore, this study did not continue with cycle 2.

Discussion

In analyzing a poem, reading process plays an important role to get the information needed by the readers, especially students. A supportive and positive atmosphere is needed to help them feel comfortable in doing it. One of the techniques in quantum learning approach is learning with orchestral accompaniment. The utilization of music could be the power of catalyzing students' interest and motivation (Degeng, 2005, De Potter, 1992; Lozanov, 1978). A careful choice of the kind of music such as harmony with the literary work and language learning will arouse the students' interest and motivation. The power of volume has to be controlled as not to overcome speech.

Research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain (Carroll, 2000; Larsen-Freeman and Long, 2000; Williams and Burden, 1997).

By involving music as one of the strategies in Quantum Learning Method, the writer tried to provide that atmosphere for students to experience a new situation in learning poetry. Music was chosen because it seemed promising and beneficial for learning. Many teachers had used music as a media for teaching and it showed positive results. It was proven to have a positive impact in learning activities. In general, the foremost function of songs is to provide relaxation and recreation. Gaston (1968) has pointed out that music has several therapeutic functions, such as promoting self-esteem through increased self-satisfaction in musical performance and using the unique potential of rhythm to energize and bring order.

Based on the field notes taken from the second meeting, when the students were assigned to work in groups and start to read the materials, some groups seemed to be unfocused and talked out of topic. However, when the instrumental music was played, it grasped their attention and it kind of reminding them about their task. Thus, they started to be calmer, quiet and read the materials given quietly. The materials given consisted of the poem and some supporting information about Edgar Allan Poe's biography. Most students started with reading the poem first. It could be seen that they found difficulties in understanding the poem. Therefore, they began to discuss with their friends. The discussion was in fact out of expectation. The writer thought that it would be quite noisy. However, they tried to speak modestly so that their voices did not overlap the background music.

Moreover, according to the observation sheet and the field notes, the researcher found that the use of the instrumental music was really helpful for the students to gain an enjoyable and relax atmosphere while they were reading material or analyzing a poem. An open question was asked to them after they were given the treatment for the first time and most of the students gave a positive feedback about the music. Besides the fact that it helped them with their mood, feeling and emotion, it also happened that instrumental music helped them to be more focused because it isolated them from the surroundings. According to Brewer and Campbell (1991), Music has the unique quality of integrating emotional, cognitive and psychomotor elements that activate and synchronize brain activity. Therefore, instrumental music as the background had a positive influence towards the students' emotion while they were reading and analyzing a poem. Moreover, music indeed influenced the cognitive process in the brain and synchronized brain activity. It means that it activated both hemispheres in the brain. Meanwhile, the cognitive process is left hemisphere's responsibility. It is where language, analytic thought, reason, logic and writing are being processed. The right hemisphere on the other hand, engages in synthesizing several different parts to create a cohesive whole when processing new information (Williams, 1997). It is also responsible in

music recognition. Therefore, listening to instrumental music is a positive activity in learning poetry, especially in poem analysis. As a matter of fact, this activity optimizes the students' critical thinking as one of cognitive process. Hence, the result shown was positive.

CONCLUSION AND SUGGESTION

a. Conclusion

Based on the findings, the writer had concluded some points as follows;

The use of Quantum Learning Method in learning and understanding poetry at Manado State University was effective. It was seen from the results data which shown that 100% of the students were successful with the test where 15% students (3 students) got A, 70% students (14) got B and the remaining 15% students (3 students) got C. Meanwhile, the average score of the written test is 15,05 from the total 20 points (75,25). Those numbers are categorized B in grades, which means that cycle 1 was successful. It can be concluded that the implementation of Quantum Learning Method in learning and analyze poetry is effective.

The use of Quantum Learning Method and expressive approach was effective in increasing students' understanding in learning poetry. With the use of the expressive approach, the students learnt how relate a literary work with the person who created it. In this case, with the material of Poe's background which consisted of his life story, the students were successful to analyze his two poems "To Helen" and "The Haunted Palace" and relate the story with Poe's background. Meanwhile, the use of music as one of the techniques of Quantum Learning Method has helped the students to feel comfortable and relaxed during the activities in the classroom. The selective instrumental music provides a supportive atmosphere for the students to feel relaxed and comfortable while doing the learning activities; both reading and analyzing.

b. Suggestion

It is suggested to use the Quantum Learning Method in learning poetry. This method is seemed suitable and effective to help increasing the students' understanding in learning poetry. It was caused by a fact that with music companion, the students were having an enjoyable, relaxing and comfortable experience in learning, especially in reading poem and analyzing it.

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