



Classroom Teacher's Efforts in Improving Students' Reading Potential through the Quantum Reading Method with Wordwall Media

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Abstract

Reading potential is one of the skills that must be developed, as a serious process carried out by readers to obtain information, messages, and meanings contained in a reading. This study aims to determine how the teacher's efforts in increasing the reading potential of students through the use of quantum reading methods with wordwall media. This research uses a qualitative method with a case study design. Data sources were taken from twenty people who became informants through observation and in-depth interviews, all informants were all first grade students and first grade teachers. All interview results were then analyzed using data analysis techniques and data validity testing. The results of the analysis show that there are several efforts of classroom teachers in increasing students' reading potential through the use of quantum reading methods with wordwall media in Indonesian language subjects in elementary school students, namely: i) instilling the importance of reading, ii) providing colored reading books, iii) applying quantum reading methods with an emphasis on understanding benefits, visualization, imagination and iv) using media in the form of wordwall applications containing various kinds of games. The impact of using the quantum reading method with wordwall media, students have been able: i) instilling the importance of reading, ii) providing colored reading books, iii) applying quantum reading methods with an emphasis on understanding the benefits, visualization, imagination and iv) using media in the form of wordwall applications that contain various kinds of games. The impact of using the quantum reading method with wordwall media, students have been able to: i) recognize letters ii) read various words, iii) increased confidence in speaking, iv) the emergence of interest in learning and enthusiasm of students and v) increased writing skills. The implications of this research can be used as initial data for subsequent researchers in studying this problem in different contexts and issues.

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INTRODUCTION

The discussion of reading ability is always interesting to study because reading potential is one of the skills that must be developed, as a serious process carried out by readers to obtain information, messages, and meanings contained in a reading. Reading potential can be interpreted as the ability to understand reading. So that if students do not have the potential or ability to read, it will affect the development of learning at the next level of education and learning objectives cannot be achieved as expected (Astuti et al., 2019; Budiharto et al., 2018; Harapani et al., 2022; Hendrayani, 2018; Rohman, 2017).

The reading skills acquired will greatly affect further reading skills. As the next ability, reading skills really need teacher attention, reading is the foundation for further teaching (Adistii et al., 2021; Astuti et al., 2019; Kadir, 2020; Kholilah et al., 2023). Therefore, reading activities must be carried out seriously and seriously. Patience is needed in training and guiding and directing learners to achieve the expected goals (Sismulyasih Sb, 2018). Thus, students who are unable to read will not experience difficulties and constraints in the subjects they will take next.

Based on the results of initial observations, reading activities are still fairly monotonous, some students seem to experience difficulty in reading syllables or pronouncing words incorrectly, for example, when reading the syllable 'ba' students only read the letter they recognize, namely the letter 'a', besides that some students cannot distinguish which letter 'b' and which letter 'd'. Reading activities seem less interesting and not a few learners do not pay attention when learning takes place. From the results of the interview, information was obtained that at the time of learning, the teacher had tried to increase the reading potential of students including by giving assignments at home to students, providing opportunities for students to ask questions, also delivering learning materials using the Quantum Reading learning method with Wordwall media.

It can be seen from the problem that there are still learners who do not recognize letters at all, such as when given the opportunity to repeat what the teacher reads they are sometimes just silent, and look hesitant. In addition, there is one learner who when directed by the teacher to write his response is to cry. While two learners when directed to read several syllables such as 'ba' and 'ca' the learner only read one syllable so that the other syllable he did not read.

Based on the background of the problems that researchers have described, a new innovation emerged from a teacher at the school to use different learning methods with the aim that students become stimulated and reading potential will emerge. Then departing from this, the learning method using the quantum reading method which is rarely used in learning, there the class teacher has applied the quantum reading method with the help of wordwall media. So that learning can run effectively and efficiently, and students are not bored when learning takes place.

One of the reading methods that is fun enough to improve reading skills and willingness to read is quantum reading, this method uses techniques that are fun and do not burden students who want to improve reading skills. And assisted by wordwall media can improve reading skills (Heru, 2020; Nurani & Pratama, 2024; Retnaningtyas et al., 2022). From this learning concept, it is expected to improve proficiency in reading any text. The advantages of this quantum reading method can be used by various groups including students at low and high grade levels, besides the advantages of this method are easy to implement in the learning process. Meanwhile, with the help of wordwall media that is easy to use, it is also able to improve the ability of students to read letters and vocabulary contained in the wordwall media itself, and increase students' knowledge.

The concept of Quantum Reading is a combination of various learning models, in Quantum Reading there are several concepts that are applied, namely: looking for

AMBaK (what benefits to me) benefits in reading, building suggestions and perceptions in reading with any media. Quantum reading can really open up many opportunities, with the way it works the brain wants to read quickly. The brain can understand more words than the amount usually given to the brain. Quantum reading is also a reading method that can make reading activities very enjoyable because of its persuasive learning techniques and methods, patterning cognition, affective, and cognitive learners to be involved in the active learning process in reading. Quantum reading contains things so that a person can immediately benefit from reading activities

By increasing the reading activities of elementary school students, a high interest in reading is something that is expected of both students themselves, teachers, and other people. However, at this time fostering interest in reading in students, especially elementary school students, is one that has not been widely implemented due to a lack of desire, willingness and encouragement from the students themselves. by increasing interest in reading in students can increase knowledge and meaning contained in words, written language that is read. However, the low reading interest of elementary school students is an obstacle to the lack of learning taught and teachers have not required students to read books. Books as a source of new knowledge through reading, so students' interest in reading needs to be developed again so that students can understand the meaning in the reading they read (Elendiana, 2020).

Reading is an understanding of the content of what is written. Reading also aims to form an understanding by the reader of what is being read. Reading also gains knowledge and also new knowledge and gets the benefits of what has been understood by the contents of the writing and words contained in the reading (Elendiana, 2020). Currently, many teachers use the Quantum Reading learning model. Quantum Reading is a way or technique in a very practical learning process to bring out the potential of reading easily and fun. But it cannot be denied, the author found several teachers in elementary schools in West Sumatra who have not implemented this method.

The ability to read is one of the aspects that must be achieved to keep up with the development of today's world. Various activities that have been carried out, especially those related to the fields of communication, work and education, cannot be separated from the aspect of reading. All three fields require good and correct reading skills. The development of the world consisting of these three things will be well received in an era where the reading culture is developing densely now. This is because the reading skills and reading culture created will form a quality society (Dahlia, 2022).

The reading skills acquired will greatly influence further reading skills. As the next ability, reading ability really requires teacher attention, reading is the foundation for further teaching. Therefore, reading activities must be carried out seriously and seriously. Patience is needed in training and guiding and directing students to achieve the expected goals (Sismulyasih Sb, 2018).

METHODS

This research is a type of qualitative research used to examine natural objects. The method used in this research is a case study with a descriptive qualitative design (Murniyetti et al., 2023; Oktavia et al., 2023; Putri et al., 2020; Rukin, 2019; Sabrina et al., 2024; Sugiyono, 2016; Jaafar et al., 2025). Descriptive research is research that is carried out with the important objective of describing or describing a condition objectively. It can also mean to determine the value of independent variables, either one or many, without making comparisons or connecting one variable with another (Kaputra et al., 2021; Kurniawan, 2018; Rahman et al., 2018). This type of descriptive research with a qualitative approach, which means that the results obtained describe or describe the description of the teacher's efforts to overcome students' reading skills, with the results obtained through observation, interviews and documentation.

From some of the explanations regarding qualitative research above, it can be concluded that qualitative research is research that describes a meaning. This means that the results of the research carried out are obtained through the reality in the field, the data obtained will be obtained from the results of observations, interviews, and documentation in the form of secondary, primary data as well as data generated in the form of photos and videos. Primary data sources in this study are the class teacher and five problematic students. Secondary data is complementary data to complete the validity of the research results, which comes from the principal, subject teachers and guidebooks related to the research. Data collection used observation, interview, and documentation techniques.

Researchers made observations, observations that researchers made included observing the Indonesian language learning process from the beginning of learning until the learning process was completed. Observing students who have less reading potential. Observing students who are active during the learning process. Observing how the class teacher manages the class during learning, as well as other behaviors that researchers observe to serve as a source of information.

For interview data collection, where the implementation is more free. So that the problems the author obtains become more flexible, and data sources provide their opinions and ideas (Halim, 2021). interview techniques are carried out with data on students who experience problems in reading, namely five students. Implementation of quantum reading method with wordwall media to increase students' reading potential.

RESULT AND DISCUSSION

Efforts to increase the reading potential of students carried out by class teachers are implementing several steps of the Quantum reading method. Some steps of the method carried out by the class teacher include.

First, providing colored reading books. The provision of reading books aims to attract learners' desires, with the provision of colorful and interesting books is an adjustment to the visualization aspects of learners (Wildan et al., 2025). Second, giving learners an understanding of the benefits of reading for themselves. This technique emphasizes how as much as possible can bring a feeling in learners that what they learn will provide great benefits. In this case, finding benefits comes first because reading is an activity that involves many things related to one's potential.

Third, providing suggestions and perceptions to students by guiding students' thoughts and feelings so that they are willing to carry out reading activities using the help of projectors and laptops connected to the wordwall application, singing together and doing ice breaking as a form of positive suggestion for students. Suggestion is a psychological process where one person guides the thoughts, feelings, or behavior of another. In other words, suggestion is the giving of one's influence or views to another person so that the other person will follow it without thinking. Meanwhile, reading perception is the process of entering informant messages into the mind through reading so that knowledge can be obtained quickly. Through the perception of reading, learners will constantly make connections with their environment (Masdudi, 2018; Trinurmi et al., 2021).

The fourth is directing learners to imagine what is being read or in other words to imagine. Imagination when reading is how the reader tries to give ideas when reading, and tries to imagine what things are obtained when reading and as if entering into what the reader reads.

The first theme in this study is the teacher's efforts to increase students' reading potential, based on the results of in-depth interviews that according to informants, efforts that can be made to increase reading potential are by introducing letters, keywords and providing colored reading books and using media that students are

interested in to stimulate students' enthusiasm and reading ability. This theme was asked by researchers to informants 1, 2, 3, 4 and 5 as the following interview excerpts:

The first effort that mothers make every time before starting learning, mothers always remind students of the importance of reading. introducing children to letters and key words. providing a medium-sized colored reading book entitled "Fluent Reading". using the quantum reading method, using the wordwall application (informant 1); ... mothers tell us to repeat what you read, mothers tell us to take notes (informant 2); ... mothers often bring tools for learning... (informant 3); ... inviting us to read often.... (informant 3); ..invites us to read often read colorful books (informant 4); ..implementing the student reading literacy movement... (informant 5)

Based on the interview excerpts that the researchers quoted, it is evident that the class teacher did apply the method in accordance with the steps of the Quantum reading method with wordwall media. In the implementation of the use of wordwall media, the teacher provides key words contained in the wordwall application that has been connected to the laptop and projector screen, the key words presented are material that is adapted to the teaching material of grade I Indonesian language subjects. The teacher uses several templates from the wordwall application in the learning process, including the following: First is the rotating wheel template. The rotating wheel template in the wordwall application is one type of interactive template provided by the wordwall platform itself. This template gives teachers the freedom to create learning activities or games that involve spinning wheels. When the wheel is spun, it will rotate and stop on one of the items randomly. The items used by the teacher are items in the form of letters of the alphabet that will be learned by students according to the teaching material of Indonesian language subjects.

Second, the randomized card template. This template is one type of interactive template that allows users to create learning activities or games using randomized cards. In each randomized card, the teacher provides a variety of vocabulary that learners learn. In addition, cards containing words are shuffled and matched to train learners' vocabulary comprehension, cards containing pairs of pictures, words or letters are shuffled and matched to train learners' memory.

The use of wordwall applications can increase student engagement in learning with surprise and interactive elements, used for vocabulary practice, material repetition, or quiz games, increase learner motivation and engagement, can train memory, and learner thinking speed. In addition, the templates used by teachers in this wordwall application act as interesting games, such as memory games, matching pairs, or charades (Nurvania, 2025; Sari, 2024; Suryana et al., 2024).

There is a positive impact that occurs after the use of quantum reading methods with wordwall media is carried out by the class teacher. The positive impacts that occur include the following: Learners are able to recognize letters and read various words. Letter recognition is a basic stage in reading, thus students have understood the shape and sound of each letter in the alphabet. Learners also not only recognize letters, but are also able to combine these letters into words that become learners' reading. Increased confidence, enthusiasm and interest in learning. Self-confidence experienced by learners includes the courage to try new things and face challenges, not afraid to make mistakes, and dare to express the ideas they have. While enthusiasm is a strong sense of enthusiasm and excitement for something faced by learners in the form of participation in learning activities, showing high curiosity, enjoying learning new things. When learners have high confidence, enthusiasm and interest in learning to read, they will be motivated to learn further, more easily understand the material presented by the teacher to achieve the expected learning objectives (Intaniasari et al., 2022).

Improved writing skills. Learners who are not accustomed to writing experience significant changes after the teacher applies the quantum reading method with the help

of wordwall media. Writing began to become organized even though in this case low-grade students were not forced to tidy up the writing perfectly. However, the writing skills possessed by students are a progress expected by teachers and parents. In addition, writing skills in learners become an important foundation for their literacy skills in the future.

The second theme is the impact of using the quantum reading method with the help of wordwall media. According to informants, the positive impact that occurred after the use of quantum reading methods with wordwall media was seen that the methods and media could increase reading potential, recognize letters, improve writing skills, and increase enthusiasm for learning to read. This theme researchers asked informants 1, 4 and 5 as the following interview excerpts:

...My children are able to recognize words more quickly, understand what they are reading and they are even very enthusiastic in participating in reading lessons..... children look more enthusiastic and always want to quickly get their turn to go to the front of the class..... This wordwall is very helpful in strengthening children's understanding through a variety of challenging but fun games.... children also write faster than usual... (informant 1); Fan enjoys learning to read with Mrs. Ega (informant 2), .. so you can read if you learn fun.. (informant 3)

As the researchers mentioned earlier, the first grade teacher has tried to apply various learning methods in one Indonesian language subject. Where the application of learning method steps carried out by the first class teacher, begins with providing an understanding of the benefits of reading. Second, giving suggestions in the form of songs that make students feel happy. Third, invite students to imagine what they read. Fourth, inviting students to take notes on what is read and remembered as an effort to improve understanding of the material. Thus these efforts have provided maximum results and a positive impact in the process of efforts to increase the reading potential of students. In addition to the efforts made by the teacher, some positive impacts were seen after the use of quantum reading methods with the help of wordwall media, namely: i) students have been able to recognize letters and read various words; ii) increased self-confidence, iv) the emergence of enthusiasm and interest in learning; v) increased writing skills.

CONCLUSION

This research has succeeded in revealing the teacher's efforts in increasing the reading potential of students through the use of quantum reading methods with the help of wordwall media, so as to provide results as expected. Reading potential is important to be mastered by students, because this will affect the academic development of students at the next level. In this case, the teacher's efforts play an important role in increasing the reading potential of students. Thus, this research can be used as a foundation and reference for subsequent researchers to examine problems in the context of different and broader issues.

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