

## IMPROVEMENT OF STUDENTS' SPEAKING ABILITY THROUGH QUANTUM TEACHING METHOD AT INDONESIA SENIOR HIGH SCHOOL

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### Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan yang berkaitan dengan bahasa Inggris khususnya keterampilan berbicara. Sebagian besar siswa memiliki masalah dalam berbicara bahasa Inggris. Inti masalahnya adalah siswa malu untuk berbicara dan membuat kesalahan ketika berbicara bahasa Inggris di depan umum karena siswa tidak memiliki banyak kosakata sehingga sulit bagi mereka untuk mengatakannya dalam pikiran. Hal-hal tersebut menjadi beberapa pertimbangan untuk dilakukannya penelitian ini. Dalam hal ini, pengajaran berbicara melalui metode Quantum Teaching disarankan untuk mengatasi masalah tersebut. Selain itu, tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan metode Quantum Teaching mampu meningkatkan kemampuan berbicara siswa SMA Indonesia. Peneliti menerapkan desain eksperimen semu. Dalam penelitian ini dirancang dua kelompok pre-test dan post-test yaitu kelas eksperimen dan kelas kontrol. Sampel penelitian ini berjumlah 70 siswa dari dua kelas yang diambil dari populasi siswa kelas XI SMA Negeri 1 Parepare. Hasil analisis data dengan menggunakan SPSS 21 menunjukkan bahwa kemampuan berbicara siswa meningkat secara signifikan. Hal ini ditunjukkan dengan nilai rata-rata pre-test 51,31 dan post-test 87,40. Terbukti bahwa metode Quantum Teaching dapat meningkatkan kemampuan berbicara siswa kelas XI SMA Negeri 1 Parepare. Oleh karena itu, nilai hasil tes pada post-test adalah 0,000 dan nilai probabilitas adalah 0,05. Artinya nilai yang dihasilkan tes diterima daripada nilai probabilitas (0,05). Hal tersebut menunjukkan bahwa  $H_1$  diterima dan  $H_0$  ditolak. Oleh karena itu, siswa yang mengajar melalui metode Quantum Teaching lebih baik daripada siswa yang mengajar dengan metode eksplisit.

Kata Kunci: Metode Quantum Teaching, Kemampuan Berbicara, Sekolah Menengah Atas

### Abstract

*This research based on the problem regards English especially speaking skill. Most of the students have a problem in speaking English. The core of problems were the students are shame to speak and make a mistaken when speaking English in public because the students don't have many vocabularies so it is difficult for them to say in mind. Those things become of some considerations for conducting this research. In this case, teaching speaking through Quantum Teaching method is suggested to overcome the problem. Moreover, the objective of the research is to find out whether or not the using of Quantum Teaching method is able to improve the students' speaking ability of Indonesia Senior High School. The reseacher applied quasi-experimental design. In this research, there were two group pre-test and post-test designed namely experimental class and control class. The samples of the research consisted of 70 students from two classes which is taken from the population of the Eleventh Grade Students of SMA Negeri 1 Parepare. The resulting of the data analysis by using SPSS 21 shown that the students' speaking ability improved significantly. It is shown by the mean score of pre-test was 51,31 and the post-test was 87,40. It is proved that Quantum Teaching method can improve speaking ability of the Eleventh Grade Students of SMA Negeri 1 Parepare. Therefore, the test resulting value in post-test was 0,000 and probability value was 0,05. It means that the test resulting value is accepted than probability value (0,05). Those indicated that  $H_1$  accepted and  $H_0$  rejected. Therefore, the students who taught through Quantum Teaching method were better than the students who taught explicit method.*

Keyword: Quantum Teaching Method, Speaking ability, Indonesia Senior High School

## INTRODUCTION

Language is a system of expression of meaning. The main function of language is to interact and communicate. It makes it easier for people to talk to each other. There are many languages in this world. One of them is English, it is one of the international languages in the world that must be mastered by people from various countries to communicate with each other. English is related in every part of our life, such as in social interaction, technology, science, politics, economy, culture, education, and many aspects. Therefore, English is a key to communicate with people on side of the world that is needed as an important part of the world. Without mastering English, people will find it difficult to face the real world when people are trying to find work. This requires people to know English itself. Nowadays, it is very important to know English particularly in Indonesia.

In teaching, these four skills (reading, speaking, listening, and writing) are most important to learn. Students demanded for mastering of the skills and aspects of the English language itself for speaking. Speaking is the most important aspect of learning English. Speaking is a tool to communicate and interact with each other, the purpose is to express our ideas and thoughts in a verbal message but speaking is not easy to be master. This is evidenced by looking at the speaking ability of students in Indonesia, for example in the observations that the researcher conducted for the eleventh grade of students in SMA Negeri 1 Parepare.

Based on the observations, the researcher found that the students' abilities were not good enough. Their average score was 54 and it was collected through interviews. This value is included for the category of poor achievement based on the classification of the Director General of Secondary Education in 2005 with an unfavorable score of 41-55. This problem occurs because of the teacher's method and also the low motivation of students. This data has been collected through questioning the students and the researchers got about 60% of the students who stated that the teaching method was not good in teaching method in the classroom.

Therefore, DePorter (2001:3) states that Quantum Teaching shows us the way of becoming better teachers with the concept of the Quantum Teaching method, namely "taking their world (students) to our words (teachers) and then bringing our world into theirs". This is the essence of all the strategies, models and beliefs of the Quantum Teaching method itself. It is supported that how important the teacher came into the lives of students by understanding about they want to do in the learning process before teachers teach the students. Based on the explanation, the researcher has obtained from observations at SMA Negeri 1 Parepare, especially the eleventh grade students. In this case, the researcher took the title "Improvement Students' Speaking ability Through Quantum Teaching Methods for The Eleventh Grade Students of SMA Negeri 1 Parepare". Based on the problem statement, the purpose of this study is to find and analyze whether or not the Quantum Teaching method can improve students' speaking abilities in the Eleventh Grade of SMA Negeri 1 Parepare.

There are several definitions by several authors who have re-described as Somjai and Jansem (2015: 27), Efrizal (2012: 127), Akbar (2014: 93), Derakshen (2016: 177), Jabu (2008: 5) explained that for the definition of speaking. The researchers concluded that speaking is a complete skill compared to other skills. It is also the ability of people to express their feelings, opinions, arguments with a few words to get the purpose of conversation with verbal or non-verbal symbols and communicate messages verbally in speech. It should be thought of everywhere and everywhere. On the other hand, speaking is measured by pictures depicting or role playing.

The researcher has re-explained based on Kosar & Hasan (2014: 12) stated speaking skills to be the core of language learning. In addition, Ur, P (1996: 120), which is characteristic of a successful speaking activity are the students talk a lot, participation is an event, motivation, language is an acceptable level. Where the researcher believes that applying the characteristics of a successful speaking activity. Such as learners speak with many, participation in fact, high motivation and language acceptable levels. All of them will create good motivation not only for students but also for teachers in learning and speaking English.

Based on several authors, DePorter (2001:6) stated that Quantum Teaching is "bringing their world (students) to our words (teachers) and then bringing our world into theirs". This is the basis of

all strategies, models and with the confidence of Quantum Teaching. Everything is not in Quantum Teaching such as a form of Quantum Teaching, every interaction from the students, curriculum planning, and any instructional method. It is based on a "take the world they (students) to the words we (teachers) then bring the world us into their world." This means the way to enter the world of students as the first to know their world. DePorter (2001:9) stated that learning from all definitions is full contact. Other words to say that the study covers all the aspects of the personality of the man. Such as thoughts, feelings, body language, attitudes, and perceptions in the future. Because learning to talk about a person's personality, the right is to learn which giving the students themselves and the teachers have to achieve it. So, the teacher enters the student world in the first place. This action will give teachers of the law to lead, guide and awaken their knowledge that they can achieve it. Then, the teachers connect with people experiences, thoughts, or feelings that the students get in the activities of everyday, social, music, art, leisure, or academic.

DePorter (2001: 12) also stated that once things have been created, the teacher can bring them into our world (the teacher), and give them an understanding of the knowledge of the worlds. In this case, a new vocabulary, a model of mentality, formulas, and whatever else the teacher will teach. As students explore relationships and interactions, even students and teachers will come to know new understandings of "Our World". Based on this explanation, the researcher can conclude that students can bring what in learning into their world and apply in new situations. "Bring their world (students) to our word (teachers) then bring our world to their world". This is the dynamics of life and the basis of Quantum Teaching itself. There are many advantages of Quantum Teaching, based on Shoimin (2016:144) which has been re-explained by the researcher stating that the advantage of Quantum Teaching can teach students in the equation of thought between the teacher and the students themselves, which focus in the opinion of the teacher is important or not. So, it's important to be able observing details. Because moving and processing are the most important one, so it doesn't need some explanation.

Quantum teaching had a planning framework in the study, called TANDUR: Develop, Experience, Name, Reflect, Repeat and Celebrate who has re-described by the researchers is DePorter (2001: 10) states develop the interest of students in a satisfactory and take advantage of student life in learning. This means that at this stage the teacher tries to involve students in the learning process. Motivation is the highest part of students who can interact with students in the learning process. At the development stage, it can be applied to problems related to the lessons that students will learn.

Furthermore, DePorter (2001: 10) stated that it is creating or performing some experiences that can be understandable for students. It means that when the teacher creates or builds an experience that can be understood by all students. In this stage, it provides opportunities for students to develop their pre-knowledge which they have experienced before.

Then, DePorter (2001:10) stated that preparing keywords, concepts, models, formulas, and strategies as inputs to facilitate mastery of learning skills. Thi stage provides keywords, concepts, models, formulas, or strategies from experiences students get. At this stage, the teacher helps students to find concepts from experiences that have been passed. Names are the moment to teach concepts to students. Giving a name after experiencing will have its own meaning for students. It can use pictures, colors, paper, or posters.

Then, DePorter (2001: 10) states that providing an opportunity for students to show that "they have been known". This means that in this case the stage to give the students an opportunity to show the students what they have known. Phase demonstrated can be applied by the performance in front of the class, play, answered with a question or displaying the results of a study.

Where DePorter (2001:10) said the students repeat the material and clarifies "I know that I know this indeed". The repeat stage will empower brain connections so that it will strengthen the cognitive of students. The more repetitions, the deeper the knowledge. This can be done by strengthening the main lesson, providing opportunities for students to repeat the lesson with their friends or doing some exercises. In addition, Nurhayati (2015) stated that in applying Quantum Teaching at this stage the teacher and students review the explanation of the material together.

DePorter (2001:10) said that celebrating student achievement, participation, and acquisition of skills and knowledge. Celebrate is recognition for completing tasks and gaining skills. This can be

done with praise, clapping hands, and singing a song together. In conclusion, the frameworks on teaching with Quantum Teaching methods are developing, experiencing, demonstrating, repeating, and celebrating. This work will assist the teachers in Quantum Teaching methods in applying in the classroom.

## METHOD

This research used quasi-experimental method and it applied two classes. They were experimental class and control class. This design was illustrated as follows:

The Research Design

Class	Pre- Test	Treatment	Post- Test
E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
C	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

(Gay et all, 2006)

The population of this research was the Second Year Students of SMA Negeri 1 Parepare in academic 2016/2017. There were six classes exact. They were XI Exact 1 class, XI Exact 2 class, XI Exact 3 class, XI Exact 4 class, XI Exact 5 class, and XI Exact 6 class. Then, XI Exact 1 consisted of 36 students, XI Exact 2 consisted of 35 students, XI Exact 3 consisted of 35 students, XI Exact 4 consisted of 34 students, XI Exact 5 consisted of 36 students, and XI Exact 6 consisted of 35 students. The total population was 211 students.

The sample is taken by using cluster random sampling technique, the researcher wrote down the name of the classes on papers and the researcher random them to determine which class would be the sample. Then, XI Exact 3 class was experimental class and XI Exact 6 class was control class. So, the total number sample was 70 students.

The instrument that the researcher used in this research was speaking ability namely; monologue about Narrative story. The students stand up in front of their friends and they told about the material then it was given by the researcher. The time will be 1-5 minutes. The test was applied as a pre-test and post-test. The pre-test was found out the speaking ability students before giving treatment and post-test was found out speaking ability after giving treatment.

The data collected from the student, the researcher used a procedure that consists of two stages; they were pre-test and post-test. (1) The pre-test was a test then the researcher gave it before the treatments. It applied to know the students speaking ability before presenting the material or treatment. Pre-test gave for all the students by using 120 minutes (2 lesson hours). The test was applied for two classes, experimental class and control class. Then, (2) Post-test was the last procedure in this process. The researcher gave to the student after giving treatments four times and the students would have a test. The researcher saw the students' real ability in speaking test. The allocation time for post- test was 120 minutes (2 lesson hours) for all the students. The test applied for two classes, they were experimental class and control class. After giving pretest, the researcher gave treatments to the students. The researcher gave treatment into four times. The treatment divided into two classes, they were experimental class and control class. In this research, the researcher collected the data of the students' speaking ability after giving pre-test and post-test through quantitative analysis. The data was analyzed by employing the following procedures (1) To score the students' speaking ability, the researcher used the formula Table of Rubric Scoring of Speaking. (2) After calculating the score, the researcher divided it into following levels for able of the Students' Score Classification. (3) To find the percentage score, mean score, standard deviation, and the t-test, the researcher used SPSS statistics program version 21 application. Criteria of Testing Hypotheses

To test the hypothesis, the researcher used t-test with  $\alpha = 0.05$  level of significance for independent sample, the formula degrees of freedom was  $df = N_1 + N_2 - 2$ . The formula of the statistical hypothesis in this research was two tailed as follow (1) If significance value  $\leq$  probability value, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected. It indicates that there is

no significant difference between the eleventh-grade students' speaking ability who are taught through Quantum Teaching method and the students who are taught through the Explicit method at SMA Negeri 1 Parepare. (2) If significance value  $>$  probability value, null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It indicates that there is significant difference between the eleventh-grade students' speaking ability who are taught through Quantum Teaching method and the students who are taught through the Explicit method at SMA Negeri 1 Parepare.

## DISCUSSION AND RESULTS

The pretest which was conducted before giving the treatment and the post-test which was carried out after giving the treatment for that resulted from the pre-test and post-test in the experimental class of Eleventh Grade Students of SMA 1 Parepare in the Academic Year 2016/2017 and to calculate the level score from the students' speaking ability, the researcher gave a speaking test to the students before giving the treatment. The pre-test to around the story narrative.

This showed that the pre-test scores of students in the experimental class are mostly moderate and very poor. It's the same with the control class. So, it can be concluded that the students' speaking ability in the experimental class and the control class were different. Then, it also showed that the post-test classification in the experimental class and the control class were presented after giving treatment on speaking. This proves that the student post-test scores in the experimental class and the control class that most of the students got a good and fair classification. This shows that after being given treatment, the percentage of students' speaking ability in the experimental and control classes has increased but the experimental class is better than the control class.

The results showed that the t-test result (0.557) was higher than the probability value (0.05). The analysis interprets that the alternative hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_1$ ) is rejected. This means that the Eleventh Grade Students' Speaking Ability at SMA Negeri 1 Parepare from the 2016/2017 Academic Year for class and experimental control classes before giving treatment were not significantly different. This means that the speaking ability of the experimental class and the control class has the same ability.

While the gain score is lower than the probability value (0.05). This means that there really is a difference between the gain scores in the experimental class and the control class. This shows that the two classes actually have different abilities before being given treatment. Therefore, it shows that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. Quantum teaching method for the eleventh grade students of SMA Negeri 1 Parepare is effective for improving of the ability to speak the students.

After comparing the results of the two tests, the researchers discussed the results of this study. The researcher is supported by the previous chapters that the researcher has explained. Before conducting the pre-test and post-test the researcher found some facts when the researcher conducted observations at SMA Negeri 1 Parepare, the facts explained several reasons why the researcher conducted this research to improve the students' speaking ability.

Then interviewed students at SMA Negeri 1 Parepare when the researchers made observations. The researcher found that most of the students were bored when they studied English because the teacher's methods were not various. We Li (2016) and Richard (2016, 1991) stated that the teacher's method of teaching English is a conventional way and interacts face - to - face in the classroom so that students are more likely to be bored during teaching activities.

In carrying out the Quantum Teaching method, researchers combine several videos. This is supported by several experts (De Porter, 2001, Shoimin 2016, Suryani 2013) stated that the Quantum Teaching method is that teachers can bring them into our world (teachers), and give them an understanding of world knowledge between interactions and moments. from learning to making such processing more fun.

Based on the research findings, the researcher concludes that there are many ways to improve students' speaking skills and the researcher was inspired by previous researchers. Therefore, the researcher tries to combine these methods and is a new learning model that has never been done before

to improve the speaking ability of eleventh grade students of SMA Negeri 1 Parepare in 2016/2017 academic year.

## CONCLUSION

Based on the findings and discussion of the research in the previous chapters, the researcher concludes that the use of the Quantum Teaching method is able to improve the speaking ability of the eleventh-grade students of SMA Negeri 1 Parepare. After analyzing the results of the pre-test and post-test, the researcher concluded that the students' post-test results were significantly higher than the students' pre-test results and was supported by the t-test calculation. It was proven that there was a significant difference between the two classes after being given treatment. It can be concluded that teaching speaking through the Quantum Teaching method is effective for improving the eleventh-grade students of SMA Negeri 1 Parepare.

Suggestions for researchers, quantum teaching is one method that can be used to improve speaking skills of students. Quantum teaching enables students to love you as their teacher and the students actively to speak in the classroom. Therefore, the next researchers suggest using the Quantum Teaching method by applying other videos, instruments, and techniques in teaching speaking.

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