QUANTUM LEARNING AS A NATURAL WAY TO IMPROVE STUDENTS' LANGUAGE COMPETENCE

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ABSTRACT

Quantum Education is the natural way to learn to motivate and excite students to take responsibility for their learning. In quantum learning, the environment of learning is prepared with didactic materials for the children to learn at their own learning pace. Students learn without formal pedagogical machinations, without consciously participating in the learning activities. The present study was conducted to attempt at improving students' language competence through quantum learning. The present classroom action study was triggered by the fact that the subjects under study still faced a problem in improving language competence. The present classroom action study made use of pre-test and post-test research design with descriptive and quantitative analysis. The grand mean figures for the first cycle and second cycle showed significantly increasing mean figures. The significant difference mean figure further suggests that the second cycle was more effective than the first cycle. The results of the analysis of the questionnaire scores clearly showed the students' attitudes and motivation in improving their language competence through quantum learning. Therefore, it could be concluded that quantum learning is an effective teaching model to improve the students' language competence.

Keywords : *Quantum Learning, natural, language, competence*

Introduction

Successful teaching is determined by the appropriateness of teaching strategies employed by the teacher in the classroom. One of the popular teaching strategies which are considered to be the most effective is quantum learning. This fun and relaxing way of teaching is also conducted in some Indonesian education institutions. Quantum Learning is a systematic approach to teaching the whole person, containing the specific core elements that, when used together, empower students to learn faster, more effectively and joyfully. In quantum learning classrooms, teachers and students gain the skills and motivation to create an academically successful school community (Tirtawati, Adnyana, & Widiyanti, 2014).

Quantum Learning is teaching that can build up a pleasant learning atmosphere and change students' natural abilities and talents into a knowledge that benefits themselves and others (Kosasi, and Sumarna, 2013). Quantum Learning is an orchestration of various interactions in and around the learning moment. A learning activity that has the primary mission to design a fun learning process that is adjusted to the level of student development. These interactions include elements for effective learning that affect student success. Quantum learning is tips, instructions, strategies, and the entire learning process that can sharpen understanding and memory, and make learning a fun and rewarding process. Some of the techniques put forward are techniques for increasing self-abilities that are already popular and commonly used in the classrooms (De Porter & Hernacki, 2015).

Quantum Learning is a learning model that creates an effective learning environment, by using elements that exist in students and their learning environment through interactions that occur in the classroom (Adityarini, Waluyo, & Aprilya, (2012). The most valuable asset in the learning process according to Quantum Learning is a positive attitude. If individuals have high expectations for themselves, high self-esteem, and confidence, they will succeed, and then they will get high achievements (Fauzi, & Muchlis, 2013; Kyky, 2015). The way each student sees a problem is an important thing in learning, usually, failure will make a student feels poor in learning, and stops making an effort to achieve the goals. Actually, behind a failure, there is information needed to achieve success. To emphasize a positive attitude in each individual,

we need feedback from us, that everything that works then always has a small failure

Quantum learning emphasizes the arrangement of learning activities to influence students in receiving, absorbing, and processing information. This seems to be the power of originality quantum learning. However, in terms of teaching generally in educational spaces, it is better to focus attention on structuring a formal and structured environment such as desks, chairs, special places, and places for regular learning. Structuring aims to create an atmosphere that creates comfort and a sense of relaxation. Relaxed circumstances encourage students to be able to concentrate very well and be able to learn very easily. Tension prevents blood flow and brain processing and ultimately student concentration in participating in the learning process (De Porter & Hernacki, 2015).

In respect to the benefit of quantum learning, as described above, the learning model is certainly useful to be implemented in English language classroom as being observed that the teaching of English is a very challenging task for the teacher. One of the most difficult to teach is students' language competence. Considering the importance of students' language competence, therefore it needs to continually be improved so that the students attain high competency in language competence. To improve the students' language competence, the teacher needs to use appropriate teaching methods. One of the most appropriate teaching methods nowadays is quantum learning. In the quantum Learning method, the students can develop their communication skills by understanding the others' opinions or ideas, making comments and asking questions to one another about the material given (Dahar Wilis, 2011).

Quantum Learning is a powerful and engaging teaching and learning methodology that integrates the best educational practices into a unified whole. This synergistic approach to the learning process covers both theory and practice. It has been proven to increase academic achievement and improve students' attitudes toward the learning process. The integrated, comprehensive programs turn abstract theory into a practical application that can be used immediately in the classroom (Mahendra, Suara, & Wiyasa, 2014).

The field of learning material that can be developed in quantum learning are various in their forms, such as a topic or an issue about politics, movies, music, novel, culture, etc. In this method, the students are divided into groups then they will work in group activities. They can share and deliver their ideas, comments, etc about something in their groups. In that case, by doing this activity it is hoped that their language competence automatically will be increased. Furthermore, the teacher can give many more chances to the students to develop and to deepen their insight about something by language competence. To ensure students' competence, teachers are urged to conduct an appropriate assessment (Widiastuti, 2016). Moreover, the assessment being conducted should be emphasized on formative assessment as it improves students' learning (Widiastuti, 2017).

The phenomenon of effective teaching through quantum learning becomes very important to be thoroughly studied. Therefore, understanding the importance of Quantum learning which is also called accelerated Learning is a systematic approach to teaching the whole person, containing the specific core elements that, when used together, empower students to learn faster, more effectively and joyfully. In quantum learning classrooms, teachers and students gain the skills and motivation to create an academically successful school community (Tirtawati, Adnyana, & Widiyanti, 2014).

and the powerful essence of the quantum learning method, therefore, the researcher was strongly motivated to improve the students' language competence through the integration of quantum learning in the language classroom.

Research Method

To accomplish this research study, the researcher used Classroom Action Research (CAR) design. Classroom action is a clinical learning process to improve students' learning and teachers' profession (Maba, Perdata, and Putra, 2018). Through conducting a classroom action research, teachers can develop their teaching competence (Maba & Mantra, 2018). This design was chosen because CAR was used concerning the improvement of language competence by applying the quantum learning method in teaching by using two kinds of tests,

they were, initial reflection or pre-test and reflection or post-test. Hence, the initial reflection or pre-test (IR) was intended to evaluate the pre-existing language competence of the subjects, while reflection or post-test (R) was meant to reveal the expected increase in the subjects' language competence achievement after the subjects have been taught language competence through quantum learning.

In this present study, the teaching-learning processes were divided into two cycles in which each cycle consisted of four interconnected sessions. Each session consisted of four systematical activities, namely: Planning (P), action (A), Observation (O), and Reflection (R). It was compulsory to note that IR (Initial Reflection) was a term usually used in classroom action research which referred to pre-test in language competence.

This study was held to find out the effectiveness of teaching language competence through the quantum learning method. The degree of the effectiveness of the method implemented through quantum learning in improving students' language competence was figured out by comparing the mean score of IR (Xo) gained by the subjects with their corresponding mean scores of the reflections or post-test of both cycle I and cycle II.

The most required data to answer the research question under study was gathered through administering pre-test and post-test, some supporting data were collected through administering the questionnaire to the subjects under study. Therefore, there were three kinds of raw scores obtained for the present class action study, they were, (1) scores showing the subjects' pre-existing language competence, (2) scores showing the subjects' progress achievement in language competence, (3) scores showing the subjects' changing learning behaviors.

Results and Discussion

The data analysis led to the establishment of the finding of the present class action study which investigated the effectiveness of quantum learning method in improving students' language competence. The mean of initial reflection or pre-test scores (X0) obtained by the subject under study in language competence pointed out the mean figure 4.00. This mean figure clearly showed that the pre-existing language competence of the students was low. The result of the data analysis of the reflection scores in cycle I showed the increasing mean figures of 5.10, 5.60, 5.90 and 6.40 for X1, X2, X3, and X4 respectively. The mean figures obtained by the students of each session in cycle I was much higher than the mean figure of the initial reflection score. The grand mean figure of the reflection or post-test scores obtained by subjects under study was much higher than the mean figure of the initial reflection score. This resulted in grand mean figure for cycle I was 5.80. This grand mean figure convincing discovered much higher than the mean figure of the initial reflection scores. This grand mean figure convincing by revealing that the teaching language competence to the students under study through the quantum learning method significantly improved.

The results of the data analysis of the reflection or post-test score obtained by the students in cycle II turned out to show the progressing mean figures of 6.80, 7.10, 7.40 and 7.90 for X5, X6, X7, and X8 respectively. Compared with the mean figure of initial reflection scores, the mean figure obtained by the students for each session was convincingly much higher than the initial reflection mean figure. The grand mean figure of the reflection or post-test score obtained by the subjects under study in cycle II was 7.30. There was a difference mean figure of 1.50 between cycle I and cycle II. This significant difference mean figure suggested that the teaching of language competence in cycle II (X5, X6, X7 and X8) through quantum learning method could be remarked to be more effective than cycle I. This was due to the fact that the cycle II was a revised version of cycle I, in that the teaching scenarios in cycle II were accordingly revised by taking into account the weaknesses found out in cycle I.

The results of the analysis of the questionnaire items showed the comparative percentages of 65 %, 30 %, 5 % and 0 % for items A, B, C, and D respectively. The results of the comparative percentage figures obtained for the present class study proved that the subjects' learning behavior changed positively, that was their attitude and motivation heightened significantly.

The findings of this study were believed to have rather limited validity as well as reliability. This was because, during the undertaking of this study, there were some compounding variables which were not simply controlled. Therefore these research findings applied only to the subjects under study. In summary, the findings that the researcher presented above showed that the quantum learning method was considered to be effective enough in improving the students' language competence.

Conclusion

The present class action study dealt with improving language competence of the students understudy preceded through quantum learning in the form of classroom action study which consisted of two teaching cycles, where each cycle consisted of four successive sessions. The administration of the initial reflection to the students clearly showed that the students' had low language competence before they had been taught by using the quantum learning method.

The result of data analysis of the reflection of cycle I and cycle II showed that mean figures progressed and increased significantly. This indicated that quantum learning was an effective method in teaching language competence. In addition, the result of the analysis of the questionnaire scores vividly showed the increasing percentage figure. These findings substantially proved that the attitudes and the learning motivation of the subjects under study changed and increased positively. The findings of the present action study convincingly proved and showed that the problems on language competence faced by the students could be satisfactorily overcome through the implementation of the quantum learning method.

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