



THE USE OF QUANTUM TEACHING IN SPEAKING CLASS AT LAKIDENDE UNIVERSITY (A CASE STUDY)

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ABSTRACT

The research was aimed at investigating the use of quantum teaching in speaking class in Lakidende University. The method of this study was a case study in order to explore and describe the phenomenon of the use of quantum teaching. The data were obtained through classroom observation, interview and questionnaire. This study was conducted at University Lakidende which was involving an English teacher and thirty five students of speaking class at the 2nd semester. Based on the result of the study, the researcher found the teacher motivated student in learning speaking by giving picture, teacher created enjoyable learning situation by asking their opinion of the learning topic then the teacher was activated students in learning speaking by making group discussion and presentation. The researcher also found the component of quantum teaching in the speaking class namely growing component, experiencing component, naming component, demonstrating component, repeating component and celebrating component. In conclusion, the use of quantum teaching in speaking class helped the students' speaking ability at Lakidende University.

Keywords: *The use of quantum teaching, teaching speaking, Components of quantum teaching*

INTRODUCTION

One of the main problems in teaching speaking in Indonesia is that English is a foreign language and not used as daily basis conversation. The inevitable criticisms over available methods techniques and resources have been developed throughout the history and still speaking is perceived as the most fundamental skill to acquire in EFL teaching to gain the achievement of communicative competence. This is apparent in Richards and Renandias (2002) as they state, a large percentage of the worlds language learners study English is in order to develop proficiency in speaking (p. 201).



At the researcher' site, the teacher was used direct method where that method has one very basic rule. The rule is no translation is allowed, it is connected directly with the target language without going through the process of translating into the students' native language. For example, the students read aloud a passage of the text then teacher asks questions to students. The direct method is one of traditional teaching which still applied in research site in teaching and learning speaking which bring some problems.

In this study, the researcher tries to explain and explore the existing phenomenon on the research site. Based on the observation on speaking class at Lakidende University, it found that students were not active in the class. The students' opportunities are less to practice speaking where student should practice more than learn theory of speaking. The use of traditional teaching in research site influence toward student' negative motivation on learning where the teacher is dominant in teaching and learning process.

This study tried to improve students' speaking ability in teaching by making use a quantum teaching as the alternative strategy to overcome the aforementioned problems. If the strategy was commonly given text then read only, in this study the strategy was given by using quantum teaching through following the component of quantum teaching which make student involve in learning process.

Quantum teaching method was provided in teaching speaking in order to solve the problems of speaking. Quantum teaching is involving interaction in teaching and learning process which is the interaction means everything is speak among students and teacher (DePorter, 2007). Therefore, this study has aim to find out and describe on how quantum teaching is used in speaking class as well as the components of quantum teaching are there in speaking class at Lakidende University.



THEORETICAL FRAMEWORKS

A. Speaking

Speaking ability has an important role in acquiring language in EFL. As Krashen (2013) stated speaking included into acquisition-learning hypothesis. In acquisition-learning hypothesis consist of two very different ways in developing the ability, acquire language and learn language. In language acquisition, it occurs subconsciously while in language learning is consciously. It means that speaking ability is acquiring language not learning language that directly on understanding the message. In Richard (2008) strongly supported that both oral and written language can be acquired while the rules and grammar can be learn. Speaking is complex skill because a least it is concerned with component of grammar, vocabulary, pronunciation, accuracy, and fluency.

Method of Teaching Speaking

A researcher needs to know the definition of method and technique in teaching English. As Bailey (2005: 5) has pointed out that method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. There are ten methods of teaching foreign language which purposed by Joyce and Calhoun (2009), such as:

- Grammar Translation Method (GTM)

The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics.

- Direct Method (DM)

The direct method of teaching was developed as a response to the Grammar-Translation method. Its ought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

- Audio-lingual Method (ALM)



Like the direct method, the audio-lingual method advised that students be taught a language directly without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

- Situational Language Teaching (SLT)

The theory of learning underlying Situation Language Teaching is behaviorism, addressing more the processes, than the conditions of learning.

- Community Language Learning (CLL)

It is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor and a paraphraser, while the learner acts as a collaborator, although sometimes this role can be changed.

- Total Physical Response (TPR)

The method relies on the assumption that when learning a second or additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement

- Natural Approach (NA)

The Natural Approach (NA) is a method of foreign language teaching which aims to apply the principles of natural language acquisition into classroom context. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

- Silent Way (SW)

The Silent Way is an approach to language teaching designed to enable students to become independent, autonomous and responsible learners. The main objective of a teacher using the Silent Way is to optimize the way students exchange their time for experience.

- Suggestopedia



Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively.

- Quantum teaching

Quantum teaching method is a teaching system design written by Bobbi De Porter. The method is the development of Quantum Learning (QL). In other word, QT applies the goal of QL. Although language competence theoretically belongs to left brain, both method believe that learning language involves two sides of our brain, namely, left and right brain. QT combines educational theories such as Accelerated Learning (Lazanov), Multiple Intelligences (Gardner), Neuro-Linguistic Programming (Grinder & Bandler), Experimental Learning (Hahn), Socratic Inquiry, Coorporative Learning (Johnson), and Elements of Effective Instruction (Hunter) into a one package of method regarding with language teaching and the work of human brain (DePorter,1999). QT is a method concerned about optimizing human brain. Language intelligence involves both sides of brain: left and right.

B. Concept of Quantum Teaching

According to De Porter et al (2007:16), "Quantum teaching is the interactions that convert energy into light". Quoting Albert Einstein's formula, $E = mc^2$, DePorter Letting force energy into the human body analogy that physically matters. So that learning objectives are achieved by Quantum teaching as much as possible light. In the case, quantum encourage teacher to change the energy into human body means teacher involve the student in teaching and learning process. In teaching and learning, quantum teaching is a method is a teaching system design covers both educational theory and immediate classroom implementation. The educational theory here means quantum teaching involved accelerated learning, multiple intelligence etc which is supported in teaching and learning while classroom implementation about quantum teaching emphasize and emphasize teacher to be active.

Quantum Teaching focuses on how teacher should do in the teaching learning process as well as how teacher is able to fulfill students' need in



learning by practicing methods in Quantum Learning. It enhances not only creating students to have academic skill but also supporting them to have life skill.

In addition, using Quantum Teaching help teacher to create teaching learning process which simpler, easier, more interesting, more understandable etc. Since quantum teaching encourage teacher should be able to create a supporting learning environment, teaching plan design. The supporting learning environment means teacher could be provide the LCD, interactive media of learning, arrange the students' sitting (classroom management) and etc while teaching plan design about the way teacher create a lesson plan based on students' need.

Moreover, Quantum Teaching also enhances student' interest and helps student to speak. It is because that method can make teacher: (1) create enjoyable learning situation for example teacher play an instrument music in order to make student more enjoy in learning, (2) make the learning process easier, in this case teacher provide an interactive media like LCD or picture that can make student more faster understand without a long explanation then (3) give more opportunity to speak and to interact each other, since quantum teaching encourage student should be active. And the last (4) increase the student achievement, the effect of creating enjoyable learning, opportunities and make student active which can increase student' achievement.

It was supported from the principles of quantum teaching are below:

1. All things speaking up. It means that from the environment till the way teachers use should send a message about learning.
2. Having the goal. All things depend on the goal that the teachers make so that they must be careful to arrange the lesson design.
3. The experience of naming. The students will remember for long term if the teacher can make the name of the lesson.
4. Admit all efforts. The teacher should be aware that the students try to understand the lesson as well, so the students need an admission of what have they done in order they can be confident.



5. Rewarding. Give the appreciation for all things the students have done for the increase of their learning.

All principles of quantum teaching are directly to describe how teacher do in teaching and learning English which focuses on speaking.

Components of Quantum Teaching

This design consisting of growing, experiencing, naming, demonstrating, repeating and celebrating phases should cover academic and lifelong learning skills effectively (DePorter, 2006).

Growing: grow the student's learning interest with provides students a view that the subject matter delivered with benefit the lives of the students. It important for student before involve into the learning process. Teacher will display the material which eye catching to gain the student interest or it seems like brainstorming the material. So that, the subject will attractive for student. For example, teacher gives picture which related to the speaking topic then asks the students to give statement about picture.

Experience: create or bring common experiences that can be understood by all students. An experience or an activity introducing them the class is mentioned for enabling them to find relations which check their prior knowledge about the subject and for creating acknowledge need that provides meaning and interest to the content. At the component of experiencing, mnemonic technique (a memory developing technique by benefitting from exercises with team and group activities and associations), simulations, mind maps, metaphors can be used. For example, practicing an activity that related to the taught topic, tell or doing conversation about picture orally then match the picture with written text.

Naming: In presenting the material of learning, the teacher provides keyword, concept models, formulas or input. It was supported by Dr. Georgi Lazanov discuss students' relevance with life after providing relevance with topic at the component of labeling. Affecting, ranking and acknowledgement wish arise in the students at this position. Quantum note taking, memory techniques, graphics, posters and quantum study strategies can be used at this



component. For example, the teacher explains about describe of people, things and animals then teacher asks the students about problem of learning.

Demonstrate: students must demonstrate the material of learning being taught so that students can master the material well. Provide students with opportunities for their adapting of topic-related learning to other situations will increase their confidence by making them see what they know. For example, the teacher asks the students to present about material in the forward.

Repeat: It is the component where the knowledge and skills gained are nailed in brain. Repeating ensures nerve strings to strengthen and content to take place in mind. Repetition will strengthen nerve connection and sharpen students' memory. However, it is important for this reinforcement to include multiple intelligences and to address various senses (game, drama, demonstration, etc.). For example, teacher and students review explanation about material together.

Celebrate: every effort is done by student deserve given recognition. So that students more confident and more enthusiastic to participate in the next material. Celebrate your students' success at this component. It will provide close relationship to honor effort, attentive study and success. Various activities can be used at the component of celebration. Multi-awarding contests which both entertain and make them enjoy for gaining new knowledge at the end of the lesson can be applied. For example, the teacher and students giving applause then teacher gives the students motivation and appreciation and closing by praying.

These all components lead the researcher to conduct the research in teaching speaking in appropriate way step by step.

Related Studies

Researchers on using quantum teaching in English language teaching have been conducted by some researchers. Nurhayati (2015) conducted a research on the effectiveness of quantum teaching toward students' speaking achievement. The research was aimed at investigating whether students' would get high score



in speaking achievement by using quantum teaching and also to know the effectiveness quantum teaching toward speaking achievement. That research was use experiment (pre-post test control group design). That study showed that students who taught by quantum teaching got high score in speaking achievement. Therefore, quantum teaching was effective toward students' speaking achievement.

In investigating the effectiveness of using quantum teaching in teaching speaking conducted by Nurfuad (2011), the use of quantum teaching in teaching speaking is effective. Also, the use of quantum teaching method makes the student's speaking English is better than before. It can be seen from the student's motivation, interaction, and their achievement or score in learning speaking using quantum teaching method is significance.

Moreover, in Wigati and Pujiawati (2012), quantum teaching affected the performance of English writing and affected on students' motivation in the learning process at Singaperbangsa Karawang University. This study use treatment – post test design in order to find out, quantum teaching will effect toward students' motivation in writing or not. The result showed that the students are motivated to be involved in the learning process and have positive effect on performance of writing. In addition, Hywang, Ngadiso and Asib (2015) found that quantum learning also effect on students' self-confidence on speaking. by using quantum learning, student will have high self-confidence and have better speaking competence which encourage student's courage in asking what they need to know also affect on teaching and learning have smoothly process.

Most of the research above-mentioned conducted in quantitative research and sounds encouraging hence more studies need to be undertaken to make any strong claim about quantum teaching. Those studies investigating the effect of using quantum teaching then the result have positive effect on using quantum teaching. Therefore, this study explore and refill the phenomenon about the use of quantum teaching in speaking class at Lakidende University for imparting the appropriate method in English language teaching and learning.



METHOD

This study was a qualitative case study. The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions. Likewise, a case study research is a qualitative research approach which researchers focus on a unit of study known as bounded a system e.g., individual teachers, a classroom, or a school. The researcher uses a single case study in order to describe the use of quantum teaching in speaking classroom. This study wants to explore and refill the phenomenon of the research setting.

This study involved thirty five students who were studying in third semester and one English lecturer who have been teaching for two years. The data of this study was six components of quantum teaching which collected through classroom observation, interview and questionnaire about the use of quantum teaching in speaking class while the data source of this study were teacher and students at 2nd semester in class B of speaking class.

In this study, the instruments consist of classroom observation; interview and questionnaire which collected in some ways, as follows:

Observation

In this study, the researcher as observer non participant who have fully observed how teacher had applied quantum teaching in the class and investigated how the students progress in applying quantum teaching in speaking class. The observer also recorded the teaching and learning activities if needed. The observer took 4 times of meeting. This study used observational guidelines adapted from the characteristics data of qualitative observational protocol by Cresswell (2014) where the content of observation adapted from components of quantum teaching by DePorter (2007).

Interview

In order to gather more comprehensive data, semi-structured interview was used to collect the data. The interview has eight questions about the use of quantum teaching in speaking class. The result of interview data was used to support the answers of questionnaires. The data of interview can be used to interpret the information from teacher. The interview guide was planned in advance but the arrangement was unrestricted and the interviewer had the possibility to ask follow-up question. An interview guide was used for teacher interview. For the interview session, teacher who had taught speaking in that class became an object to be interviewed. The interview session was taken 5-10 minutes.



Questionnaire

A close-ended questionnaire (yes/no) is used to examine the use of quantum teaching in teaching speaking class. The questionnaire is adapted from steps of implementation quantum teaching (Deporter, 2006) where the questionnaires for students in order to see the responses and opinion about the use of quantum teaching in speaking class. The questionnaires about aspects of quantum teaching in term of aspect of growing, experience, naming, demonstrate, repeat and celebrate. Furthermore, the questionnaires were analyzed from SPSS then reported through statistical analysis.

Data Analysis Procedure

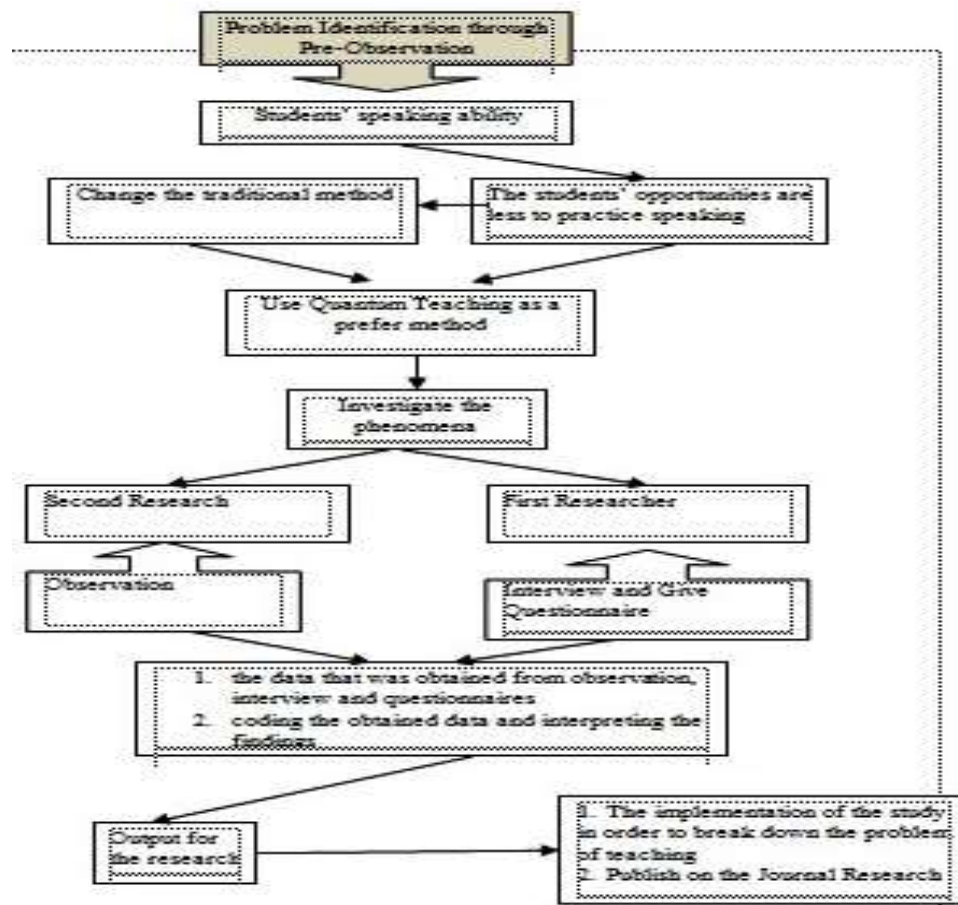
Considering the research question, the data were collected in order to answer the research question of course from the analysis of data where collecting from questionnaire, interview and observation, the process of analyzing the data follows two dissimilar approaches: qualitative and quantitative. Firstly, the data that was obtained from observation, interview and questionnaires, were categorized based on their relevance to the research questions of the study. Therefore, the collected data was analyzed whether or not they have answered.

The overall analysis of observation-based data, interview-based data and questionnaires-based data followed two steps: coding the obtained data and interpreting the findings. In the first step, the researcher began to scan the recorded data of observations, interviews, and questionnaires then developed them into categories phenomena. Meanwhile, in the second step, interpretation involves making sense of the data.

The data of questionnaires were presented in tabular form and they were divided into six main areas of component of quantum teaching; growing, experience, naming, demonstrate, repeat and celebrate. Before that, the questionnaires were examined for its validity and reliability. Then, they were analyzed descriptively. The data collected from the questionnaire provided information about the respondents' the implementation quantum teaching in speaking class. The information that was gathered from the questionnaires was used to conduct the semi structured interview with the teacher which interviewed. The interviews were written down almost verbatim in order to make teacher give information clearly. The results of observation were descriptively analyzed to vividly investigate the process on component quantum teaching taken place both in the classroom and outside classroom. By referring to the literature review the results were analyzed to examine whether the use of quantum teaching was delivered effectively and efficiently.

Data Collecting Procedures

The data was collected by doing observation taking during teaching and learning process in speaking class using quantum teaching. The observer recorded the teaching learning with the camera and prepared the observation sheet that were used during the class sessions. The procedures of collecting data were elaborated as follow: the first one is observing the speaking class by using the components of quantum teaching then taking the notes while observing the class, recording the teaching and learning process, distributing the questionnaires for students, interviewing the teacher and the last analyzing these all data.



FINDINGS AND DISCUSSIONS

In this study, the researcher try to answer the research questions about 1) how is the use of quantum teaching in the speaking class at Lakidende University and 2) what are the components of quantum teaching in the speaking class at Lakidende University.



In this study, the researcher did observation in order to answering the research question about how the quantum teaching is used in the classroom. First, the use of quantum teaching helped teacher motivate students in learning speaking by giving pictures. There were seven pictures about getting up, waking up, reading, sleeping, watching TV, taking a shower, walking. The teacher showed colored picture. The observer found that students were really interested in topic by getting involved in this activity. Here, teacher was trying to give stimulus to students in order to make students active and interested to the topic. In relation with the theory of quantum teaching purposed by DePorter (2007) which was said that quantum teaching could motivate student in learning speaking. In motivating student, teacher tried to attract students by showing some pictures related to daily activity. Motivation has an important role in success and failure in learning speaking lesson. Motivated students are likely to learn more and even more quickly than students who are less motivated.

Second, the use of quantum teaching helped teacher to create enjoyable learning situation by asking their opinions about the learning topic. it can be seen from the observation that The students were not afraid to give comments on groups' performance. For example, teacher asked "what do you think about the groups' performance?" and student F answered "based on my observation, the one who had a good speaking ability is student D, because he had clear pronunciation and vocabulary". Based on the theory of humanistic of thought in psychology that students are centered of learning which develop feeling and attitude of student in the speaking in order to create individual self-worth. The individual self-worth leads students to develop their positive attitude through giving opinions of topic. Students were not getting worse and making mistake in expressing their idea or perform. That was affected by creating enjoyable learning situation.

Third, the use of quantum teaching helped teacher to activated students in learning speaking by making group discussion and presentation. It can be seen from the observation that make students activate, teacher asked students to give their opinion about the questions related to the main topic namely public speaking. The questions were ". How the speaker's efforts to reduce anxiety while speaking in front of the people and how the speaker's way to take control the audience". The way teacher activated students through involving students on discussion. The discussion can motivate to develop the student's braveries to use their knowledge and their experience to solve a problem without other's opinion. There may be different of view so the students can give different opinion. Beside that the students are also able to give real opinion orally and to learn to participate by asking to solve a problem together. In this case, it can be assumed quantum teaching activated students the by giving opportunity to practice using the language.

The researcher analyzed that there were six components of quantum teaching which used in the speaking class in Lakidende University there are growing, experiencing, naming, demonstrating, repeating and celebrating.



In the first, Growing Component of quantum teaching in the speaking class, teacher gave motivation toward student in the form of information of speaking with related to the topic of speaking about daily activity. Teacher related the benefit of learning English for their future life or students' carriers. This information was supported from data of teacher' utterance "She explained that students who want to be fluent in the speaking skill should practice. So, person who fluent in the speaking have chance to work everywhere for example work in a company".

Next, in Experiencing Component of quantum teaching in the speaking class, teacher explained the objective of public speaking in the form of the topic of speaking "daily activity" and explain the objective, teacher gave contextual example with related to topic of speaking "daily activity". The finding are supported from the data "the objective about student should be able apply proper English rules in accordance with the topic of the speaking activities". "The teacher gave example of her activity routine from the dawn day until the night day".

After that, Naming Component of quantum teaching in the speaking class about teacher provided concept and strategy in the speaking. The findings are supported by the data from teacher' utterance toward student "I've provided a piece of paper about concept of public speaking and example of public speaking". While in strategy in the speaking, the data got from teacher' utterance about " I asked you to make group discussion which group discussion consist of five members".

The next is about Demonstrating Component of quantum teaching ins speaking class with related to teacher asked the student to make group discussion and asked students to present their result of discussion. The data got from teacher' utterance about "I asked you to divide the group of discussion which each group consist of five members after that present your result of discussion about daily activity"

By following the component of quantum teaching in the speaking class, teacher applied Repeating Component. In repeating component of quantum teaching in the speaking class, teacher reviewed again and provided a feedback toward student. The data taken from the teacher' utterance about " I'll review again about what have been discussed. Students asked about is it important to master the grammar", "It was important to master the grammar but very important to practice in order to make people understand what is saying", student' question about "how is the effort to reduce afraid when we speak in front of the people" while the second question about how is the way to control over the audience. Another data taken from teacher answered "student should believe that their self can do it, can speak in front of the people with confidently". Other data taken from student' question about how to be able to speak in public. Then teacher answered "You should be concerned about understanding the material or the topic, how to express the idea and how to interact to the audience". The teacher also explain what student always make mistake in pronounce word like "focus"



they always say focus, another error about the accompanied word like “according to me”.

Finally, teacher used the Celebrating Component of quantum teaching in the speaking class. In celebrating component of quantum teaching, teacher gave a positive comment about “don’t be afraid to make a mistake in learning English, try again and again and do the best”. At the end, teacher and student celebrate by giving applause each other.

In the description above, the six stages of quantum teaching were implemented in teaching speaking in the class. The six stages were consists of growing, experience, naming, demonstrating, repeating and celebrating.

Moreover, the researcher gave student questionnaire in order to add additional data. A close-ended questionnaire was giving to students which described components of quantum teaching in which the items were adapted from the stages of quantum by DePorter (2007). The questionnaires were contributed to students. On the whole, there were 25 items but 5 items were invalid, the items concerning the stages of quantum teaching in terms of growing (4 items) where this stages about how to motivate student, experience (1 item) about how experience of student, naming (2 items) how the teacher give key word in teaching speaking, demonstrate (5 items) about how student demonstrate their ability of speaking, repeat (5 items) about how students repeat what they have learn and celebrate (3 items) about how teacher did appreciate students’ work. The items were put in a 3-point from level 1: no, 2: neutral, 3: yes.

In this part, the researcher showed the indicator of questionnaires on quantum teaching components through statistical analysis. The researcher divided into six points namely, statistical analysis of growing component, experiencing component, naming component, demonstrating component, repeating component and celebrating component.

Besides questionnaire, interview was also conducted in order to get more detail information about the use of quantum teaching in the speaking class and also to answer the research question of the study. Eight questions were asked to teacher who had applied quantum teaching in the speaking class to gather more information on the use of quantum teaching in the speaking class. The teacher gave positively responded every questions on the use of quantum teaching in the speaking class.

In addition, based on the characteristic of quantum teaching is one of the methods to make the process of teaching easier by guiding material of teaching and learning. Teacher guide the material for student in teaching speaking. The providing example of public speaking is one of guidance of teacher in teaching and learning speaking. When teacher already provide such as material, the common problem occur is errors when student speaking. The errors include pronunciation and vocabulary which some student in the speaking class is commonly makes an error such as focus, hour, honest and etc. The possible reason why the error occur is because student’ cultural background even though the



student came from English department. In the research setting, there are more students who have different cultural like *tolaki*, *bugis*, *muna* etc which make students tend to use local language rather than English.

In sum up, quantum teaching can lead student to be more confidence, have opportunities in express their idea, and more enthusiastic in learning speaking. Then, teacher applied the components of quantum teaching in the speaking class namely growing, experiencing, naming, demonstrating, repeating and celebrating.

CONCLUSION AND SUGGESTIONS

This study was concerned with the use of quantum teaching in speaking class at Lakidende University. Referring to the findings and discussion that have been elaborated in the previous chapter, it can be concluded that there were some points which found through the use of quantum teaching in speaking class at Lakidende University. Based on the classroom observation, the researcher found: 1) The use of quantum teaching can help teacher to motivate students in learning speaking, 2) The use of quantum teaching can help teacher to create enjoyable learning situation, and 3) The use of quantum teaching can help teacher to make students active in learning speaking. In addition, the researcher found teacher use the components of quantum teaching in speaking class. The components of quantum teaching in speaking class at Lakidende University were growing, experiencing, naming, demonstrating, repeating and celebrating components.

In conclusion, the use of quantum teaching in speaking class helped students' speaking ability.

In suggestion, based on the conclusion, the researcher suggested that teacher should provide more various learning activities such as teacher choose the update topic of learning such as topic of politic, topic of environment etc. Next, teacher can use some different strategies of learning like debate, role play in order to make student more practice. And finally to make student more enjoyable, teacher can invite students to go someplace which related to the topic for example visiting the museum or university.



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