

## ABSTRACT

**Nurhayati, 2015.** *The Effectiveness of Quantum Teaching Toward Students' Speaking Achievement (A Quasi Experimental on the Seventh Grade Students of MTsN Pulosari Jambon Ponorogo in Academic Year 2014/2015).* Thesis, English Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Dr. Hj. Siti Maryam Yusuf, M.Ag

**Key word:** Quantum Teaching, Speaking Achievement

Speaking is one of the most important skills that students should have in learning English. The students learn to speak English in order to explore their idea. Quantum teaching is one of method of teaching that shows new ways that make the learning process easier through the art element guiding and the directed achievement for whatever subject teaching. Quantum teaching first time used at super camp, at super camp this unite self-confidence taste, know how learns, and know how communicating in fun environment. Quantum teaching considered has good impact to the students speaking achievement.

The objective of this research entitled “The Effectiveness of Quantum Teaching toward Students' Speaking Achievement (A Quasi Experimental on the Seventh Grade Students of MTsN Pulosari Jambon Ponorogo in Academic Year 2014/2015)” was to find out whether the difference coefficient was a significant coefficient or not teaching speaking through quantum teaching method. This research used quantitative research approach uses experimental research especially quasi-experimental design to find the causal relation and use non-equivalent (pre-test and post-test) control group design. The instrument used in this research was tests (pretest and posttest). The sample of this research was 58 of the seventh grade students of MTsN Pulosari Jambon Ponorogo that divided two classes (experiment and control), they are 29 students of class D as an experimental class which taught by quantum teaching method, and 29 students of class C as control class which is who are not taught by quantum teaching method. The data of this research were collected by giving the tests (pretest-posttest) to the students' sample. The collected data were analyzed by using t test formula.

The results of data analysis showed that: the mean score of pretest experiment was 55.69, the mean score a posttest experiment was 74.76, the mean score of pretest control was 54.21, the mean score a posttest control was 64.21, and the t observed was 5.17. The t critical value with degree of freedom 56 and level of significance at 5% (0, 05) was 2.00. Based on the data analysis above, the alternative hypothesis was accepted because the t observed was higher than t table ( $5.17 > 2.00$ ). It also meant that the students who are taught by quantum teaching got high score in speaking achievement. Therefore, Quantum teaching was effective toward students' speaking achievement.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In this modern world, many professions can be done. One of them is teacher. The tasks facing a teacher are not simple or easy. “Teaching” “is the educational equivalent of white water rafting”.<sup>1</sup> Teaching can’t be considered as a simple one. Teaching is no simple matter. It is part of craft, part of art, part of technique, part of politics, and it takes time to develop ease within such a complex role. It means that teaching is a process, something that was learned by practicing it on and on.<sup>2</sup>

Like any other professions, teacher should be a profession that gives satisfaction, happiness, and challenging. However, it does not happen to some teachers. Teaching students can also make frustration and deep disappointment for parents, teachers, and the functionary of the youth service that their sincere and enthusiastic desire to teach worth things cannot raise student’s strong desire to learn.<sup>3</sup>

It shows that teachers have some difficulties in doing their profession. In another side, the education system, especially the teaching learning process can be one of the causes.

English, as one of the important subjects that must be taught. Because English language including to several language lesson in our country. There are four skills, which is paramount importance in English language teaching. They are listening, speaking, reading, and writing.<sup>4</sup> Those skills are unity although each of them is separately:

1. Receptive skill: listening and reading, we cannot observe the actual act of the listening or reading, nor can we see or hear an actual product.

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<sup>1</sup> R M Harden, Joy Crosby, AMEE Education Guide No 20: The good teacher is more than a lecturer – the twelve roles of the teacher. Medical Teacher 22(4): 334-347. Accessed on February, 18<sup>th</sup> 2015 in Pdf. Page 4.

<sup>2</sup> <https://untukmuslalu.wordpress.com> accessed on January, 4<sup>th</sup> 2015

<sup>3</sup> Ibid

<sup>4</sup> H. Douglas Brown. Teaching by principle: An Interactive Approach to language pedagogy (San Francisco state university, 2001 ),232

2. Productive skills: speaking and writing, allows us to hear and see the process as it is performed.<sup>5</sup>

Speaking is one of the productive or oral skills.<sup>6</sup> Speaking is one of the most important skills that students should have in learning English. Speaking has main function in the spoken language. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel, they have improved in their spoken language proficiency.<sup>7</sup>

Learner often gets stuck to speak because they are afraid of pronouncing the words correctly or the students feel really shy about talking in front of other student.<sup>8</sup>

Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language, which both speakers can understand, is surely the goal of very many learners. Yet speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because speaking is done in real-time, learners' abilities to plan, process and produce the

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<sup>5</sup> H. Douglas Brown. Language assessment: principle and classroom practices (San Francisco state university, 2004), 118

<sup>6</sup> Kathleen M. Bailey series editor: David Nunan. Practical English Language Teaching Speaking (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc.2005).2

<sup>7</sup> Jack C. Richard, Teaching Listening and Speaking: From Theory to Practice (Cambridge University Press, 2008). 19

<sup>8</sup> Observation while PPLK 2 at SMP N 2 BALONG on 9<sup>th</sup> October 2014.

foreign language are taxed greatly. For that reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit and correct what they produce.<sup>9</sup> Therefore, if the students do not learn how to speak in the language classroom they may soon get boring and lost interested in learning foreign language. On the other hand, if the right activities are taught in the right way, speaking in the class can be a lot fun, raising general motivation and making the English language classroom a fun and dynamic place.

The causes of speaking problem can be seen from many factors. They may come from the teachers, the students, and others. One of them is the method given by the teacher. Teaching speaking in English language requires the use of effective learning method. Method is a generalized set of classroom specification of accomplishing linguistic objective.<sup>10</sup> The appropriate method used by teacher motivated the students in studying. Therefore, the teachers have to pay any attention on the technique and method used in their teaching learning process of speaking.

By the development of education, Quantum Teaching method was presented by Bobby De Porter (The author of the bestselling books *Quantum Learning* and *Quantum Business*), Mark Reardon and Sarah-Nourie to help the teachers in doing their profession.

The Quantum Teaching Model started to be developed in USA around the year 1999.<sup>11</sup> Quantum Teaching started at Super Camp, an accelerated Quantum Learning Program offered by the Learning Forum. In a 12-Day Staying Program, students got the

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<sup>9</sup> Sari Luoma, Series editors: J. Charles Alderson and Lyle F. Bachman. *Assessing speaking* (New York: Cambridge University Press, 2004), ix

<sup>10</sup> Siti Karmilah Susilawati, *Teaching Speaking Using Quantum Teaching Approach at the first grade students of SMPN I TELUKJAMBE BARAT KARAWANG*. Pdf. Accessed on February, 15<sup>th</sup>2015.

<sup>11</sup> Nunik Suryani, *Improvement of Students' History Learning Competence through Quantum Learning Model at Senior High School in Karanganyar Regency, Solo, Central Java Province, Indonesia*, (*Journal of Education and Practice* [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.14, 2013). Pdf.

strategies, ways or means that help them in recording, memorizing, reading, writing, making creativity, communicating as well as building up a relation. The outputs achieved in Super Camp were as follows: 68% increasing the motivation, 73% increasing the score, 81% increasing self confidence, 84% increasing self respect and 98% continuing the use of skill.<sup>12</sup>

Quantum Teaching shows how to be a good teacher. Quantum Teaching shows new ways that make the learning process easier through the art element guiding and the directed achievements for whatever subjects you are teaching. And by applying the Quantum Teaching method, you will be able to combine the learning peculiarities leading to the form of lesson plan that will steeply increase the student achievement.<sup>13</sup> Quantum combines all the things in the class to support learning process. Therefore, quantum teaching is suitable for all subjects.

Quantum Teaching Method is an accelerated learning program offered by Learning Forum, an international education company, which is emphasized on individual skill development. It is a professional development program for educators providing a proven research-based approach to the design and delivery of curriculum and the teaching of learning and life skills. This program takes the best teaching practices and synthesizes them into a model of effective education.

Quantum Teaching Method is a creative effort by Bobbi DePorter in developing instructional system which is used in planning, presenting, and facilitating super camp. This method was adopted from some other theories such as Accelerated Learning (Lozanov), Multiple Intelligence (Gardner), Neuro-Linguistic Programming (Ginder dan

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<sup>12</sup> Ibid 56

<sup>13</sup> Bobby DePorter et, all. Quantum Teaching: Mempraktikkan Quantum Learning Diruang-Ruang Kelas (Bandung: Kaifa, 2007). 3

Bandler), Experiential Learning (Hahn), Socratic Inquiry, Cooperative Learning (Johnson and Johnson), Elements of Effective Instructions (Hunter).<sup>14</sup>

Based on the explanation above, that's why writer is interested to organize the research about the **“The Effectiveness of Quantum Teaching Toward Students’ Speaking Achievement (A Quasi Experimental on The Seventh Grade Students of MTsN Pulosari Jambon Ponorogo in Academic Year 2014/2015)”**.

## **B. Limitation of the Problem**

To avoid a deviation of the discussion, this study focused on some concerns identified as follow:

1. The subject of the study is at the seventh grade students of MTsN Pulosari Jambon Ponorogo in academic year 2014/2015.
2. The object of this study is the effectiveness of using quantum teaching method in speaking achievement.

## **C. Statement of the Problem**

Do the students who are taught by Quantum Teaching Method get high score in speaking achievement at seventh grade students of MTsN Pulosari Jambon in academic year 2014/2015?

## **D. Objective of the Study**

To know the effectiveness of quantum teaching toward speaking achievement at seventh grade students’ of MTsN Pulosari Jambon Ponorogo in academic year 2014/2015.

## **E. Significance of the Study**

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<sup>14</sup> Ibid 4

## 1. Theoretical Significance

After research, it hopes can give contribution of knowledge to know that quantum teaching is the important thing is developing the students speaking achievement.

## 2. Empirical significance

The result of this research is expected to be beneficial for:

### a. Teachers

This study is expected to give the teachers a contribution, particularly the English teacher of MTsN Pulosari Ponorogo, in enriching their knowledge about the important of quantum teaching in speaking English.

### b. Students

This study is expected to give the students knowledge particularly seventh grade students of MTsN Pulosari Ponorogo in academic year 2014/2015 to increase their self-confidence, their ability in English speaking.

### c. Reader

This study is expected to give the readers a contribution for further study to do scientific researcher students speaking ability, particularly the students of English Department of STAIN Ponorogo.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Background**

##### **1. Speaking**

###### **a. The nature of speaking**

To communicate with other people, we require device. The most basic device is language. Language can be used to deliver the message orally or written form. In oral language, people can express their idea or their mind directly.<sup>15</sup>

Many language any regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with other, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in term of their accomplishment in spoken communication.<sup>16</sup>

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<sup>15</sup> Siti Indrawati, *The Effectiveness of Group Work Technique in Teaching Speaking at The Tenth Grade Students of MA AL-Islam Joresan Mlarak Ponorogo in Academic Year 2012/2013 (THESIS)* (Ponorogo: STAIN PONOROGO, 2013). 9

<sup>16</sup> Ibid. 9



Speaking is one important English skill. Speaking as interaction, and speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people's daily lives.<sup>17</sup>

#### **b. Definition of Speaking**

Speaking is the verbal use of language to communicate with others.<sup>18</sup> Speaking is a form of language skill as communicative competence. It can be developed when it is really used in real life as means communication.<sup>19</sup>

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-takers listening skill, which necessarily compromises and reliability and validity of an oral test.<sup>20</sup>

Furthermore, speaking consist of producing systematic verbal utterances to convey meaning. (Utterances are simply things people say). Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is often spontaneous, open ended, and evolving, but it is not completely unpredictable.<sup>21</sup>

The mastery of speaking skill in English is a priority for many second or foreign language learner. Learner consequently often evaluate their success in language learning as well as the effectiveness of their English course on the

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<sup>17</sup> Sari Luoma, Series editors: J. Charles Alderson and Lyle F. Bachman. *Assessing speaking* ( New York: Cambridge University Press, 2004), 9

<sup>18</sup> Siti Karmilah Susilawati, *Teaching Speaking Using Quantum Teaching Approach at the first grade students of SMPN I TELUKJAMBE BARAT KARAWANG*. Pdf. Accessed on February, 15<sup>th</sup>2015.

<sup>19</sup>Jack C. Richard and Rodgers, S Theodore. *Approaches and Methods in Language Teaching: A Description and Analysis* (New York: Cambridge University Press, 1986). 68.

<sup>20</sup>H. Douglas Brown, *Language assessment: Principles and Classroom practice* (San Fransisco, California: Longman. 2003) 140.

<sup>21</sup> Kathleen M. Bailey series editor: David Nunan. *practical English language teaching speaking* (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc.2005).2

basis of how well they feel they have improved in their spoken language proficiency.<sup>22</sup>

Based on those definitions above, speaking is one of productive skill that used to express ideas, thought, and feeling in speech. The students' speaking ability will be improved by real communication that can be use to link the students' to society.

### **c. The Component in speaking**

Speaking is complex skill because a least it is concerned with component of Grammar, vocabulary, pronunciation, accuracy and fluency.

#### 1) Fluency

Fluency is the capacity to speak fluidly, confidently and at rate consistent with the norm of the relevant native speech community.<sup>23</sup> And also fluency is an important dimension of communication. It means that we don't have very ignored quality of speaking, but we have to speak quite and possible.

The term of fluency relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation.<sup>24</sup>

#### 2) Grammar

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<sup>22</sup> Jack C. Richard Teaching Listening and speaking: From theory to practice (Cambridge University Press, 2008). 19

<sup>23</sup> Kathleen M. Bailey, Practical English Language Teaching: Speaking (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc.2005). 5.

<sup>24</sup> Tricia Hedge, Teaching And Learning In The Language Classroom (New York: Oxford University Press, 2003), 54

Grammar is set of language or norm of language and rules must be follow when learn about language rightly. This component is the step of language that fulfills in order to receive.

Grammar is a description of the structure of a language and the way in which unit such as words and phrases are combined to produce sentences in the language.<sup>25</sup>

### 3) Pronunciation

Pronunciation refers to the way a word or language in spoken, or the manner in which someone utters a word. Pronunciation is the way to talk some word of language.<sup>26</sup>

### 4) Vocabulary

Vocabulary is total number of word in a language.<sup>27</sup> Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary as also barrier that precludes learner from learning a language.<sup>28</sup>

### 5) Accuracy

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<sup>25</sup> David Nunan, practical English language teaching: Grammar, (Singapore: McGrawHill, 2005), 2

<sup>26</sup> Kasihani K. E. Suyanto, English for Young Learners, (Jakarta: Bumi Aksara, 2008), 43

<sup>27</sup> Martin H. Manser, *Oxford Learner's Pocked Dictionary* (New York: Oxford University Press, 1995).462

<sup>28</sup> Siti Indrawati, The Effectiveness of Group Work Technique in Teaching Speaking at The Tenth Grade Students Of MA AL-Islam Joresan Mlarak Ponorogo In Academic Year 2012/2013 (THESIS) (Ponorogo: STAIN PONOROGO, 2013).12

Accuracy is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistic code.<sup>29</sup>

6) Clarity

Speaks clearly and distinctly all the time, no mispronounced words.<sup>30</sup>

It means that the words that the speakers use must be clear, so that listeners can understand what the speaker says.

7) Performance Skill

Speaking clearly and loudly, good facial expression, and communicative.<sup>31</sup>

**d. The Functions of Speaking**

Classify the functions of speaking in human interaction:

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to

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<sup>29</sup> Kathleen M. Bailey, practical English language teaching: speaking, (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc.2005). 124

<sup>30</sup> <https://pondokspeaking.files.wordpress.com/2013/02/rubrics-speaking1.jpg>

<sup>31</sup> Ibid

each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature.

## 2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Two different types of talk as transaction:

- a) The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.
- b) The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

## 3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of

welcome), and is closer to written language than conversational language.<sup>32</sup>

## **2. Achievement**

### **a. Definition of achievement**

According to oxford dictionary achievement is the gaining or reaching something by effort and getting something done.<sup>33</sup>

It clears definition that achievement is as result of efforts or activity that people do. Achievement can be supposed as the result of the interaction of various factors that the learning doing effort to gain this one.

### **b. Speaking achievement**

Speaking is one of skill that must be acquired by students. we can use test to measure the speaking skill of students. An achievement is the gaining or reaching something by efforts and getting something done.

The most common type of achievement test is a standardized test developed to measure skill and knowledge learned in given grade level, usually through planned instruction, such as training or classroom instruction. Achievement test are often contrasted with test that measure aptitude, a more general and stable cognitive trait.

Achievement test score are often used in an educational system to determine what level on instruction for which a student is prepared. High achievement score usually indicate mastery of grade-level material, and the

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<sup>32</sup> Jack C. Richard, teaching listening and speaking: from theory to practice. (New York: Cambridge University Press, 2008) 27-35.

<sup>33</sup> Victoria bull, *oxford learner's pocket dictionary* (new York : oxford university press, 2008), 4

readiness for advanced instruction. Low achievement score can indicate the need for remediation or repeating a course grade.<sup>34</sup>

### 3. Teaching Speaking

#### a. Definition of teaching speaking

Teaching is showing people how to do something so that they will be able to do it themselves and encouraging them to accept something as a fact or principle.<sup>35</sup> Teaching is away and a process of interaction between teacher and students does something together.<sup>36</sup>

Teaching is the most important part of education, because teaching is transfer knowledge to learners. As Muhibbin say that teaching is transfer knowledge and culture for learners.<sup>37</sup>

Teaching is an activity that is very need responsible. Because teaching is very need a professional in there. That mean teaching not only just give transfer of knowledge but must transfer of value that is will application in the life of students.

Teaching is not constructing the process of constructing knowledge of the student. Teaching speaking is somewhat difficult sometimes because the teacher has to check each student capability in producing language orally. The goal of teaching foreign language is defined as enabling the learners to behave in such a way that the learners can participate to same degrees and for certain purpose as member of community other than individual.

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<sup>34</sup> <http://en.wikipedia.org/wiki/achievement> test, accessed on February, 23<sup>th</sup> 2015.

<sup>35</sup> Hornbby, AS, *Oxford Advanced Learner's Dictionary of current Language* (New York: Oxford University Press, 1995), 1225.

<sup>36</sup> Muhibbin, Syah, *Psikologi pendidikan* (Bandung: PT.Remaja Rosdakarya,2008),182

<sup>37</sup> *Ibid*, 181.

Teaching speaking is a teaching language, which emphasizes on practice activities. Teaching speaking has different aims than other skills of language but it skill have an integration to other skills.

In teaching speaking, the teacher must have a target of speaking ability. The target of speaking ability for foreign language teacher can be classified into three levels, namely:

1) Minimal

This lowest target aims at an ability to talk with a normal speech to use communication. So the language that used can be understood by native language.

2) Good

The target of this level is an ability to talk with a normal speech to native speakers without making glaring mistakes grammar and vocabulary.

3) Excellent

The highest target of speaking ability is when the learners can achieve near native speaker.<sup>38</sup>

**b. Kinds of speaking activities**

Many of the classrooms speaking activities which are currently in use fall at or nor near the communicative end of the communication

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<sup>38</sup> Kathleen M. Bailey, Practical English Language Teaching (Singapore:McGraw-Hill,2005),34.



continuum. There are a number of widely used categories of speaking activity. They are:

1) Acting from a script

The students act out scenes from plays or their course books, sometimes filming the result. The students will often act out dialogues they have written themselves.

- Play scripts: it is important that when students are working on plays or play script, they should treat it as real acting
- Acting out dialogues: when choosing who should come out to the front of the class, we should be careful not choose the shyest students first. We need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. If we can give students time to work on their dialogues, they will gain much more from the whole experience.

2) Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

- Information gap games, many games depend on an information gap one students has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

- Television and radio games, when imported into the classroom, games from radio and television often provide good fluency activities.<sup>39</sup>

### c. The Problem of Speaking Activities

Some problem in speaking activities are:<sup>40</sup>

#### 1) Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

#### 2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

#### 3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

#### 4) Mother tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it

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<sup>39</sup> Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 1998). 348-349

<sup>40</sup> Ur.Penny, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1996), p.121.

feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue.

**d. Characteristic of a successful speaking activity**

Characteristic of successful speaking activity commonly are:

a. Learner talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation as even

Classroom discussion is not dominated by a minority of talkative participant. All get a chance to speak and contribution are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it on because they want to contribute to achieving as task objective.

d. Language is an acceptable label

Learners express themselves in utterances that relevant, easily comprehensible to teach other and of an acceptable level of language accuracy.<sup>41</sup>

#### **e. The Aims of Teaching Speaking**

According to Jack C. Richards, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners.<sup>42</sup> It means that speaking is the basic part of learning language. Communication competence becomes the first aim of teaching speaking.

Teacher as facilitator in teaching and learning process must give more attention in speaking skill. Moreover, the teacher should provide a chance to practice and explore their skill in oral communication. In the communicative type of language teaching, instructors or teachers help their students develop their knowledge by providing authentic practice that prepares students for real – life communication situations.

The aim of teaching speaking explained as follow:

- 1) Use language as a means of expressing values and logical sequence
- 2) Use language as a tool to communicate with each other
- 3) To practice their skills in oral communication
- 4) The ability to communicate in a second language clearly
- 5) To communicate efficiently and to be successful students later.<sup>43</sup>

#### **f. Speaking Assessment**

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<sup>41</sup> Ibid. 120

<sup>42</sup> Jack C. Richard. Teaching Listening and Speaking: From Theory to Practice (Cambridge University Press, 2008). 19

<sup>43</sup> Bitono, 2007:9

According to Brown, there are some kinds of oral production that students are expected to carry out in the classroom.

1) Imitative

Here the learners learn about imitation a word or phrase. The kind of test is word repetition task.

2) Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in classroom is responsive short replies to teacher or student-initiated question or comments. These replies are usually in short form.

4) Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.<sup>44</sup>

Many aspects of assessing speaking, but in this research the researcher focus several aspects only. As follow:

**Table 2.1 Rubric of Speaking Assessment<sup>45</sup>**

	Assed aspects	Score
Fluently	• Speaking fluently	4
	• Speaking generally at normal speed	3
	• Speaking too slowly	2
	• Speaking with many pauses	1
Pronunciation	• Speaking with correct pronunciation	4
	• Speaking with several incorrect pronunciation	3
	• Speaking with incorrect pronunciation but still understandable	2
	• Speaking words incomprehensibly	1
Accuracy	• The errors present in speech are so minor so that the message would be easily comprehended	4
	• The speech is still understood although it consists of many errors	3
	• The errors present in speech would frequently create confusion	2
	• The serious errors present in speech make the messages difficult to understand	1
Clarity	• Speak clearly and distinctly all the time, no mispronounced word	4
	• Speak clearly and distinctly nearly all the time, no more than one mispronounced word	3
	• Speak clearly and distinctly most of the time, no more than one mispronounced word	2
	• Often mumbles or cannot be understood, more	1

<sup>44</sup> H. Douglas Brown, Teaching by principles an interactive Approach to language pedagogy (San Francisco: Pearson Education, 2001), 271-274

<sup>45</sup> <https://pondokspeaking.files.wordpress.com/2013/02/rubrics-speaking1.jpg>

	than one mispronounced words	
Performance skill	• Speaking clearly and loudly, good facial expression, and communicative	4
	• Speaking is soft voices, but can be understood, good facial expression, and communicative enough	3
	• Mumbling, flat facial expression and less communicative	2
	• Speaking is volume which is almost inaudible, no facial expression, and not communicative	1

#### 4. Quantum Teaching

##### a. Definition of Quantum Teaching

Word “quantum” means of interaction between the packets of energy in the photon energy, while learning is a teaching quantum interaction that occur in the classroom between students with effective learning environment.<sup>46</sup>

Quantum is an interaction that changes energy into light.<sup>47</sup> They conclude that Quantum Teaching is orchestrating various interactions that are in teaching learning process. These interactions, then change the ability and the talent of the students into “light” that will be useful for them and others. They add that quantum Teaching is the arrangement of a merry studying with its nuance. It focuses on the dynamic relationship in the class environment- interaction that builds and the design- to study.<sup>48</sup>

Quantum Teaching shows teachers how to orchestrate their student’s success by taking into account ‘everything’ ( the students, the teacher, the technique of teaching used by the teacher, or interaction among teacher and students) in the

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<sup>46</sup> Bobby DePorter et, all Quantum Teaching: Mempraktekkan Quantum Learning di Ruang-ruang Kelas (Bandung: Kaifa, 2007), 5.

<sup>47</sup> Bobby DePorter & Mike Hernacki. Quantum Learning : Memnbiasakan Belajar Nyaman Dan Menyenangkan (Bandung: Kaifa, 2003). 16

<sup>48</sup> Bobby DePorter et, all. Quantum Teaching: Mempraktekkan Quantum Learning Di Ruang-Ruang Kelas ( Bandung : Kaifa, 2007),5.

classroom along with the environment, the design of the curriculum and how it is presented.<sup>49</sup>

## **b. The Main Principle of Quantum Teaching**

In quantum, teaching rests on the concept of “bring their world into our world, our world and deliver them to the world”.<sup>50</sup> This shows how the teaching of the quantum teaching not only offers students the material that should be studied. But from it, students are also taught how to create emotional connections both in and when to learn. With quantum teaching we can both hemispheres on the left and right brain functions respectively. In addition, they provide the tenets of Quantum Teaching:

1. Everything speaks, the classroom environment, body language, the design of the lesson and handouts influences the success of students in studying.<sup>51</sup> When Dr. Lozanov spoke about the influence our environment has over us, he proclaimed, “Everything speaks!” During his years of research on the power of suggestion, Lozanov found that our physical and emotional environments can greatly impact the quality of our work and lives. Based on that, he developed a teaching method known as “Suggestology.” (This is his term. The term “accelerative learning” was coined by his followers and includes work done by others as well as Lozanov).<sup>52</sup>
2. Everything is on purpose; as teachers carefully orchestrate their lessons.

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<sup>49</sup> Bobby DePorter et, all. Quantum Teaching (Us: Pearson Education, 1998) <http://www.amazon.com/Quantum.Teaching-Orchestrating-student-success/dp/020528664X>, accessed on 22 February 2015.

<sup>50</sup> Bobby DePorter et, all. Quantum Teaching: mempraktekkan quantum learning di ruang-ruang kelas ( Bandung : Kaifa, 2007),6.

<sup>51</sup> Ibid 7

<sup>52</sup> Bobby DePorter, Mike Hernacki. Quantum Business: Achieving Success Through Quantum Learning (Bandung: Kaifa, 1997). 30



3. Experience before label, as learning happens best when students experience the information at the outset of learning.<sup>53</sup>
4. Acknowledge every effort, as students take risks and build their competence and confidence.
5. If it is worth learning, it is worth celebrating, with appropriate feedback that increases positive emotional association with learning.<sup>54</sup>

Some core elements in Quantum Learning to be successful such as:

1. The Physical Environment

Every effort is made to create a comfortable learning environment. Lighting, temperature, color, plants and decor are taken into careful consideration. Seating arrangements are open and flexible.<sup>55</sup>

2. Music

Appropriate and effective use of music enhances the learning environment. Baroque music helps students relax and focus. Upbeat music energizes students.<sup>56</sup>

Here, the researcher using barok music, such as spirit music and relax music.

3. Peripherals

Peripherals are posters and visuals that reinforce lessons.

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<sup>53</sup> Bobby DePorter, Mark Reardon, Sarah Singer Nourie. Quantum Teaching: Mempraktekkan Quantum Learning Di Ruang-Ruang Kelas ( Bandung : Kaifa, 2007). 7

<sup>54</sup> Ibid, 8

<sup>55</sup> Bobby DePorter & Mike Hernacki. Quantum Learning : Memnbiasakan Belajar Nyaman Dan Menyenangkan (Bandung: Kaifa, 2003). 66

<sup>56</sup> Ibid 72

The information, or suggestion, contained in the peripherals is taken in by the subconscious mind while the student is consciously focused on the teacher or an activity.

#### 4. Teacher

The teacher must establish credibility with the students and be well trained in implementing the concept of Accelerated Learning. Tonality of speech (pitch / tone / tempo / loudness / softness) is a technique used to capture the students' attention and emphasize key points.

#### 5. Atmosphere

Emotional safety is established and the tone is friendly and joyful. Positive emotions influence the learning process and enhance retention. Careful languaging emphasizes positive statements and avoids negative statements. The teacher builds strong rapport and relationships with the students.

#### 6. Arts

The teacher uses props such as puppets, costumes, hats and artifacts to illustrate lessons. Dramatics, including role playing and storytelling, make lessons come alive.

#### 7. Concerts

These elements are used in classic suggestopedic classrooms. Accompanied by selected music, the teacher dramatically reads a story imbedded with information and main points from the lesson and students

joint it actively or passively. Using the proper voice tonality is a crucial part of effectively telling the story.

#### 8. Teaching Frame

The teaching frame is the element that brings it all together into a harmonious flow. A strong frame gives the content structure, effectively taking students through a successful learning cycle.<sup>57</sup>

### c. Quantum Teaching Framework

The explanation about Quantum Teaching framework is whatever the subject, the class level or the hearers, this framework guarantees that students will be interested and attracted on the subject and it guarantees that they experience the learning, the topic is so obvious that they get success.

They explain the framework of Quantum Teaching as follows:<sup>58</sup>

#### 1. Enroll (plant to grow)

Attracting the students by telling, “what’s the purpose to learn this for them”. This stage can be applied in teaching learning process by giving some pictures, giving statements that related to the topic that will be taught. Here the researcher giving some pictures.

#### 2. Experience

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<sup>57</sup>Sa’adi, A Survey on the Theoretical Development of Quantum Learning and Its Positive Value. STAIN (Sekolah Tinggi Agama Islam Negeri) Salatiga. Pdf.

<sup>58</sup> Bobby DePorter et, all. Quantum Teaching: Mempraktekkan Quantum Learning Di Ruang-Ruang Kelas ( Bandung : Kaifa, 2007). 10

Creating and giving an experience that can be understood by the students. In another words, giving “a need to know”. This stage can be applied in teaching learning process by doing some actions, telling someone’s life or asking their own experiences related to the topic given.

3. Label (give the name)

Giving a key word, concept, model, formula and strategy ; an input from the topic that is learned. And the aim is to make the students easier to learn the topic. The teacher explains the topic in the stage that aim to make the students easier to learn the topic.

4. Demonstrate

Providing a chance for them “to show that they know”. This stage can be applied in teaching learning process by practicing again the action from stage ‘experience’.

5. Review (repeat)

Showing the students to review and affirm, “i know that i really know this”. This stage can be applied in teaching learning process by retelling a keyword or formula together or doing exercises related to the topic.

6. Celebrate

Acknowledgement for the completion, participation and obtaining the skill and science. This stage can be applied in teaching learning process by giving

applause and approval responses, saying 'hore!hore' and praising the students.<sup>59</sup>

#### **d. Two Main sections of quantum teaching**

##### 1. Context

Context--which gives you an empowering atmosphere; a strong foundation; a support environment; and a dynamic learning design (is the setting for your experience).

##### 2. Content

Content-- then gives you powerful presentation; elegant facilitation, learning-to-learn skills, and life skills (the presentation).<sup>60</sup>

#### **e. The concept of quantum teaching**

More deeply, quantum teaching begins with a strong foundation built on the principle of the 8 keys excellence<sup>61</sup> include:

##### 1. Life In Integrity

Conduct yourself in the state of authenticity, sincerity and wholeness that result when your values and behavior are aligned.

##### 2. Acknowledge Failure Leads To Success

Understand that failures simply provide us with the information we need to learn so we can succeed.

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<sup>59</sup> Ibid 30.

<sup>60</sup> Ibid 9

<sup>61</sup> Bobby Deporter, 8 Keys – More Story (Principle to Live by that Unlock Your Personal success (California USA: Learning Forum Publication Oceanside 2000) 12.

3. Speak With Good Purpose

Develop the skill of speaking in a positive sense with good intent, being responsible for honest and direct communication.

4. Live in the now- This Is It!

Develop the ability to focus your attention on the present moment. Each moment task, count.

5. Affirm your Commitment Follow your vision without wavering; stay true to the course. Do whatever it takes to get the job done.

6. Take ownership

Be accountable and responsible. Be someone who can be counted upon, someone who responds.

7. Stay Flexible

Maintain the ability to change what you are doing to get the outcome you desire.

8. Keep your Balance

Maintain your mind, body, and spirit in alignment.

Active participation of students in learning among others can be materialized in the forms of discussion, teamwork in discussion activity for materials of the lesson. Attitude of teachers to students who try to understand the way of thinking of the said students in order to develop the ability of their way of thinking to give further strengthening is expected to be able to increase the interest, attention and motivation

of the students. This procedure states that at the glance the elements do not seem to have any correlation, such as entertainment, games, colors, positive way of thinking, physical fitness and emotional health; but all of these elements work together or cooperate to produce the effective learning experience.

Quantum Learning covers important aspects in NLP – Neuro Linguistic Program.

The term, Neuro-Linguistic Programming (NLP) was coined in the early 1970s by Richard Bandler (a computer scientist and Gestalt therapist), and Dr. John Grinder (a linguist and therapist). Bandler and Grinder popularized a process known as ‘modeling’ that purportedly enabled them to systematically study three of the world’s arguably most innovative psychotherapists: Dr. Milton Erickson, (often considered to be the father of modern hypnotherapy); Fritz Perls, who coined the term ‘Gestalt therapy’ to identify the form of psychotherapy he developed with his wife Laura Perls in the 1940s and 1950s; and Virginia Satir, the “mother” of modern-day conjoint family therapy.<sup>62</sup>

NLP namely a research on how the brain organizes information. This program analyzes the relation between language and behavior and is able to be used to create a sequence of understanding between teachers and students. By understanding the NLP, teachers will know the use of positive language to increase

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<sup>62</sup> <http://www.oregon.gov/dhs/vr/ovrs%20inservice/Overview%20of%20NLP%20Concepts.pdf>

positive actions in order to stimulate the most effective function of the brain. These all can also indicate the best learning style for each individual.<sup>63</sup>

Learning interest of students is also one of the success factors in achievement of speaking learning competence. Great learning interest tends to produce a better learning competence, whereas the less learning interest will also produce the worse learning competence. Understanding the student's needs and serving the student's needs constitute one of the efforts to generate the interest of students. Interest can be established and developed on students by means of providing information to students concerning with the relation between one teaching material to be given and the previous teaching materials or by describing about their usage in the future for students.

#### f. The Application of Quantum Teaching Method in the Classroom

**Table 2.2 Quantum teaching method with learning activities**

TANDUR Framework	Learning Activities of Quantum teaching through TANDUR Framework
TANAMKAN (ENROLL)	<ul style="list-style-type: none"> <li>• Attracting the students by giving picture, that will make them interested to the topic that will be taught.</li> <li>• The teacher asks the students to observe the picture on the paper.</li> <li>• The teacher asks the students to give statement about picture.</li> </ul>
ALAMI (EXPERIENCE)	<ul style="list-style-type: none"> <li>• Practicing an activity that related to the taught topic, tell or doing conversation about picture orally.</li> <li>• Match the picture with written</li> </ul>
NAMAI (LABEL)	<ul style="list-style-type: none"> <li>• The teacher explains about</li> </ul>

<sup>63</sup> Nunuk Suryani, Improvement of Students' History Learning Competence through Quantum Learning Model at Senior High School in Karanganyar Regency, Solo, Central Java Province, Indonesia (Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.14, 201)



	<p>describe of people, things, and animals.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students about problem of material.</li> </ul>
DEMONSTRASIKAN (DEMONSTRATED)	<ul style="list-style-type: none"> <li>• The teacher asks the students to present about material in the forward.</li> </ul>
REVIEW (ULANGI)	<ul style="list-style-type: none"> <li>• The teacher and students review explanation about material together.</li> </ul>
RAYAKAN (CELEBRATE)	<ul style="list-style-type: none"> <li>• The teacher and students giving applause and saying Horray-Horray together.</li> <li>• The teacher gives the students motivation and appreciation.</li> <li>• Closing by praying.</li> </ul>

## B. Previous Research Finding

In this research, the researcher use previous of research finding below:

1. **Siti Indrawati.** Was presented the thesis with the title is: “The effectiveness of group work technique in teaching speaking at the tenth grade students of Ma Al-Islam Joresan Mlarak Ponorogo in Academic year 2012/2013.

With the statement of problem:

- 1) How is speaking ability of the students who are taught by group work technique?
- 2) How is speaking ability of the students who are not taught by group work technique?
- 3) Is there any significant difference on speaking ability for the students who are not taught by group work technique?

The result of the study showed that, the average of the post test from experiment class which has been taught by group work technique is 82,3. The result after the treatment showed that  $t_o = 5,832$ . After being consulted with 5%

significance level with  $df = 56$ , that is  $t_t = 3,17$ . So  $t_o \geq t_t$ . For the 1% signification  $t_o = 5,832$  and  $t_t = 5,01$ . So  $t_o \geq t_t$ . So  $h_a$  accepted and  $h_o$  refused.

So the result showed that group work technique is effective for teaching speaking at the tenth grade students of Ma Al-Islam Joresan Mlarak Ponorogo in Academic year 2012/2013.

2. **Prof. Amrin Saragih, M.A, Ph.D, Sagita Kristiani**, was presented this thesis in a journal with the title: The Effect Of Quantum Learning On The Students' Achievement In Writing Argumentation of SMA N 1 DOLOK BATU NANGGAR.

This study was aimed at finding out the effect of applying Quantum Learning on the Students' Achievement in Writing Argumentation. The objective of the study was to find out whether the application of Writing Argumentation. This study used the experimental method. The population was the 2010/2011 third year students of SMA N.1 DOLOK BATU NANGGAR, totally 240 students. The sample was 60 students of randomly chosen as the representative of population. They were divided into two groups. The first group (experimental group) was taught by applying Quantum Learning while the second group (control group) was taught with conventional method. The test was divided into two groups, pre- test and post- test. The instrument used in this study was a writing test. The data were analyzed by using t-test. T-observerd was 3.75 and the t-table was 2.000 ( $p=0.05$ ). The result of the analysis shows that the value of the t- table ( $3.75 > 2.000$ ;  $p= 0.05$ ), it could be consulted that Quantum Learning has significant effect on the teaching argumentative writing.

### C. Theoretical Framework

Theoretical framework is the concept in the thesis about how the theory can be related with the factors which are identified as the important problem.

The thesis is experimental research, which explaining below:

Quantum teaching method (as variable x)

Speaking achievement (as variable y)

Based on theoretical analysis above the writer can apply the theoretical framework if using quantum teaching method is effective in teaching speaking.

#### **D. Hypothesis**

Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.<sup>64</sup> Here, the researcher who is trying to measure the effect or the relationship between two or more variables must predict the answer of the problem or the finding of the research based on theory or based logical common sense.<sup>65</sup>

Hyphothesis is a temporary answer to statement of the problems of theoretical research that is considered most likely and highest levels were correct.

After find out the idea sketch of research above, the researcher takes a hypothesis that:

Ha: Quantum teaching is effective in speaking achievement at seventh grade students of MTsN Pulosari Jambon in academic year 2014/2015.

Ho: Quantum teaching is not effective in speaking achievement at seventh grade students of MTsN Pulosari Jambon in academic year 2014/2015.

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<sup>64</sup> Suharsimi Arikunto, Manajemen Penelitian (Jakarta PT Rineka Cipta, 2000).71

<sup>65</sup> Mohammad Adnan Latief, Research Methods on Language Learning An Introduction (Malang: UM Press, 2013), 54.

