THE EFFECTIVENESS OF QUANTUM LEARNING METHOD ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND STUDENTS' ENGLISH LEARNING ACTIVITIES AT SMK N 9 PADANG

THESIS

By

ZIA SYUKRIA

NIM. 1103816

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ABSTRAK

Zia Syukria. 2020. Keefektifan Metode Pembelajaran Kuantum Terhadap Hasil Belajar dan Aktifitas Belajar Bahasa Inggris Siswa di SMK N 9 Padang. Tesis. Pascasarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui keefektifan penggunakan metode pembelajaran kuantum pada hasil belajar dan aktifitas belajar siswa pada mata pelajaran Bahasa Inggris. Permasalahan di sekolah ini menunjukkan bahwa siswa mengalami masalah dalam mata pelajaran Bahasa Inggris seperti banyaknya materi ajar dalam waktu yang terbatas, kegiatan belajar yang terkesan monoton dan ketidaksesuaian antara metode mengajar dengan gaya belajar siswa.

Penelitian ini menggunakan jenis penelitian pre-experimen, dengan tipe one shot case study. Partisipan penelitian ini adalah siswa kelas X Perhotelan 5 di SMK N 9 Padang yang berjumlah 27 orang. Instrumen yang digunakan sebagai alat pengumpul data adalah tes dan lembar observasi. Teknik analisis data diawali dengan analisa data kuantitatif melalui hasil test. Data hasil tes digunakan untuk mengetahui perolehan hasil belajar siswa dan dianalisis dengan melihat hasil rata-rata tes sudah di atas standar KKM. Kemudian dilanjutkan dengan analisis data hasil observasi dengan menggunakan rumus presentase dan mendeskripsikan aktifitas belajar siswa. Hasil penelitian ini menunjukkan bahwa: penggunaan metode pembelajaran kuantum efektif pada hasil belajar Bahasa Inggris siswa pada materi "descriptive text, announcement, dan past event", nilai rata-rata kelas 75.03 atau di atas standar KKM yaitu 75; penggunaan metode pembelajaran kuantum efektif pada aktivitas belajar siswa yang dapat dilihat dari persentase aktivitas belajar siswa yaitu 69.5% atau diatas 60% dan masuk pada kategori aktif.

ABSTRACT

Zia Syukria. 2020. The Effectiveness of Quantum Learning Method on Students' English Learning Achievement and Students' English Learning Activities at SMK N 9 Padang. Thesis. Graduate Program. State University of Padang
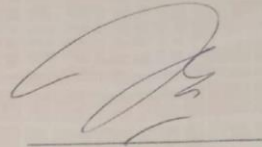
This research aimed to find out the effectiveness of Quantum Learning Method to students' English learning achievement and activity. There are some problems in teaching and learning English. First is English teachers have to fulfill many curriculum objectives in a short time. Second is students usually get bored with activities undertaken in the classroom because of monotonous learning activities and mismatch of teaching methods with students' learning styles. This research was pre-experimental design in the form of one shot case study. It was conducted at SMK N 9 Padang. The sample of this research was class X Hotel Acomodation 5 with total number of sample was 27 students. The instrumentation used as a data collection were test and observation sheet. Technique of data analysis began with arranged the raw score from students' test then analyzed the result of post-test. Test result data were used to determine students' learning achievement and analyzed by seeing the average test results above KKM. Then, analyzed the students' activities from observation by using percentage formula and described students' learning activities. The findings of this research; quantum learning method is effective to students' English learning achievement on the material "descriptive text, announcement, and past event", this is indicated by students' average score 75.03 was above KKM that is 75 after the treatment; the application of quantum learning method is effective to students' English learning activities, it can be seen on the percentage of students who were active in learning process were 9.5% or above 60% and include in active category.

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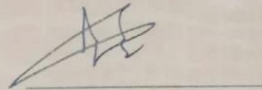
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NIM : 1103816

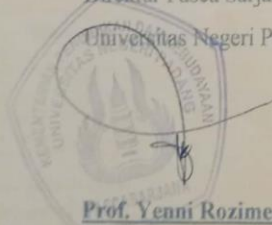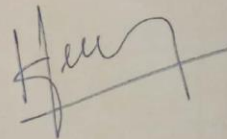| Nama	Tanda Tangan	Tanggal
Prof. Dr. Hermawati Syarif, M.Hum. Pembimbing I		4/3 - 2021
Prof. Dr. Jufrizal, M.Hum. Pembimbing II		8/3 - 2021

Direktur Pasca Sarjana
Universitas Negeri Padang

Prof. Yenni Rozimela, M.Ed., Ph.D.
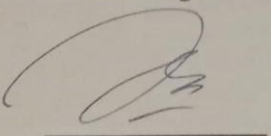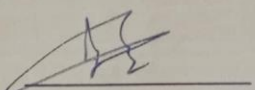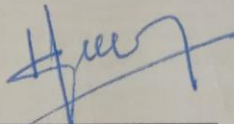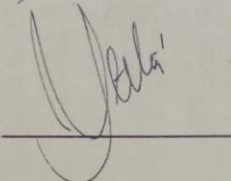NIP: 19620919 198703 2 002

Koordinator Program Studi

Dr. Hamzah, M.A., M.M.
NIP: 19611221 199003 100 1

Persetujuan Komisi

Ujian Tesis Magister Kependidikan

No.	Nama	Tanda Tangan
1.	Prof. Dr. Hermawati Syarif, M.Hum. (Ketua)	
2.	Prof. Dr. Jufrizal, M.Hum. (Sekretaris)	
3.	Dr. Hamzah, M.A., M.M. (Anggota)	
4.	Dra. Yetti Zainil, M.A., Ph.D. (Anggota)	

Mahasiswa :

Nama   : *ZIA SYUKRIA*

NIM   : 1103816

Tanggal Ujian : 17 – 02 - 2020

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Padang,   Februari 2020

Saya yang Menyatakan

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Last, it is expected that this thesis will be useful not only for the researcher but also for the readers. For this reason, constructive thought full suggestions and critics are welcome to make this thesis better.

Padang, Februari 2020

The Researcher

TABLE OF CONTENT

LIST OF TABLES

Table   **Page**

LIST OF FIGURES

Figure   **Page**

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teachers always try to transfer knowledge by various innovations in learning. The fact shows that many teachers face the challenge of doing the teaching and learning activities in the classroom. Therefore, teachers as educators should be able to attract and motivate students to learn. Teachers are required to be able to create fun learning activities by various methods, appropriate learning approaches, and learning media that are relevant to the material that will be taught to improve students' comprehension and achievement.

Learning achievement is an illustration of how students understand the material conveyed by the teacher. From the achievement, the teacher can get information on how the students understand the material that has been studied. Learning achievement become standard for the success of students in learning the material. Learning objectives are considered to be achieved if students get satisfying learning achievement. It can be seen after the teacher evaluates students learning achievement.

Learning achievement is very important because the success of learning carried out in teaching and learning activities can be seen from students' learning achievement. Learning achievement is the results achieved by students after learning activities. Low students' learning activities are also

because by low understanding and mastery of learning material, and the learning activities effect to students' learning achievement.

The method used by the teacher during teaching and learning process can affect the level of students learning achievement. The use of various and relevant methods can stimulate students' activity during the learning process. Teaching and learning activities will attract students' attention if there is compatibility between the selections of learning methods to the subject materials that will be presented. The learning method must be packed in such a way that the teaching materials that have been taught are not easily forgotten by the students. There are several learning methods that have been created by experts, one of the exciting learning methods called quantum learning method. Quantum learning method is one of learning method created by Potter that aims to create a fun classroom atmosphere and make students enthusiastic to learn.

Quantum learning is a learning method that can be used by anyone because it provides an overview to explore anything in a way that is steady and memorable. It is focuses on students' learning styles, thinking styles, and how they absorb the lessons delivered by the teachers. Quantum learning method focuses on accelerated learning with a high level of success. It helps teachers to create conducive classroom atmosphere for students, so that students can maximize their brain's ability to learn. Besides that, quantum learning will change learning situation from learning with effort into learning with fun.

The most important component in learning in order to make it not boring is to make learning fun, use appropriate and varied learning resources. Good learning is active, effective and fun so the students can learn well. Good learning must be able to generate interest and desire of students to learn and make students actively participate in the learning process. Competence is not only from the content of the lesson but also from the learning experience and it utilizes various resources available. Therefore, it takes the creativity and skills of the teachers in selecting and designing learning resources and learning methods used.

Quantum learning is a combination of some learning methods. They are Suggestopedia (Accelerated Learning), Neuro Linguistic Program (NLP), and this method (Deporter & Hernacki: 2013). The combination of positive suggestion, busting obstacles in learning, and theories about how human's brain works makes this learning method deserves to be implemented in the classroom.

In English subject, Quantum learning had been used to know the implementation of this method in English learning at SMA N 1 Grobogan. The research was conducted by Suprastijono (2015), He did not focus on one aspect, there are many aspects that his research done like the preparation of learning with quantum learning, the implementation of quantum learning, the result of learning, and problems and the way to overcome the problems. There is a similarity of research conducted by Suprastijono with the research that has been carried out, that was describing the influence of quantum

learning on student learning in secondary schools, but the difference is if Suprastijono's research was to describe the application of quantum learning method in English learning and used qualitative method, while the research that has been conducted by the researcher focused on learning achievement and activities, and used experimental research.

Another researcher is Khasanah (2012) found the implementation of quantum learning can improve the students' reading skill and identified the class situation when quantum learning was implemented in reading class at eight grade students of SMP Negeri 16 Surakarta. It is difference with researcher that describes the students' English learning activities when quantum learning was implemented in the classroom.

Then Saragih and Kristiani (2012) who investigated the effect of applying quantum learning on the students' achievement in writing argumentation. The objective of the research was to find out whether the application of quantum learning gives effect to students' achievement in writing argumentation. The result of research indicated that there was an effect on the students' achievement in writing argumentation, which was taught by using Quantum Learning than using conventional method. There are several differences between this research with the research that has been carried out, including this research using comparative classes that was taught by conventional methods, besides this research focuses on writing argumentation.

In another subject, Anggreani (2014) found that the implementation of quantum learning can improve students' learning activities in social science at SDN Made II No. 476 Surabaya. This research see the students' learning activities from three aspects; cognitive, affective, and psychomotor. It is difference with researcher that only focus on students' learning activities and describes students learning activities in visual, oral, listening, writing, mental, and emotional activities.

There are some phenomena related to the reason why the researcher did the research on the using of quantum learning method. Nowadays, English teachers have to fulfill many curriculum objectives of teaching and learning in a short time. Planning time may affect to students' achievement of learning objectives and students' understanding. Then, some students usually get bored with activities undertaken in the classroom. Students' boredom sometimes caused by mismatch of teaching methods with students' learning styles. An effective way for teachers to accommodate students' learning styles is using appropriate teaching method and media that can notice all of students' learning styles.

From previous research, there are several problems that teachers face in implementing quantum learning methods. One of them is there is no outing activities for students. Meanwhile, DePorter and Hernacki (2011) say that physical challenges used as a metaphor to learn new thing breakthrough study so that a paradigm shift that changed the understanding of learning.

Another problem is classrooms in schools has not arranged like the concept of quantum learning. As we know that classroom arrangement is important things in quantum learning. Everything in the environment sends a message that either enhances or destructs from learning (DePorter and Hernacki: 2011). Elements of quantum learning environment like well designed movable furniture, comfortable temperature, appropriate music, live plants, and walls that allows for hanging photos, arts, affirmations, etc.

Furthermore, the number of students per class still has a large quota. Fewer number of students in each class intended that all students receive the same treatment during the learning process. DePorter and Hernacki (2011) state that students can start the day with a feeling of belonging when teachers greeted students individually.

Moreover, the teachers do not have basic knowledge about the concept of quantum learning. The use of quantum learning methods will be effective if the teacher has knowledge of quantum learning. Quantum learning methods are created based on the educational theories such as: Accelerated Learning, Suggestology or Suggestopedia, and Neurolinguistic (DePorter and Hernacki:2011). Therefore, teachers should understand the theories of quantum learning before understand the concepts of quantum learning.

Learning activity becomes more active with quantum learning method, as well as the potential to give meaning to the learning process and increase student interest. The study about Quantum Learning application in Drake University (2011) shows that Quantum Learning increased students'

motivation (68%), improved grades (73%), developed more confidence (81%), increased self-esteem (84%), and continued to use skills (98%). It is hoped that the use of quantum learning method can also produce the expected result in this research.

Students will be able to learn well if there are fun and comfortable learning atmosphere. Learning is not only transferring knowledge from teacher to student but also create an interesting learning atmosphere. To create an interesting atmosphere not only rely on learning facilities and infrastructure, but also depends on the learning materials and methods used in learning. So that the researchers intend to apply quantum learning method in providing English learning materials and expected through this method researchers can determine the effectiveness of quantum learning method in learning process.

From those factual facts above, it is assumed that quantum learning is one of the effective methods to be applied in teaching and learning English. The researcher chose SMK N 9 Padang as the object of research randomly because school in Padang already have comfortable classroom and facilities that supported the implementation of quantum learning method. To be different with previous research, the researcher not only find out the effectiveness of quantum learning methods on students' English learning achievement, but also on students' English learning activities. Thus, the title of this research is "The Effectiveness of Quantum Learning Method on

Students' English Learning Achievement and English Learning Activities at SMK N 9 Padang".

B. Identification of the Problem

Based on the background of the problem, there are some problems in previous research about quantum learning. First is English teachers have to fulfill many curriculum objectives in a short time. Second is students usually get bored with activities undertaken in the classroom because of monotonous learning activities and mismatch of teaching methods with students' learning styles. According to what has been stated in background, there are several alternative ways can teachers do to overcome those problems. One of them is using appropriate teaching and learning method. Actually, there a lot of methods that can be used such as drilling method, suggestopedia, direct method, group method, and quantum learning method. In this research, the researcher would apply quantum learning method in English subject.

C. Limitation of the Problem

Concerning with the identification of the problems above, the research was limited on finding out the effectiveness of using quantum learning method on students' English learning achievement and students' English learning activities at SMK N 9 Padang. Then, the material investigated in this research was limited to 'descriptive text, announcement, and past event' because the materials have just been learned by the students in grade X at SMK N 9 Padang.

D. Research Questions

The problems of this research are formulated into the following question:

1. Is quantum learning method effective on students' English learning achievement at SMK N 9 Padang?

2. Is quantum learning method effective on students' English learning activities at SMK N 9 Padang?

E. Purpose of the Research

The purpose of this research is to find out:

1. to find out the effectiveness of quantum learning method on students' English learning achievement at SMK N 9 Padang.

2. to find out the effectiveness of quantum learning method on students' English learning activities at SMK N 9 Padang.

F. Significance of the Research

It is hoped that the result of this research will be advantageous theoretically and practically. Theoretically, the researcher hopes that the result of this study can be used as a reference and as important information on the effectiveness of quantum learning method on students' English learning achievement and English learning activities. Practically, this study is expected to provide information to English teachers on the effectiveness of quantum learning method in teaching and learning process. It is also expected to inspire and motivate English teachers to be more creative and innovative in developing interesting and effective teaching and learning method.

G. Definition of the Key Terms

1. The effectiveness is the degree of quantum learning method is successful in producing good result in achievement and activities.

2. Quantum learning method is a learning method that integrates body and mind which can stimulate students to learn English at rapid speed and full of joy.

3. Students' learning style is the unique collection of each student's skills and preferences that affect how a student perceives, gathers, and processes information.

4. English learning achievement is the result achieved by students after English learning activity has already done.

5. English learning activity is an activity undertaken to produce changes in knowledge, values, attitudes, and skills of the English students as an exercise carried out deliberately.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusions

Based on the research findings and the discussion above, it can be taken some conclusions as follow:

1. The application of quantum learning method is effectives on students' English learning achievement for the material "descriptive text, announcement, past event". This method makes the students become more active in following the learning process, because the direct experience of students have a major impact on students' learning achievement. It can be seen from the result of the students' test after the treatments, the mean score of posttest was 75.03, the mean score was above KKM. It can be said that learning by using quantum learning method gives a positive impact and effectives on students' English learning achievement.

2. The application of quantum learning method is effectives on students' English learning activities. This is indicated by the percentage of students who were active in learning process are above 60% or in active category; 65.8% in the first meeting, 67.2% in the second meeting, 72% in the third meeting, 64.7% in the fourth meeting, 66.8% in the fifth meeting, 73.4% in the sixth meeting, and 77% in the last meeting. This method makes students become more active in following the learning process, because the direct experience of students have a

major impact on students' learning achievement. So, quantum learning method is useful method that makes the students to be active participants in learning process.

B. Implication

The result of this research has some implication in teaching and learning English. Quantum learning method is helpful for students. In quantum learning method, the center of learning is the students and the teacher just as facilitator, it was proved that students center is more effective than teacher center. Teachers are expected to apply the quantum learning method because this learning method is able to improve learning achievement and student learning activities in English subjects. By applying this method, the teacher can be more creative in updating the teaching and learning process in order to produce a better result in English learning achievement and activities. Moreover, quantum learning method can be used as learning method to increase students' learning activities. If students are active in learning, the students' learning achievement is also increase.

C. Suggestions

Based on the conclusions and the implication above, the researcher would like to propose suggestions as follow:

1. The research findings indicate that quantum learning method is one of effective method to help the students in learning English at class X HA 5 at SMK N 9 Padang. Therefore, it is suggested to English teachers at

SMK N 9 Padang apply quantum learning method as a variation in teaching English. It is also suggested to students in SMK N 9 Padang to be more active in learning activities. Being active in learning activities will certainly improve learning achievement, not only on cognitive assessment but also on affective judgments.

2. Students with help from teachers should apply innovative learning methods that help students absorb learning material.

3. Dependent variable used in this research is English learning achievement and activities. It is suggested to other researchers to conduct a research on the other variables like psychological factors that can contribute to English learning such as English learning interest, motivation, attention and so on.

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