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Improving English Learning Outcomes Through a Quantum Teaching Model

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ABSTRACT

This research was motivated by the low level of primary English learning outcomes at SDN 02 Cireundeu. It can be seen that there were 21 out of 25 primary learners had a below minimum of completeness criteria (KKM). The objective of the research is indeed to increase the outcomes of primary English learners through a quantum teaching model. Classroom Action Research (CAR), a reflective and collaborative research focused on raising the teaching process quality, was preferred as a research method. The current study used the Kemmis and McTaggart principles, which cover four phases: planning, action, observation, and reflection. The 25 fifth-grade primary English learners, 11 males, and 14 females have participated in this study. Two-cycle actions have been carried out to achieve success criteria of completeness. Based on the results, the quantum teaching model implementation has led to an improvement in the results of each cycle. It can be shown that the students' outcome in Cycle I was 36%, while in Cycle II was 64%. These findings revealed that improvement has been achieved in Cycle II and the completeness criteria have been accepted. In a conclusion, English learning outcomes were significantly improved by implementing a quantum teaching model to the fifth grade of primary learners at SDN 02 Cireundeu.

Keywords: *English learning outcomes, Quantum Teaching model, TANDUR*
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INTRODUCTION

Education is a tool for increasing human sustainability. This is all being implemented in an attempt to improve human quality and to promote the success of better governance. Several aspects influence the success of education or the academic learning process in particular. Professional-quality education should be achieved, to achieve academic goals. Teachers, students, the curriculum, school settings, and facilities are all aspects considered. The role of teachers and principals influences the learning significance by making a conscious effort to help students meet their needs

(Gamoran, Secada, & Marrett, 2006). Besides, improved way of learning and the affordability of teaching media or aids can actively engage students during the learning process. By way of meaningful practice, students gain new knowledge and experience.

Successful English learning also depends on primary learners' outcomes in the educational process. According to Desstya (2015), primary school is an educational entity with students' age are between 7 and 12 years old and have fascinating looks. To meet these optimal learning outcomes, English learning often requires a great deal of creative instruction in the learning media or resources. According to Kraiger, Ford, & Salas (1993, p. 1), the primary English teaching process should specifically engage students in the framework which increases their optimal learning outcomes. Students should truly understand the material as they can recall what they've seen, heard, and done.

The priority of a student-centered approach should therefore be reinforced as there are practical and experimental practices currently offered on English material varieties. As Suradika et al (2020) statement it is important to organize teacher materials from the simplest to the most challenging experience that students have learned. Students will engage more in improving English teaching and learning. This statement is confirmed by Rachmadtullah, Nadiroh, Sumantri, & S (2018) that meaningful learning is a classroom setting that students should be active and directly involved in the learning process. Sumantri (2016) claimed that primary school teachers need to create a friendly and supportive environment so that student knowledge of the issue, questions, opinions, and experiments can be carried out for new experiences. Izzah & Hadi (2020) states that language learning has a significant impact on how students reach out in certain contexts with native speakers.

Teachers also play a significant role in the achievement of success. Primary school teachers also should increase the progress of students in reflective practice. It is not solely on facilities, curriculum, media, or learning resources. Jordan, as cited by Suparno (2010) also reported that the intensity level of teaching time significantly influences the primary learning outcomes. Imaginative and inventive teachers are required to choose the highest-quality learning method to help to make learning interesting. Participation between teachers and students is therefore very important to achieve the specific aims and to ensure effective student learning.

However, the fact that SDN 02 Cireundeu students are still learning English with the conventional method, particularly the fifth-grade students. The results showed that the primary English students are ironically taught by poor teacher skills (Hadi, 2019). Normally, to enhance English learning outcomes, teachers should motivate students with interesting teaching material and the right teaching model or media in an elaborate way. Besides, teachers also need to significantly boost activity, interaction, interest in general, both physically and cognitively, and this can be ideal for English learning outcomes. A successful student can be achieved when

teachers and students are linked in two ways. The less comprehension of English learning material may be influenced by all the factors that lead to poor student learning outcomes. Based on the teacher's assessment, most of them still failed to meet the criteria or had the below level of 60 percent. The minimum completeness criteria have only been passed by 4 out of 25 students.

The preliminary results showed that the presented material is less inspiring. Students passively listen to the teacher's explanation and did practice only when instructed. Furthermore, several students are also unconfident and fearful of answering the teacher's questions incorrectly. This phenomenon certainly has very significant implications for learning outcomes, both in daily life and in primary education levels.

Briefly, the lack of media variation makes less involved and less motivated students learn English. Students are finally bored and less than desirable for their learning outcomes. That's why students are not excited about further learning. Besides, many of them are busy with their friends playing and chatting, so they don't want to hear what the teacher says. Some students leave the classroom and ignore the lesson.

Given these issues, the researcher expected the low English learning outcomes at Grade V SDN02 Cireundeu to be resolved. Efforts to enhance learning outcomes can also be made by creative learning models that make it simpler for students. One way is by implementing a learning model that improves collaborative efforts between students. This model strengthens student ability through learning experiences.

The quantum teaching model is a model of learning that can enhance the outcomes of student learning. Quantum teaching provides detailed guidelines for developing an efficient learning setting, curriculum design, material delivery, and learning process. This learning model is one way to make the learning experience more interesting. These experiences affect the natural skills and talents of students. According to Suryani (2013), this approach provides students with a teaching style that encourages them to succeed.

The researcher uses a quantum teaching method is based on the TANDUR phase, which stands for the following acronyms: Growing, Experience, Naming, Demonstration, Repeating, and Celebrating. Growing is a phase that aims to encourage students' interest in teaching and learning. Experience is described as the development or variety of experiences that all children can explore. Naming is an activity that offers learning terms or concepts. The demonstration aims to provide students with opportunities to learn. Repeating is giving the students examples or exercises by repeating the material that has been taught in the learning process. Celebrating is a celebration or appreciation to students who have completed and participated directly in the learning process with their skills and knowledge (DePorter, Reardon, & Nourie, 2002; Deslauriers & Wieman, 2011).

Therefore, research using the quantum teaching model could impact the productivity, experience, and imagination of students. Preliminary studies by Yahya in Nasrallah (2014) show a significant effect on the student learning outcomes in

the quantum teaching model. The model is also supported by Susiani, Dantes, & Tika (2013). First, the quantum model is assumed that will enhance social and emotional intelligence and enhance student learning outcomes. Second, the Quantum teaching model focuses on methods to improve their autonomy and their abilities. Efforts have been made, based on the above description, to enhance the English learning outcomes of Grade V SDN 02 Cireundeu students by applying the quantum teaching model. The researcher is interested in investigating the title Improving English Learning outcomes of the Fifth-grade Students at SDN 02 Cireundeu through the Quantum Teaching Model.

RESEARCH METHODOLOGY

The researchers chose the quantum teaching model as an alternative way of achieving better results in Grade V SDN 02 Cireundeu students. The researcher has this choice of the quantum teaching model as a successful model for students. Choosing engaging learning can successfully enhance student learning outcomes. This is because the success or failure to achieve learning outcomes depends on the learning process of students.

In this research, the researcher used the four-stage Kemmis and McTaggart model of action analysis: preparation, action, observation, and reflection In more detail, some steps towards the implementation of the quantum teaching model include: (1) promoting students' interest in engaging in the learning process; (2) developing or having conversations which could be understood by all students; (3) providing vocabulary and/or ideas for the learning process; (4) providing students with learning opportunities; (5) providing examples or exercises; (6) giving students the completion and involvement of their abilities and learning experiences directly.

This action research is conducted collaboratively as observers with the same experience by researcher and teacher. All of the students in class V SDN 02 Cireundeu were the population of the study. The researcher used population as a research sample due to the small number of subjects. The sample consisted of 25 SDN 02 Cireundeu students in fifth grade. Qualitative and quantitative data were collected throughout this research. The study, therefore, analyzes qualitative descriptions and quantitative descriptions. The data in this study were obtained through some techniques for data collection, including observation and written testing. This analysis covered qualitative descriptive data concisely as possible to describe facts and features of a particular population or field. This research attempts a situation or event to be described.

FINDING AND DISCUSSION

Pre-cycle

Due to the pre-cycle results or initial conditions in which a quantum teaching model had not been used, only about 16% of students were able to respond to questions in English, while the remaining 84% of students still had problems answering questions. The student score above the 70 percent minimum completeness criteria is 4 (16 percent) and 21 students below the completeness criteria (with an 84 percent

percentage). The students achieved an average of 62, a maximum score of 85, and a minimum score of 50 on the other hand. Furthermore, it showed that the results of the early learning condition were poor. The teacher has also decided to take remedial action to increase the learning outcomes of those low-level students.

Based on the observations, it assumes that the learning process did not represent the effective teaching method optimally. The teacher uses conventional methods, and the students are passive to the discussion of the teacher and work overtime on the LKS. In short, teaching is often teacher-centered, where the teacher might be more dominant and less giving feedback. In conclusion, the researcher found that in the pre-cycle, English did not attract student interest.

Cycle I

The average score in the first cycle (maximum value 85 and minimum value of 50), compared to pre-cycle learning, shows an increase, from 62 classes to 65. Meanwhile, the percentage of students who achieved a minimum level in the first cycle increased 16% from 28% in the pre-cycle to 44%. The increase in the outcomes in the first cycle is driven by the quantum teaching model used by the teacher towards the discussion of the English material in groups to bring attention and passion during the learning process. This model enhances the enthusiasm of students to learn and focuses on teacher topics. Afacan & Gürel (2019) argued that a quantum teaching model is a new approach that makes learning processes easier by connecting with the learning environment, with all the differences that make sense. Because of the RPP's quantum teaching model, the teacher mainly implements the quality of the learning process. It is easier for students to learn English due in part to a quantum teaching model which connects taught materials in real-world situations.

The group work during the first cycle, however, was not optimal. The primary issue is that the stories and examples of the teacher are not varied. Some students don't want to learn and remain shy and afraid to express opinions and questions. The group discussions are ineffective. Group discussions don't even involve many students working in groups, some move from group to group, some disrupt the work of their friend, others choose to group in a variety of groups, while others don't want to be in groups because they think they have mastered the subject.

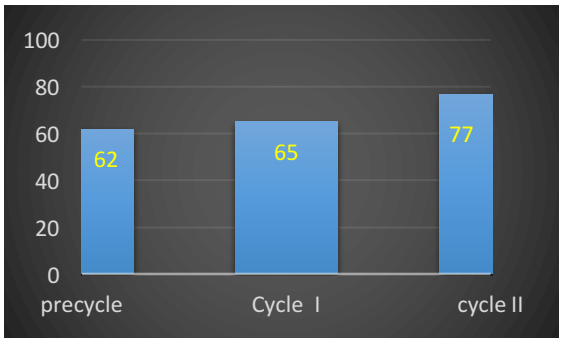
Some students are also bored of learning. This is shown by the students who pay less attention to the teacher's subject. Then the researcher decided to play little games in the middle of learning to address situations. For instance, awards were given to groups who have first completed their work. This can reduce the boredom of the student at the next class. Concerning what teachers and researchers have talked about in the next cycle, it is to explain and lead students how to carry out their learning with a good and correct quantum teaching model, to make them more familiar with it. The teacher will read directions when the group is formed so that every student focuses on the learning process.

Cycle II

Cycle II action was the result of the Cycle I reflection that remedied the

problems identified by Cycle I and it is hoped that Cycle II will be increased to achieve the required goals. 22 out of 25 students (88%) achieved a minimum completeness criteria from the data tests conducted in Cycle II. This means that only 3 students have not achieved the completeness criteria of learning outcomes which are approximately 12 percent. In general, the outcomes were improved in comparison with the first cycle. The increase of the average class score from 66 to 77 clearly shows. In Cycle II, the percentage of students who achieved the minimum completeness criteria also grew by 44%, from Cycle I, or 88%, from Cycle II. This research, therefore, needs not to be continued in the next cycle because the required outcomes have been achieved. The average results of the English study are shown for each cycle.

Table 1.1 Comparison of student learning outcomes in English for each cycle



The quantum teaching model used in Cycle II is more efficient than in Cycle I, according to the table above. The teacher is more intensive in guiding the study group to make inferences and encourage students to conclude. Besides motivating students, researchers also reward groups who discuss, ask and answer questions actively. This is in line with the statement Djamarah, Bahri, & Zain (2002, p. 22), a certain recognition of the outcomes and rewards is a motivational form that can be used to maintain student interest in the future. This can be the reason why, particularly in the context of English learning outcomes, academic achievement tends to increase compared to the first cycle. Where in cycle I, many students still have not paid attention to the explanation of the teacher, students hardly ever started questioning the teacher, and so on. In cycle II, however, students were moving ahead very quickly, all the students were being part of the teacher's explanation, and many students asked the teacher. It can be seen that the quantum teaching model has helped bring students into the pathway and also created an enjoyable atmosphere in the classroom. Several research references support this model to improve the English-language outcomes carried out by the researcher

A study by Altın & Saracaoğlu (2019) showed that the curriculum based on the quantum teaching model improved the automaticity of students in English and reduced their anxieties in English. However, the model contributed not statistically significant to speaking abilities. Students receive the attention and increase their participation in events, lead students to questions, to research, and to learn. With the use of the quantum teaching model, the learning process has both cognitively and emotionally improved students learning outcomes. The cognitive results of Ewell in Asgari & Borzoei (2013) are related to the increase of professional knowledge, whereas the non-cognitive results depend on the improvement of individual attitudes and values.

CONCLUSION

Based on the results of the study, the improvement of student learning in English can be seen through the quantum teaching model for Grade V students at SDN 02 Cireundeu. This can be seen from an increase in English learning outcomes in Cycle I and Cycle II. In summary, it can be concluded that the English learning outcomes of Grade V students are low in the pre-cycle stage. This can be seen from the average result of learning outcomes in English as many as 63.87, whereas the percentage of completeness criteria is only 40%.

The average score in the first cycle was 69.88, while the percentage of the completeness criteria was up to 70%. Teachers have also started to use quantum instruction and a variety of methods of learning. The average class then increased to 75 in the second cycle and the percentage of completeness criteria was up to 93.33%. This increase represented progress in the first cycle implementation of the quantum teaching model. The teacher makes significant contribution feedback or improvements in disparate groups and encourages students to ask questions actively. Moreover, the results of the English learning outcomes in cycle II had met the minimum completeness criteria, so that researchers and teachers agreed to completely stop the research.

Based on the above results and discussions, the researchers provide the following suggestions. For students, the good results achieved need to be maintained and students need to be more active in the teaching and learning process of English. For teachers, learning English using the quantum teaching model does not only bring students into the real world in the classroom. Teachers need to be more creative in different learning methods, guide students to be more active in providing feedback, raise more diverse contextual issues, and encourage students to be more active in learning and group discussions.

For schools in general, many classroom teachers do not know about the quantum teaching model, so this model is still not widely used in learning. Schools should train teachers on learning models, in particular quantum teaching models, by inviting experts who are experts in their fields. For other researchers, further research in other areas of English learning needs to be carried out by other researchers who are involved in research using quantum teaching models and who can extend this model to a variety of topics.

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