THE EFFECTIVENESS OF QUANTUM LEARNING TO TEACH SPEAKING VIEWED FROM STUDENTS’ SELF-CONFIDENCE

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Abstract

The objective of this study is to reveal whether: (1) Quantum Learning Method is more effective than Direct Instruction Method to teach speaking; (2) The students having high self-confidence have better speaking competence than those having low self-confidence; and (3) There is an interaction between teaching methods and students’ self-confidence in teaching speaking. This research applied an experimental study and used cluster random sampling. There were two classes in this research, experimental and control. Students in each class were categorized into two groups, students having high and low self-confidence. The instruments used were self-confidence questionnaire and speaking test which were designed by the researcher. The result data obtained were analyzed using ANOVA 2x2 and continued by using TUKEY test. The result of data analysis shows that: (1) Quantum Learning Method is more effective than Direct Instruction Method to teach speaking; (2) The students having high self-confidence have better speaking competence than those having low self-confidence; and (3) There is no interaction between teaching methods and students’ self-confidence in teaching speaking. Based on the result of the research, some suggestions -related to the clearness of teacher’s instructions, students’ bravery to ask, and the usage of another reflective tool by the researchers- can be considered.

Keywords: Quantum Learning Method, Direct Instruction Method, speaking, self-confidence, experimental study

INTRODUCTION

The purpose of teaching English in Indonesia is to develop language skill in order that Indonesian can communicate with native speakers well and acceptably and for reaching the goal, there are four English language skills that should be taught: listening, speaking, reading, and writing. In fact, to gain the importance of speaking is rather difficult for the learners who use English as foreign language because the core of speaking purpose has not been achieved yet by most of Indonesian students. Ideally, English learners should know the indicators of speaking as the guidance if they want to learn English.

According to Brown (2001), the indicators of speaking are grammar, vocabulary, comprehension, fluency, and pronunciation. However, those aspects should be known well by the learners in order they can speak both accurately and fluently.
In fact, English learners from Indonesia still get many difficulties to speak English viewed from the speaking indicators and those should be solved by the teachers. Students’ speaking competence can be influenced by some factors, those are factors from students themselves and also factors from the way teacher gives the materials to the students. The first factor which comes from the students is they get difficulties in pronouncing the words fluently, using word order and grammar correctly. The other factors is the teaching method used by the teacher. The teaching method used by the teacher gives big influences to the students’ speaking competence. Effective learning method will help students to enhance the fluency of speaking, pronounce some words correctly, choose the appropriate words according to the context, express the idea in a correct order, and produce grammatical correct sentences.

Teachers should be able to find effective method to teach speaking that can solve the problem of students’ speaking. One of those methods which would be applied by the researcher is Quantum Learning Method. Quantum learning is an indication, strategy, method, and the whole process of learning that can sharpen the understanding and memory, as well as making learning as a process that is fun and rewarding. This method is developed by Bobbi De Porter in the early 1980’s. In Quantum Learning method, the students will learn in fun, enjoyable, and interesting activities. It can help the students to comprehend the materials because they will get more positive effect on their learning spirit and motivation when the teacher gives interesting materials. One of the purposes of quantum learning method is to create an effective learning environment. The students not only learn from the materials given by the teacher, but also learn from the environment. So, it will be more meaningful activities for the students.

The following is the teaching steps of Quantum Learning adapted from Rate (2009): (1) Enroll, the teacher gives some efforts that capture or increase the students’ interest, curiosity, and attention. In teaching speaking, the teacher builds understanding of the concepts of the materials that will be learnt; (2) the teacher creates a common experience which all learners can relate; (3) Teacher presents a sequence of materials and define the main content. Then, students learn labels, thinking skills, and academic strategies.; (4 the teacher gives the chance to the students to demonstrate what is taught (performance); (5) The teacher asks the students to make a dialogue with their friend; (6) The teacher asks the students review their understanding about the lesson; (7) After the students have done their work, they are given chance to celebrate their achievements.
Quantum Learning brings some benefits (Sugiyanto, 2009). They are: (1) Quantum learning is focused on quality and meaningful interaction, not just the meaning of the transaction; (2) Quantum Learning accelerates learning so much emphasis on a high level of success; (3) It has a model that combines the learning context and content; (4) Quantum learning focuses on the formation of academic skills, life skills, and physical or material accomplishments; (5) Quantum learning place values and beliefs as an important part of the learning process; (6) Quantum learning prioritizes diversity and freedom, not uniformity and order; (7) Integrate the totality of quantum learning body and mind in the learning process. Thus, there are many advantages which can be empowered by both language teachers and learners by using Quantum Learning. Besides, there is weakness of applying Quantum Learning in teaching learning process. The weakness of Quantum Learning is requires real experience. The teacher should provide the topic that related to the students’ experience.

In this study, the application of Quantum Learning Method for teaching speaking then would be compared to Direct Instruction Method. Carnine and Traub in Mark, et al. (2001: 5) state that Direct Instruction is an approach to teaching. It is skills-oriented, and the teaching practices it implies are teacher-directed. It emphasizes the use of small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. USASK (2010) proposes that in a direct instruction lesson: the teacher usually spends some time lecturing; then the teacher guides the students through a complex problem, with the problem broken down into simple steps; then the students are given, one by one, the simple steps to carry out on their own; finally, the students are given one or many sample problems to accomplish on their own.

Rosenshine and Stevens (2001: 2) also give the procedures of direct instruction method as follows: (a) begin a lesson with a short review of previous learning; (b) begin a lesson with a short statement of goals (c) present new material in small steps, providing for student practice after each step; (d) give clear and detailed instructions and explanations; (e) provide a high level of active practice for all students; (f) ask a large number of questions, check for students’ understanding, and obtain responses from all students; (g) guide students during initial practice; (h) provide systematic feedback and corrections; (i) provide explicit instruction and practice for seatwork exercises and monitor students during seatwork.
Having adapted theories above, the teaching procedure of Direct Instruction Method which can be applied in the speaking class are: (1) Introduction and clear objectives. The teacher introduces the topic and states the objectives of the learning; (2) Explaining. The teacher explains materials and explains how to speak fluently, the use of correct vocabulary, word-order, and grammar. (3) Modeling. The teacher gives the examples of how to speak fluently, the use of correct vocabulary, word-order, and grammar; (4) Practice. The teacher uses questions to lead the students to speak fluently, the use of correct vocabulary, word-order, and grammar. Afterwards, the students work independently to speak or practice the dialogue/monologue in front of the class. (5) Reinforcement. The teacher gives some exercises to reinforce the students’ speaking competence. (6) Evaluation. The teacher evaluates the students’ competence by using test.

For Direct Instruction Method, there are some weaknesses which perhaps make it not as effective as Quantum Learning. It is based on old learning theories that we must learn simple tasks before complex ones, and that only measurable learning is worth while. Students do not have a sense of the overall purpose of the simple steps. However, if they are taught by the purpose using advance organizer, this disadvantage is overcome. Teachers cannot assess what the students’ prior knowledge is, so will be unaware of why particular students cannot learn. Retention of how to solve the problems is low, because the students have not struggled with the problems themselves. This disadvantage can be overcome by having the students do many complex problems on their own. However, this means that one of the advantages (time efficiency) is lost. Moreover, Direct instruction as an instructional method works for only a small percentage of students, not for a great variety. The students who have other than verbal “intelligence”, or who come from different cultural world views will fail. Those weaknesses seem like to block the improvement of students’ speaking skill. Thus, Direct Instruction Method is used to be compared to Quantum Learning Method.

Besides teaching techniques which have been discussed, there is another important aspect that can affect students’ speaking skill and should be considered by the teacher. The aspect is the level of students’ self-confidence. Gerber (2008: 3) also defines self-confidence as pleasure and satisfaction experiences in one’s own skills, abilities, and achievements, which motivate him to continue pursuing his goals and take risks. Brown (2001: 62) agrees that self-confidence is the learners’ belief toward himself in accomplishing the task. In order to enhance the students’ self-confidence, the teacher is
suggested to give the materials from the simple into the complex ones. Therefore, the students feel the satisfaction of understanding a concept and they are ready to move forward to learn the difficult ones.

In addition, Gerber (2009: 2) also states that self-confidence can be seen from many ways, such as behavior, body language, how to speak, and what to say. The students who have high self-confidence perform differently from those who have lower self-confidence. The following table mentions the different characteristics between high self-confident and low self-confident students.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>High Self-Confidence</th>
<th>Low Self-Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what the students believe to be right, even if others mock or criticize them for it.</td>
<td>Governing the students’ behavior based on what other people think.</td>
<td></td>
</tr>
<tr>
<td>Being willing to take a risk and go the extra mile to achieve better things.</td>
<td>Staying in the comfort zone, fearing failure and so avoid taking risks.</td>
<td></td>
</tr>
<tr>
<td>Admitting the mistakes and learning from them.</td>
<td>Working hard to cover up mistakes and hoping that they can fix the problem before anyone notices.</td>
<td></td>
</tr>
<tr>
<td>Waiting for others to congratulate them on their accomplishments.</td>
<td>Exaggerating the students’ own virtues as often as possible to as many people as possible.</td>
<td></td>
</tr>
<tr>
<td>Accepting compliments graciously. “Thanks, I really worked hard on that prospectus. I’m pleased you recognize my efforts.”</td>
<td>Dismissing compliments offhandedly. “Oh that prospectus was nothing really, anyone could have done it.”</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that low self-confidence can be self-destructive and it often manifest itself as negativity. Self-confident students are generally more positive – they believe in themselves and their abilities, and they also believe in living life to the full. Thus, it is assumed that students having high self-confidence have better speaking skill than those having low self-confidence.

In this research, there are three hypotheses. They are: (1) Quantum Learning Method is more effective than Direct Instruction Method to teach speaking; (2) The students having high self-confidence have better speaking skill than those having low self-confidence; and (3) There is an interaction between teaching methods and students’ self-confidence in teaching speaking.
RESEARCH METHODOLOGY

The research was conducted at SMPN 2 Selomerto, Wonosobo. It is located at Jl. Banyumas Km.05 Selomerto, Wonosobo. This research is held from June 2013 to July 2016. This research method of this study was an experimental study. This study used a simple factorial design 2x2 which is aimed at describing and proving the effectiveness of using Quantum Learning to teach speaking than Direct Instruction viewed from students’ self-confidence. The population of this research was the eighth grade students of SMPN 2 Selomerto, Wonosobo in the academic year 2013/2014. There were nine classes in which each class consisted of 30 students. The total number of population was 270 students.

In this study, the samples were class VIII.C which consisted of 30 students and class VIII.F which consisted of 30 students. Those classes were the experimental and the control class. Class VIII.F was the experimental class and class VIII.C was the control class. The sampling used for the research was cluster random sampling. In this study, because only two classes were needed, the researcher took the two classes of four classes randomly by using lottery. The researcher wrote VIII.A - I each on a piece of paper and two papers were taken. After the classes had been gotten, the researcher then chose experimental and control class by lottery as well. From two lotteries, the first lottery taken by the researcher becomes experimental class while the second one became control class.

The data that researcher obtained in this research were scores of self-confidence questionnaire and speaking test. The first instrument used to collect data from the sample was self-confidence questionnaire. Self-confidence questionnaire was provided in written form. The items arranged based on the indicators of self-confidence. This test is given to the students before the treatments. To check the readability of it, firstly, the researcher has to try it out to the students of the class who do not belong to the experimental and control class. After the questions are readable, they are then given to 60 students who are 30 students from experimental class and 30 students from control class.

The second instrument was speaking test. Speaking test was conducted at the end of the treatments. The purpose of this test is to know the progression of the students’ speaking competence after they are taught by using Quantum Learning and Direct Instruction. The result of speaking test is students’ score. The instruction in speaking test is written in the form of a card. The instruction which was made must be readable because it can influence the students’ understanding. Here, the students must understand the instruction in order that they can do the instruction rightly based on the competence that the researcher wants to assess. Because the instruction of speaking test must be readable, the researcher gave some questions to the students of the class who do not belong to the experimental and control class. By using
these questions, the researcher could know whether the students could understand the instruction or not.

For getting the students’ speaking attainment, the researcher asked the students to make dialogue with their friend based on a certain condition in two minutes. The result of this activity gave information to the researcher whether the teaching technique used is effective or not. Speaking scoring rubrics are used to assess speaking test. The aspects which are measured in speaking test are grammar, vocabulary, comprehension, fluency, and pronunciation. Meantime, in this research, the scoring rubrics which were used are modified from Brown and FSI (in Haris, 1997)

From the students’ speaking performance, the highest score which can be gained is 100. The score contains of grammar (25 points), vocabulary (25 points), comprehension (25 points), fluency (25 points), and pronunciation (25 points). Meantime, the lowest score which can be gained by the students is 25. The score contains of grammar (5 points), vocabulary (5 points), comprehension (5 points), fluency (5 points), and pronunciation (5 point). Meantime, the inter-rater was used to make the test reliable. Inter-rater is agreement between ratings made by 2 or more raters. Technique of analyzing the data is Analysis of Variance (ANOVA).

**RESEARCH FINDINGS AND DISCUSSION**

The data description, frequency distribution, histogram, and the polygon of the students’ speaking score are as follows:

1. **The Speaking Score of the Students Who Were Taught by Using Quantum Learning Method (A₁)**
   
The speaking scores of the students who were taught by using Reflective technique are 56, 64, 64, 64, 66, 66, 72, 72, 72, 72, 74, 76, 80, 80, 82, 82, 82, 82, 84, 84, 86, 86, 86, 88, 90, 90, 92, 92, 92, 92. The lowest score is 56 while the highest score is 92. The range is 36, mean is 80.03, mode is 83.94, median is 79.50, and standard deviation is 12.36. Then from those data, it is decided that the number of classes is 5 and the interval is 8.

2. **The Speaking Score of the Students Who Were Taught by Using Direct Method (A₂)**
   
The speaking scores of the students who were taught by using Direct Instruction Method are 56, 58, 58, 58, 58, 64, 66, 66, 66, 66, 66, 66, 66, 66, 68, 68, 72, 72, 72, 74, 74, 76, 80, 82, 82, 84, 92, 92, 92, 92, 92. The lowest score is 56 while the highest score is 92. The range is 36, mean is 73.10, mode is 68.68, median is 73.10.
3. The Speaking Score of the Students Have High Self-confidence (B₁)
The speaking scores of the students who have high self-confidence are 74, 74, 76, 76, 80, 80, 80, 82, 82, 82, 82, 84, 84, 84, 86, 86, 86, 88, 90, 90, 90, 92, 92, 92, 92, 92, 92, 92, 92, 92. The lowest score is 74 while the highest score is 92. The range is 18, mean is 85.77, mode is 93.50, median is 88.50, and standard deviation is 7.19. Then from those data, it is decided that the number of classes is 5 and the interval is 4.

4. The Speaking Score of the Students Who Have Low Self-confidence (B₂)
The speaking scores of the students who have low self-confidence are 56, 56, 56, 58, 58, 58, 64, 64, 64, 66, 66, 66, 66, 66, 66, 66, 66, 66, 68, 68, 72, 72, 72, 72, 72, and 74. The lowest score is 56 while the highest score is 74. The range is 18, mean is 65.77, mode is 67, median is 67.21, standard deviation is 6.98. Then from those data, it is decided that the number of classes is 5 and the interval is 4.

5. The Speaking Score of the Students Having High Self-confidence Who Were Taught by Using Quantum Learning Method (A₁ B₁)
The speaking scores of the students who have high Self-confidence who were taught by using Quantum Learning Method are 82, 82, 84, 84, 86, 86, 86, 88, 90, 90, 92, 92, 92, 92. The lowest score is 82 while the highest score is 92. The range is 10, mean is 87.60, mode is 89, median is 88, and standard deviation is 4.44. Then from those data, it is decided that the number of classes is 4 and the interval is 3.

6. The Speaking Score of the Students Having Low Self-confidence Who Were Taught by Using Quantum Learning (A₁ B₂)
The speaking scores of the students who have low self-confidence who were taught by using Quantum Learning Method are 68, 72, 72, 72, 74, 74, 76, 80, 82, 82, 84, 92, 92, 92, 92, and 92. The lowest score is 68 while the highest score is 92. The range is 24, mean is 80.33, mode is 72.75, median is 90.25, and standard
deviation is 11.27. Then from those data, it is decided that the number of classes is 4 and the interval is 7.

7. The Speaking Score of the Students Having High Self-confidence Who Were Taught by Using Quantum Learning (A₂B₁)

The speaking scores of the students who have high self-confidence who were taught by using Direct Instruction Method are 56, 64, 64, 66, 66, 66, 72, 72, 72, 74, 76, 80, 80, and 82. The lowest score is 56 while the highest score is 82. The range is 26, mean is 70.67, mode is 66.32, median is 65.42, and standard deviation is 8.85. Then from those data, it is decided that the number of classes is 4 and the interval is 7.

8. The Speaking Score of the Students Having Low Self-confidence Who Are Taught by Using Direct Instruction (A₂B₂)

The speaking scores of the students who have low self-confidence who were taught by using Direct Instruction Method are 56, 58, 58, 58, 58, 64, 66, 66, 66, 66, 66, 66, 66, 66, and 68. The lowest score is 56 while the highest score is 68. The range is 12, mean is 63.10, mode is 71.10, median is 66.39, and standard deviation is 5.27. Then from those data, it is decided that the number of classes is 4 and the interval is 4.

The following will be about the result and the calculation of normality and homogeneity test which have been done by the researcher to gain the data. The sample based on both teaching methods and self-confidence levels were normal because based on the calculation all of values (Lₒ) gained are lower than Lᵣ (see Tabel 1). The data are also homogenous because 𝝈ₒ² is lower than 𝝈ᵣ² (6.437 < 7.815).

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>Number of Sample</th>
<th>Lₒ</th>
<th>Lᵣ</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A₁</td>
<td>30</td>
<td>0.1151</td>
<td>0.161</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>2.</td>
<td>A₂</td>
<td>30</td>
<td>0.1253</td>
<td>0.161</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>3.</td>
<td>B₁</td>
<td>30</td>
<td>0.1210</td>
<td>0.161</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>4.</td>
<td>B₂</td>
<td>30</td>
<td>0.1522</td>
<td>0.161</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>5.</td>
<td>A₁B₁</td>
<td>15</td>
<td>0.1475</td>
<td>0.220</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>6.</td>
<td>A₂B₁</td>
<td>15</td>
<td>0.1673</td>
<td>0.220</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>7.</td>
<td>A₁B₂</td>
<td>15</td>
<td>0.1857</td>
<td>0.220</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
<tr>
<td>8.</td>
<td>A₂B₂</td>
<td>15</td>
<td>0.2405</td>
<td>0.220</td>
<td>Normal</td>
<td>Hₒ is accepted</td>
</tr>
</tbody>
</table>
In this research, the data analysis is conducted by using ANOVA 2x2. In ANOVA, Ho is rejected if $F_o$ is higher than $F_t$ which means that there is a significant effect of two independent variables on the dependent variable. Furthermore, the analysis is continued by using Tukey test. This test is used to know the difference between the cells by comparing the mean scores among groups. The summary of ANOVA and Tukey test are listed as follows:

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>$F_o$</th>
<th>$F_{t,05}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (Teaching method)</td>
<td>792.07</td>
<td>1</td>
<td>792.07</td>
<td>19.99</td>
<td>4.01</td>
</tr>
<tr>
<td>Between rows (Self-confidence)</td>
<td>4472.07</td>
<td>1</td>
<td>4472.07</td>
<td>112.85</td>
<td>4.01</td>
</tr>
<tr>
<td>Columns by rows (Interaction)</td>
<td>1000.60</td>
<td>1</td>
<td>1000.60</td>
<td>25.25</td>
<td>4.01</td>
</tr>
<tr>
<td>Between groups</td>
<td>6264.74</td>
<td>3</td>
<td>2088.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>2219.27</td>
<td>56</td>
<td>39.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8483.94</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the result of ANOVA calculation table, it can be interpreted that:

1) Because $F_o$ (19.99) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.01), Ho is rejected and the difference between columns is significant. In addition, the mean score of students who are taught using Quantum Learning Method (78.73) is higher than that of those who are taught using Direct Instruction Method (71.73). From these data, it is concluded that...
can be said that teaching speaking using Quantum Learning Method is more effective than Direct Instruction Method.

2) Because $F_o$ (112.85) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.01), $H_0$ is rejected and the difference between rows is significant. In addition, the mean score of students who have high self-confidence (85.13) is higher than that of those who have low self-confidence (65.33). It can be summarized that the students having high self-confidence have better speaking competence than those who have low self-confidence.

3) Because $F_o$ interaction (25.25) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.01), $H_0$ is rejected and there is an interaction between the two variables, the teaching methods and students’ self-confidence in teaching speaking.

The following is the result of analyzing data using Tukey test:

<table>
<thead>
<tr>
<th>No.</th>
<th>Data Sample</th>
<th>Mean</th>
<th>$q_{0.05}$</th>
<th>Meaning</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A_1 and A_2</td>
<td>60</td>
<td>6.33</td>
<td>2.83</td>
<td>$q_o &gt; q_t$ Significant</td>
</tr>
<tr>
<td>3</td>
<td>B_1 and B_2</td>
<td>60</td>
<td>4.60</td>
<td>2.89</td>
<td>$q_o &gt; q_t$ Significant</td>
</tr>
<tr>
<td>4</td>
<td>A_1 B_1 and A_2 B_2</td>
<td>30</td>
<td>4.60</td>
<td>2.89</td>
<td>$q_o &gt; q_t$ Significant</td>
</tr>
</tbody>
</table>

From the table, it can be seen that:

1) The score of $q_o$ between columns is 6.33 and the score of $q_t$ of Tukey’s table at the level of significance $\alpha = 0.05$ is 2.83. Because $q_o$ (6.33) is higher than $q_t$ (2.86), it means that Quantum Learning Method differs significantly from Direct Instruction Method in teaching speaking. The mean of $A_1$ (78.73) is higher than $A_2$ (71.73), it can be concluded that Quantum Learning Method is more effective than Direct Instruction Method to teach speaking.

2) The score of $q_o$ between rows is 15.03 and the score of $q_t$ of Tukey’s table at the level of significance $\alpha = 0.05$ is 2.83. Because $q_o$ (15.03) is higher than $q_t$ (2.83), it can be said that there is a significant difference on the students’ speaking score between those who have high self-confidence and those who have low self-confidence. Based on the calculation of the mean scores, the mean of $B_1$ (85.13) is higher than $B_2$ (65.33). Thus, it can be concluded that the students having high self-confidence have better speaking competence than those having low self-confidence.

3) The score of $q_o$ between cells $A_1 B_1$ and $A_2 B_1$ is 4.60 and the score of $q_t$ of Tukey’s table at the level of significance $\alpha = 0.05$ is 2.89. Because $q_o$ (4.60) is higher than $q_{(0.05)}$ (2.89), it can be said that applying Quantum Learning Method differs significantly from Direct Instruction Method in teaching speaking for students.
having high self-confidence. Moreover, based on the calculation of mean scores, the mean score of A₁B₁ (87.73) is higher than the mean score of A₂B₁ (70.67) so that it can be concluded that Quantum Learning Method is more effective than Direct Instruction Method to teach speaking to the students having high self-confidence.

4) The score of qₒ between cells A₁B₂ and A₂B₂ is 4.351 and the score of qₜ of Tukey’s table at the level of significance α = 0.005 is 2.89. Because qₒ (4.351) is higher than qₜ (2.89), it can be concluded that using Quantum Learning Method differs significantly from Direct Instruction Method in teaching speaking for the students having low self-confidence. Moreover, based on the calculation of mean scores, the mean score of A₁B₂ (80.33) is higher than the mean score of A₂B₂ (63.10) so that it can be concluded that Quantum Learning Method is more effective than Direct Instruction Method to teach speaking to the students having high self-confidence.

Based on the research findings, it can be said that:

1. Quantum Learning Method is more effective than Direct Instruction Method to teach speaking

The application of Quantum Learning Method in experimental class has been done by asking students to present their performance in certain topics given by the researcher and answering the questions provided in the worksheet. In the first meeting, the students still got some difficulties of doing the steps of Quantum Learning Method application but for the next meetings, the students could follow the procedures of this method. It is because in the next meetings the students had understood how to apply Quantum Learning Method. Because the student had understood the procedure, they then could know what steps they might do. This understanding led the students to do the right steps that should be done to apply this method and enjoy the learning activity. Applying this method correctly can guide the students to get their better speaking achievement as the goal of this technique application purpose. As has been known, Quantum Learning Method has five major aspects: enroll, learn based on the experience, learn and label, demonstrate, review and reflect, and celebration. Those aspects make the students realize the strengths and weaknesses so later they can learn from the mistakes they have made. It is the basic reason why the students can improve their speaking competence by applying this method. Meanwhile, Direct Instruction Method does not make the students enjoy their learning. It is because every student has different speaking competence. This condition causes some of students that do not have any idea to
keep silent although the teacher does not give the limitation of speaking time for each student.

2. **The students having high self-confidence have better speaking competence than those having low self-confidence**

   In teaching and learning process, self-confidence is very essential. It influences the students’ achievement, especially in achieving speaking competence. The speaking competence of students having high self-confidence is much better than the one of those having low self-confidence. Those who have high self-confidence tend to be more active in teaching and learning process. They have enough bravery to practice speaking in their group. They also more relax to perform speaking activities. They have strong enthusiasm and intention in learning that makes them understand the lesson more easily. They are also eager to look for other relevant learning sources to improve their understanding about the lesson having been taught in the class.

   On the contrary students with low self-confidence are usually anxious, nervous, and reluctant to actively participate in the teaching and learning process. They are lazyly involves in the class discussion. They do not have enough enthusiasm in learning. That is why they cannot reach their good achievement optimally.

   This creates obstacles to their learning, as many things remain unclear to them that require further guidance by the teacher. Thus, the obvious characteristic difference between those students is the reason why the students having high self-confidence are able to speak better than students having low self-confidence.

3. **There is no interaction between teaching methods and students’ self-confidence**

   Quantum Learning is a method that can be used by an individual to learn, grow, and develop their performance through practices which are able to show her or him between what is desirable and actual practice that presents what s/he has done and how to solve any problem arising during learning. Students having high self-confidence are active. Those students like learning new knowledge or materials. They always try to find and get as much as information that they have not known before. This activeness makes students having high self-confidence have a lot of learning experience that leads them to get better and better achievement.

   It can be concluded that Quantum Learning Method that make students able to explore their skill deeply and completely, it is clear that Quantum Learning Method is more effective to teach speaking to the students having high self-confidence. On the
contrary, students having low self-confidence are passive. They are better silent and just listen what their friends say. They do not want to give their opinion or idea to share them with their friends. They choose to learn what the teacher gives than find the materials supporting the topic in order to expand their knowledge. Obviously it is because they do not have any initiation to find the materials related to the topic the teacher gives and as the result they get less than what high self-confidence students get. The students who are low self-confidence also have less bravery to ask to the teacher about the unclear explanation related to the topic. This condition happened in both classes applying Quantum Learning Method and Direct Instruction Method.

CONCLUSION, IMPLICATION AND SUGGESTION

The following section discusses about the implication and suggestion written in accordance with the conclusions of this research.

1. Quantum Learning Method is more effective than Direct Instruction Method to teach speaking.
2. The students having high self-confidence have better speaking competence than those having low self-confidence.
3. There is no interaction between teaching methods and students’ self-confidence in teaching speaking.

The result of the research findings implies that Quantum Learning Method is an effective method to teach speaking. It is proved from the research findings that Quantum Learning Method influences students’ speaking scores. The significant difference between the mean score of students taught by using Quantum Learning Method and Direct Instruction Method is very clear. It can be seen from discussion of findings that the mean score of students in experimental class is higher than those in control class.

The procedures of Quantum Learning Method are: (1) Enroll, in this term, the students get the illustration from the teacher about the topic that they will be learned. The students use their imagination to guess the topic. The students who have high self-confidence can show their braveness and their ability to join the lesson. (2) Experience, in this stage teacher create a common experience which all learners can relate. So, the students have to speak up about their experience related to the topic. The students having high self-confidence can speak more active than the students having low self-confidence. (3) Learn and Label, in this stage the students are asked to ask and give opinion about something and they have to make conclusion based on the task. (4) Demonstrate,
students perform their work infront of the class. The students having high self-confidence will present better than the students having low self-confidence. (5) Review and Reflect. After demonstrate the work, the students have to review their understanding about the lesson. So, if there is any mistake, the teacher or their friend can correct it. (6) Celebration. This is the last step. The students finish the lesson with some celebrations. It can be used to make the lesson more interesting. The students can show their happiness with their friends and the teacher, so they feel that speaking class is enjoyable.

Based on the explanation, it indicates that applying Quantum Learning Method to teach speaking. This method can also be one of good teaching methods which can be taken by an English teacher that wants to teach speaking effectively to the eighth grade students of junior high school.

There are also some suggestion that can be applied for teacher, students and the other researchers: (1) Teachers can use Quantum Learning Method as one of the ways to improve the students’ speaking competence. (2) Teachers should know how to develop the students’ self-confidence because it is one of important factors that influences the students’ speaking competence in the classroom. (3) The students have to be more active and involve in learning process to improve their speaking competence. (4) For students having low self-confidence, they should encourage themselves and realize the importance of active involvement in the teaching and learning process. (5) If the next researchers want to use the result of this research as additional reference to conduct the similar research, they should also consider the weaknesses which occur in this research; and (6) There are some tools that can be used in Quantum Learning Method –not always video recorder and questionnaire- so the researchers should consider and choose the appropriate tool(s) for the real condition in the place s/he conducts the research.

REFERENCES


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