APPLYING QUANTUM LEARNING DESIGN FRAMEWORK TO IMPROVE LISTENING ABILITY

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Abstract.
Students had their own uniqueness, no except with their learning style. They may be visual, auditory, or kinesthetic learners. Teacher should find suitable and adaptable method for the students' modalities. The researcher applied quantum learning design framework in listening class. The researcher wanted to find out the significance difference between applying quantum learning design framework and dictogloss technique. This research used quasi experimental with two groups pre test and post test design. The sample of the research was taken from the ninety six students of tenth grade at MAN 2 Parepare in academic year of 2014/2015. The research took thirty six students in class X 2 and X 3 as the sample. The result of the data analysis showed that there was an improvement of the students' means score both experimental and control class. However, the students' means score in experimental class was higher than the students' in control class. The hypothesis testing showed that the null hypothesis was rejected and the alternative hypothesis was accepted. It indicates the significance difference between the listening ability of the students who were taught through Quantum Learning design framework and the listening ability of the students who were taught through dictogloss technique.

Keywords:
Quantum, Framework, Listening

A. INTRODUCTION

English language teaching program demands students to get English communication skills. The skills include listening, speaking, reading, and writing. They are bounded as an entity for reaching the best result: mastering the language itself. When people want to master certain language, what they need first is actually being accustomed to the language. It relates with how often they hear or listen to it. Cullen (2013) also

emphasizes that listening is the very first stage of people in their communication activity. However, the training of this skill is not frequently exposed in spite of its essential role of influencing people's perceptions and responds.

Realizing the importance of listening, the instruction of English language in Indonesia puts it in integrated system which always put together in the same unit of lesson with the other skills; speaking, reading, and writing. Nevertheless, the position of English as foreign language often becomes one of the problems in teaching listening. This fact is shown by the unaccustomed of students with English. As a result, the ability of students to interpret and respond message in English is still low.

The researcher found similar hitch in her pre-observation when doing field practice (PPL) in MAN 2 Parepare. The students' listening ability was also still low; proved by their mean score which was just 50. It was categorized as poor classification according to the Standard of *Dirjen Pendidikan Dasar dan Menengah* (2005).

The researcher understood that it was because the students were treated through common teaching of listening. The students were explained the teaching materials, listen to the script, and answered the questions. They were often treated through listening song. It was said as common listening treatment because those treatments only focused on one sense of humans.

The senses, as known, include five senses in human body. However, in learning language, basically, they are three common senses used: visual, auditory, and kinesthetic (De Porter et.al, 2010). When the students are visual, teacher has to be visual as well. It happens naturally. On the contrary, it does not happen to the students. Some of them may have different modalities than the teacher has **(**De Porter et al, 2010). Therefore, it is a brilliant way when teachers can adapt their teaching with the modalities.

Quantum learning "pushes" teachers to follow the students with different type of modalities. Quantum learning has design framework which is derived from its main principle, and five tenets of learning. The principle: *lead their world to ours, and take our world to theirs,* means that teacher should firstly build authentic link into students' world. The tenets of learning are requirements that should be fulfilled by the teacher so that students can be aware, understand, and able to make their learning experience meaningful. They include *everything speaks,*

everything has its purpose, experience before label, acknowledge every effort, and *if it's worth learning it's worth celebrating*. To implement those tenets of learning, teacher can utilize quantum learning design framework which presents six parts: *enroll, experience, learn & label, demonstrate, review and reflect, and celebrate*.

The researcher focused on the aspects of quantum learning design framework in this study. The implementation of quantum learning design framework is expected to omit the mainstream of listening as a passive skill because there is a demonstration stage which gives students chance to show what they've learned. The students were also treated by considering their various modalities. Therefore, the researcher conducted a research entitled "Applying Quantum Learning Design Framework to improve Listening Ability".

B. RESEARCH METHOD

The method used by the researcher in this research was quasi-experimental design which involves two classes with different treatment, namely experimental class and control class. Where the experimental class received a treatment through quantum learning design framework, the control class was treated through dictogloss technique.

There are two kinds of variable used in this research, namely independent variable (X) and dependent variable (Y). The independent variable was the application of quantum learning design framework. The dependent variable was the students' listening ability.

The population of this research was the tenth grade students of MAN 2 Parepare, registered in school year 2014/2015. It consisted of five classes where X_1 consisted of 23 students, X_2 consisted of 18 students, X_3 consisted of 18 students, X_4 consisted of 16 students, X_5 consists of 11 students, and X_6 consisted of 10 students. The total number of population was 96 students.

In this research, the researcher used purposive sampling technique to get two classes from population representing the experimental and control classes. The researcher decided that $X_2$with 18 students as the experimental class and X_3 with 18 students as well, as the control class. So, the total sample was 36 students. The samples were taken based on the interview with the teacher in the school said that from the five classes, the two classes did not only have the

same quantity, but also that the students in the classes had less variance of ability.

One important thing in this research is to collect the data that can determine the result of the research. The procedures of data collecting used in this research are:

1. **Preparation:** The researcher chose two classes of students from five classes in the first grade at MAN 2 Parepare, designed instruments, and arranged the work sheet related to the teaching and learning process.
2. **Application:** The researcher firstly administered gave pre-test to the students. It purposes to identify students' prior ability of listening. Then the researcher gave treatment for two classes (experimental and control). After that, the researcher gave post-test.
3. **Evaluation:** In this part, the researcher computed the result of pretest and posttest. The researcher analyzed the data of the students' listening test through manual calculation confirming to Gay et.al (2006).

C. RESULT AND DISCUSSION

In finding out the significant difference between quantum learning design framework and dictogloss technique to improve the students' listening ability, the researcher tried to refer to many researcher who used dictogloss technique which has been proved to improve listening skill. Some of them are: Musdalifah (2012), Mandasari (2012), Latifi and Mirzaee (2014), and Arono (2014). Nevertheless, in order to find another variation in teaching listening, the researcher applied quantum learning, especially its design framework. This research supports many researchers that have conducted research through quantum learning, such as Ahyani (2011) and Hendrik (2014).

After made reference to some previous researches, the researcher gave pre-test. She gave it to both experimental class and control class. The result of data analysis in pre test found that in experimental class, there were no students got very good score, two students got good score (11%), six students got fair score (33%), eight students got poor score (44%), and two students got very poor score (11%). In control class, were only seven students got fair score (38.11%), two students got poor score (11.11%) and nine students got very poor score (50%).

Giving treatment was the next step. It was used differently in experimental class and control class. Class X 2 was the experimental class

and class X 3 was the control class. The treatment was given to eighteen students per class, because the two classes had similar quantity. As the treatment in experimental class, the researcher applied quantum learning design framework which presents six parts: *enroll, experience, learn & label, demonstrate, review and reflect, and celebrate* (De Porter & Hernacki, 2006).

Next, the researcher gave post-test to the students. The researcher found positive improvement of the listening ability of the students in experimental class and control class. Before giving the treatment, the mean score of the students in experimental class was just 49.78 while in control class it was just 40. After both classes had been treated, the mean score of the students were increased. The students in experimental class got 72 while the students in control class got 60.67. The mean score of the students in experimental class was more progressive than the mean score of the students in control class in learning development. It was because the difference of mean score from post-test and pre-test in experimental class was 23.78 while in control class it was 20.67.

Although the result of students' mean score in experimental class was better than the students in control class, the standard deviation of the students in control class was lowered more significant than the students in experimental class. It indicates that the implementation of dictogloss technique was effective to lower the gap of the students' listening ability in the classroom. The students in control class were not only given key languages in listening script. They were also trained to write the words from the script when they listened. Therefore, they collected more vocabularies. The significance improvement of the listening ability of the students in control class also followed the researchers which had conducted their research by implementing dictogloss or dictation technique such as Mandasari (2012) and Musdalifah (2012). On the other hand, they were not given chance to demonstrate their learning experience in front of the class by representing some characters in the listening script. They also did not see any pictures or video during learning. It might be the causes of their lower progress of their mean score before and after given treatment.

On the contrary, the higher progress of mean score of the students in experimental class occurred after they were treated through quantum learning design framework. However, the standard deviation in experimental class did not lower significantly as in control

class. Technically, it was because the researcher only used pictures and videos as the part of pre-listening activity. The media used did not contain the listening script, but they only contained the same theme as the listening script. They were used to build the students' motivation to learn. The fact might be different if the researcher used them in while-listening activity.

Next the researcher also applied t-test formula to test the hypothesis of this research. It was found that the t-test is higher than t-table. It means that the application of quantum learning design framework to improve the listening ability of the tenth grade students at MAN 2 Parepare has any significant difference with dictogloss technique.

D. CONCLUSION

Based on the findings of the achievement test presented in the previous section, the researcher concludes that there is any significant difference between the listening ability of the students who were taught through quantum learning design framework and the listening ability of the students who were taught through dictogloss technique of the tenth grade class at MAN 2 Parepare.

The conclusion is basically taken from calculating t-test value which was greater than the t-table value with positive direction after giving treatment. Therefore, the null hypothesis (H_0) must be rejected and the alternative hypothesis (H_1) must be accepted. It indicates that the listening ability of the students who were taught through quantum learning design framework and the listening ability of the students who were taught through dictogloss technique is significantly different.

Nevertheless, after giving different treatments to the students in two different classes, it was found that they got better achievement. Firstly, there were twelve students in experimental class who got score above the fair level, while in control class there were three students, and there was no student got very poor score. Secondly, the mean score of the students in experimental class and the students in control class underwent increasing. Third, the standard deviation of the students in the two classes was lower than before they were given treatment. For these reasons, the researcher assumes that although they had been proved to be significantly different, quantum learning design framework and dictogloss technique are equally able to increase the students' listening achievement.

After conclude the final section of this work, the researcher offers following suggestions:

1. For English teachers, the applying of quantum learning design framework is advisable to use in the classroom, especially in teaching listening. By giving students opportunities to apply their new learning, as what Quantum learning brings, the students will comprehend the words they listen properly.
2. Quantum learning is actually can be utilized not only in school environment. Students can apply it in their home, for building self-awareness; realize that learning something has something to do with their future. They can learn how to release any burdens, and fearless to take risk in their learning experience.
3. This research was only restricted to identify the significance difference of quantum learning design framework and dictation method in teaching listening. The whole aspects of quantum learning had not been entirely implemented due to the limited of time and means. Therefore, the next researchers still have their good prospect to conduct more inclusive research related with quantum learning especially in the field of listening.

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