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Penyunting menerima sumbangan tulisan yang belum diterbitkan dalam media cetak lain. Naskah diketik dalam spasi ganda pada kertas ukuran kuarto panjang 10-20 halaman 1 eksemplar (baca petunjuk bagi penulis pada sampul dalam bagian belakang). Naskah yang masuk akan dievaluasi oleh Staf Ahli. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah maksud dan isinya.

# IMPROVING THE STUDENTS' MOTIVATION BY USING QUANTUM TEACHING MODEL IN ENGLISH LANGUAGE LEARNING

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*Purwandari Indri & Theresia Nunumete<sup>1</sup>*

**Abstract.** *Students have problem that often did not understand by parents or teachers, students become lazy and uninteresting to the subject. They become unmotivated students. Students need a comfortable situation for study, teacher has main role to determine the successful of English learning. Quantum teaching is one of teaching model developed by De Potter, the model becomes one of teaching model alternative, it based on the Gardner's theory which tells that everybody has their own intelligence. There are eight intelligences which guide teacher to identify the students based on their talent. Researches have shown that quantum teaching can improve the students' motivation until 68%; Confidence until 81%; and students' skill until 98%. It was proven by some teachers' experience for 18 years and applied to 25 thousands students with hundreds of teachers' opinion in the world ( DePorter, Bobby, *Quantum Teaching: Orchestrating students success*, 2014, Kaifa, PT. MizanPustaka). This article will concern on the application of quantum teaching in the classroom situation.*

**Key words :** motivation, quantum teaching, and English learning

School is the main place for students to get their knowledge in formally. Students spend their times about five hours in a day and 30 hours in a week to stay at school. School especially class is the place for students to share everything, the place for students to make relationship with other students which have different character and socio background. It must be an interest place for students to visit, but in fact there are still many students unwilling to come the school. Some parents complain about their children because they have to force them to come to the school, there are some reasons such as ask parents' attention, bullying, or too difficult materials to study. It is pity when parents or school know the problem when it becomes the big problem, for example for bullying, many cases disclosed when a student became a sacrificed, or, parents or school just know that students have difficulties in some materials when students failed in the examination. It needs attention from all elements, government, parents, school and society.

According to some students, English becomes one of the difficult subjects especially for low level students. It can understand because English is as a foreign language but it becomes one of the compulsory subjects in Junior and Senior High

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school. Students use their mother tongue and Indonesian in their daily communication. Students lack knowledge of English, they do not have any background about English; here means teacher should be hold a big role of learning English. Teacher becomes a friend, a controller, a guide, an evaluator, an assessor, and everything that students need during English learning process (Harmer, Jeremy, How to teach English, 2007, Pearson Education Limited, Edinburg gate, Harlow, Essex, CM 20 2JE, England and associated Companies, p. 23). Teacher cannot force the students to be the best in English because it needs long process, need time, patiently and strategy during learning English. But in other side, the government has score target for students or they will fail in the national examination. It is a hard thing to do for teachers, students and school. In this article, the writers try to give solution of English learning problem and hoping it can be a guide for teacher to teach English in the class situation.

### **Students' Motivation**

Motivation is the most important thing when we want to begin to do something. Motivating students in the English as a foreign language (EFL) classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistics factors ( Dornyei, 1998; 2010a). There are some definitions of motivation:

- Harmer, J. defines motivation as “ *the dynamically changing cumulative arousal or internal drive in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desire are selected, prioritized, operationalized and successfully or unsuccessfully acted out*” ( Harmer, 2007 p. 98).
- Gardner stated that motivation is “*the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in activity*” (Gardner, 1985 p. 10).
- Motivation is *of particular interest to educational psychologist because the crucial role it plays in students learning* (William, R.L, and Stockdale, S.L, 2004, “Classroom Motivation Strategies for prospective teachers, the teacher Educator”)

Based on statements above the writers conclude motivation involves someone's feel and interest about something, and it dynamically, it can be high but it can become low. Motivation can be divided into two different theories of known as intrinsic (internal) and Extrinsic (external) motivation ( Ryan, R.M.; Deci, E. L., 2000, “Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being”. American psychologist 55 (1): 68-78).

#### ***Intrinsic motivation***

Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skill, which will increase their capabilities.

#### ***Extrinsic motivation***

Extrinsic motivation comes from influences outside of the individual. In the extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push persistence. Common extrinsic motivations are rewards.

### Quantum Teaching Model

Quantum teaching is a model of class design created by Bobbi DePorter, Mark Reardon, and Sarah Singer- Nourie in 1992. Quantum teaching focuses on class environment and the interaction in learning process. It creates effective area for study, design the curriculum, and make the process of study easier. Porter ( 2000 ) stated, “*Quantum teaching shows you how to be a good teacher. Quantum teaching shows new ways that make the learning process easier through the art element guiding and the directed achievements for whatever subjects you are teaching. And by applying quantum teaching, you will be able to combine the learning particularities leading to the form of lesson plan that will sleepily increase the student achievement*”. This model based on the concept, “*bring their world to our world, and deliver our world to their world*”, it means that teacher should be reducing the range between teacher and students.

This model based on the Gardner's theory, he stated, “*there are no one can answer who has the best intelligence because everyone has their own intelligence by different way*” ( Gardner. H, 1991 ).

The statement concludes that everyone has their own intelligence, here are some multi intelligence based on Gardner's theory:

1. *Visual spatial*: involve the skill to understand the relationship rang and mental imagery, and understand visual world in detail. They usually interest to drawing, design, graphic, table, art, video, film and illustration.
2. *Verbal linguistic*: involve the skill to speak, write, read, connect and interpret. They usually interest to words, speech, writing, telling story, listening, dialogue, discussion, poem, foreign language, and letter.
3. *Interpersonal*: think by using communication with others. It involves human skill to communicate and make interaction with others. They usually interest to game in group, cooperation, organization, speech, interaction, and they can be a peacemaker.
4. *Musical rhythm*: thinking in rhythm and melody. Gadner stated, “*There are some that can be taken by an individual, the individual is likely to be musical, the composer avantgrade the attempt to create a new idiom to the audience who have not experienced the attempt to understand the poems children*” (Gardner, 1983 p. 104 ). They usually interest to singing, melody, timbres, or musical instrument.
5. *Naturalism*: this intelligence involves someone's relationship with the nature. They can identify and make interaction related to the nature. They usually interest to hiking, interaction with animals, weather forecast, or discovery of something
6. *Kinesthetic*: related to physical movement. They usually interest to dance, run, jump, and touch, create, and rearrange something, games, or playing drama.
7. *Intrapersonal*: referring to the reflective awareness of the feeling and thought processes themselves. They usually interest to dream something, meditation, make journal, design their goal, make introspection, be alone, and writing.
8. *Mathematically – logics* : related to solve problem by using logic, scientific, and mathematically. They usually interest to experiment, asking, organization, fact, scenario, or calculate activity.

Based on this theory, there are three kinds of students' learning style: visual, auditory, and kinesthetic. Here are some steps which can use by teacher during learning process based on the Gardner's theory:

- a. Visual students

Teacher asks students to make many symbols, draw something in their notes, using map, table, or graphic. For example, give students some pictures for brain storming.

b. Auditory students

Listen the explanation, a story or give an example are the main way for auditory students. They prefer to listen of repetition information than write notes. Song is the suitable media for them.

c. Kinesthetic students

The kinesthetic students liking applied project. They love of learning through movement, and the best way for them is ask them to remind the information.

Quantum teaching model cannot separate with the principle called "TANDUR", Tumbuhkan = plant to grow, Alami = Experience, Namai = Give the name, Demonstrasi = demonstrate, Ulangi = repetition, and Rayakan = Celebrate ( De Porter, 2004 ). These principles become the steps or procedure of the model. The writers consider that the procedure of this model suitable with the procedure use in 2013 curriculum, it consist of : Observing and Questioning = plant to grow; give the name and demonstration = Experimenting; Associating = repetition; and the last is Networking = celebrate.

### How To Teach English

Before we discuss about how a teacher teach in the classroom, we should know about the definition of learning. Learning process has big and long impact for the students' future, so that it needs suitable model of learning process so it useful for the students. "*Learning model is the conceptual framework which shown systematic procedure in the learning experience to reach the goal of the study*" ( Udin, 2001). It means that learning model is as a guide for teacher to design the activities that suitable with the students, material and the purpose of the activities itself. Joyce and Weil ( 1986 ) divided learning model into four categories, they are :

a. Information processing model

Processing model focuses on internal support to understand by using find out, coordinate data, feel the problem, and strive for the solution. Some models involve this model are: concept accomplishment, inductive thinking, practice the experiment, early guide, memorize, intelligence improving, and scientific experiment.

b. Personal model

Personal model focuses on individual opinion and it involves individual productive so that it can be more understand and responsible to the goal. This model includes: learning without teacher's guide, synectics, exercise awareness, and class meeting.

c. Social model

Cooperation is a life phenomenon in the society. "By cooperate, human can generate and collect power or energy called synergy"( Joyce and Weil, 1986). Some researchers showed that learn together can improve the learning process. Social model includes: group investigation, role play, jurisprudential research, laboratories exercise, and social sciences experiment.

d. Behavior system model

These models also call behavior modification. The rationale of this model is self-correcting communication system. Based on the concept that a person will give the response and feedback to the task which given. This model focuses on behavior and the method given. Some models include this model are: mastery learning, learning process, learns self-control, improvement of concept and skill, and assertive Exercise.

The definition of learning model is as a guide for teacher to choose the suitable model for students which have different character and socio background.

English is one of National Examination subject, it means that English is important to study, and all students have to successful in English so that they can pass the Examination. The National examination target often makes teacher and students stressful. Teacher has to consider the effective learning, and the suitable model for English learners, sometimes it makes teacher forces the students during the learning process. The writers ask the students wrote about what kind of teacher they want to teach in the classroom, the answer is 98% of students want the patient, friendly and humorous teacher. The students are Junior High school students for seven and eight grade totally 112 students consists of 56 students of 7 grades and 56 students of 8 grades.

A teacher should be creative, innovative and fun for the students. It is not easy because teacher should be identify and has knowledge of the students' character with different background.

**The first** thing that teacher has to do before come to the class is *identification the reason of learning*. It is important, it become teacher's guide to determine the learning steps. All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. The purposes students have for learning will have an effect on what it is they want and need to learn - and as a result will influence what they are taught. Business English students, for example, will want to spend a lot of time concentrating on the language needed for specific business transactions and situations (Harmer, Jeremy, *How to teach English*, 2007, Pearson Education Limited, Edinburg gate, Harlow, Essex, CM 20 2JE, England and associated Companies, ch.1, p.11).

**Second**, teacher should be *identifying the students* based on their intelligences. All students respond to various stimuli (such as pictures, sounds, music, movement, etc.), but for most of them (and us) some things stimulate them into learning more than other things do. Teacher should be considering the level of students, also. It will be influence the using of communication language, instructions, and questions or test.

**Third**, is lesson plan, *lesson plan planned before teacher comes to the class*. It contains of the goals of the lesson, the activities will be applied, resources, timing, media will be used, assessments and all aspects during the lesson. Lesson plan is a series or a structure of teacher's thoughts about what will be covered that guide teacher during the lesson.

**The last** is *application*, in this point teacher has to know what kind of teacher he/she wants to be. Most people can look back at their own schooldays and identify teachers they thought were good. But generally they find it quite hard to say why certain teachers struck them as special. Different teachers have different strengths and weaknesses. Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing.

Language teachers need to know how the language works. This means having knowledge of the grammar system and understanding the lexical system: how words change their shape depending on their grammatical function, and how they group together into phrases. They need to be aware of pronunciation features such as sounds, stress and intonation (Harmer, Jeremy, *How to teach English*, 2007, Pearson Education Limited, Edinburg gate, Harlow, Essex, CM 20 2JE, England and associated Companies, ch.2, p.31).

Teacher is not easy job, it needs skill, knowledge and patiently, to be a good teacher cannot be happen in the short time it needs process, and there are no criteria of a good teacher. It depends on people's perspective of a good teacher.

## Conclusion

Students with the problems need attention from all elements, the government, family, school, and their environment. School should be the best place for students to share and solve problems beside their home. The school situation should give motivation to students so that they can enjoy and comfortable stay there. The intrinsic motivation can be grow up support by extrinsic motivation. Teachers hold main role of students' activities, they determine the successful of a learning process. Quantum teaching offers a way to guide teacher to make a good design of classroom. Quantum teaching model is a model of learning process that support 2013 curriculum that developed by government. The key of quantum teaching is how teacher as a conductor can identify students' intelligence and give them some activities that suitable with their learning style. There are no criteria about a good teacher, it depends on students' need and what people's perspective about a good teacher.

Multiple intelligences based on Gardner theory are the strength of quantum teaching, where teacher has to realize that each student has their own talent. Although this model is a good model for teacher to apply, but it has some weakness. Its model need long process, patiently, and high creativity from a teacher to design the class. Teacher should be selective to choose the materials and activities, because it concerns on students' enjoyable and comfortable of the classroom situation.

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