Quantum Learning Methods to Improve students’ speech skill using Javanese’s *Krama Alus*

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Abstract. Low speech skill using Javanese’s *Krama Alus* in junior high school students led the writers to apply quantum method in learning process. Research and observation on the implementation of learning using Quantum method eventually resulted in a Classroom Action Research with 28 junior high school students as the research subjects. In addition, this research aims at improving students' skills in giving a speech using Javanese’s *Krama Alus*. The study was conducted in two cycles; cycle 1 was learning with quantum method in homogeneous student groups (ability) and cycle 2 was learning with quantum methods in heterogeneous groups of students. There were four steps in the research procedure, i.e. action planning, action implementation, observation and reflection. The research data was obtained and collected using two techniques, test and non-test ones. Testing data validity was conducted in two ways; (1) data triangulation and (2) methods triangulation. Then, the data were analyzed by comparative descriptive and analytical critical techniques. The Indicators of action success were (1) Quality of the learning process and (2) Achievement of learning outcomes, in the form of skill in giving a speech using *krama alus* Javanese. The research data show that there are some developments in each observed cycle, from pre-cycle, cycle 1, and cycle 2. Moreover, the data show an increase in learning motivation (indicator of learning process success), and an increase in learning achievement (as an indicator of learning outcomes achievement). Based on the data and the discussion, it can be concluded that students become skilled at giving a speech using Javanese’s *Krama Alus* with the application of quantum learning method.

1. Introduction

One of government’s efforts to maintain and develop Javanese language is by putting Javanese language subject in the curriculum of primary (elementary school) and secondary (junior/senior high school) education as local content element which is applied in Central Java, East Java and Yogyakarta Special Region provinces. Therefore, Javanese language must be taught in Primary and Secondary Schools.

The interview conducted with Javanese language teachers has revealed the low achievement of basic competencies in speaking Javanese language. It is definitely a very difficult competence for students. Thus, many students could not yet reached the KKM (standard of minimum completeness).
There are many mistakes in Javanese speaking, especially forming a unique form of Javanese language. It’s similar to what Saddhono said in his paper about Indoglish, Indonesian-English, where there are many variations emerge, such as sound changes, word combinations, word form adjustments, and more. The unique form of Indoglish is the combination of the affixes of the Indonesian language with the words of English and the forming of the word has become a common practice in the society [1].

Receptive language skills include listening and reading, while productive skills include speaking and writing [2]. The level of difficulty in mastering productive skills is one level above that of receptive skills, since it requires more effort to master.

Giving a speech using Javanese’s krama alus is an activity of speaking or giving a speech using a variety of Javanese languages at krama alus level, i.e., a variety of Javanese language which gives the highest respect to the interlocutor and contains the highest level of politeness in Javanese language [3]. Besides the attitude given as politeness actualization when speaking, the politeness also mainly reflects on the structural elements of speech in the form of syntax, phone, as well as phonemes. Lexicon as the main basis of speech formation consists of various types. Accordingly, these all elements eventually become the reason why the skill of giving a speech in krama alus is difficult for students. They can’t construct an effective sentences. An effective sentence understanding is one's ability or willingness to construct sentences based on prevailing rules, such as the essential elements that should have a complete sentence and simplicity so readily understood by the reader. Effective sentences are communicative sentences, capable of conveying messages, ideas, feelings, and notifications in accordance with the author’s intent [4].

The result of Javanese language learning, especially the speaking (giving a speech) skills of students of SMP Negeri 1 Blora (State 1 Junior High School, Blora, Central Java, Indonesia) is still low. It can be seen from the data of practice oral (giving a speech) tests results. In addition, students have not been able to convey their ideas in a logical and systematic way according to proper Javanese Language etiquette.

The low acquisition of learning outcomes is not merely due to students’ mistakes. To find out the causes of this unexpected student learning outcomes, teachers certainly need to reflect themselves [5]. Moreover, things that teachers can do is to build meaningful communication and learning interactions through the provision of information which is very meaningful and relevant for the students needs. The teacher should act more as a facilitator. This can be realized by conducting learning activities using Quantum learning method. This learning method is a learning model which incorporates direct students involvement elements.

Quantum learning is an approach or learning strategy, with the concept of thinking that learning is a fun and useful process. Some of the techniques offered in Quantum learning which are already popular and commonly used are techniques to improve self-abilities [6]. When applying Quantum learning method in learning process, the teacher can also divide the elements into two categories, i.e., context and content [7].

2. Research method

This study is a classroom action research. Classroom Action Research, is a study of actions taken by teachers aiming at improving the learning quality. This classroom action research was conducted at SMP Negeri 1 Blora which is located on Jl. Dr. Sutomo No. 1 Blora, Central Java, Indonesia. In addition, SMP Negeri 1 Blora has 27 classes consisting of class seven, eight, and nine.

This data collection of this research was carried out by test and non-test techniques. Furthermore, test is one of some ways to get information (knowledge and competence skills) of the students [8].

Non-Test techniques were (1) observation and (2) questionnaire. Observation is a method to obtain any data by making observations on ongoing activities. In this research, observations were made during learning activities of giving speech by using Krama Alus Javanese at class: IX (nine) A. This technique aimed to record the learning process of giving a speech using krama alus Javanese conducted with Quantum learning method. Moreover, questionnaire is a series (list) of written questions addressed to the students.

Data validity testing was done using data triangulation and method triangulation. Furthermore, data triangulation in this study was done by asking for data archives about the difficulties experienced by
the teachers in teaching the students the skill of giving a speech using *krama alus*. Then, the researcher checked the validity of the teacher's notes and archives by interviewing the teachers and the students about the data. Triangulation of methods is about how the researcher collects similar data using different methods, i.e. observation and documentation techniques.

The technique of data analysis used in this study is a comparative descriptive analysis technique. This is to compare the results before the research to those at the end of each cycle. The results of the analysis are then used as the basis for preparing the following class action plan. In addition, critical analysis techniques include activities to uncover the strengths and weaknesses of students’ and teachers’ performance.

The indicators of this research are the quality of the learning process and the quality of learning outcomes. The learning process is considered to be successful when all or at least 80% of students are actively involved. Moreover, learning is successful if all or at least 80% of the students experience positive changes and achieve minimum completeness standard (KKM) based on the predetermined criteria.

The quality of the process measured in this study is the students’ activeness and attention during learning process, as well as the students’ interests and motivations in participating learning activities. However, the quality of the learning outcomes refers to the ability of students in giving a speech using *krama alus* Javanese. If the students’ score in practicing giving a speech using *krama alus* is ≥ 75, they are considered as complete. In contrast, if the students’s score is below 75, they are declared as incomplete (predetermined KKM is set ≥75).

This research is a process conducted with some procedures which cover a set of respective stages: planning of action (planning), implementing actions (acting), observation and interpretation, and analysis and reflection (reflecting).

### 3. Discussion

Based on the observation conducted on the students’ motivation to write (make a note) the subject content, motivation to ask, motivation to answer questions, and motivation to carry out subject tasks, it shows that all students are considered to have low motivation or as much as 23.2%. There are 70.5% of students possessing moderate motivation, and as much as 6.3 % students have high motivation. These results indicate that learning motivation is not optimal at the pre-cycle stage.

The assessment results on students’ practice of giving a speech using *krama alus* Javanese in pre-cyclical conditions show a real data covering: 7.1% of students have very low (fair) score, 17.9% of students have low score, 46.4% of students get sufficient grades, 28.6% of students get good grades, and there are no students who obtain very good grades. This data show the still low average student learning outcome.

The observation result in cycle I shows that there are all of students a 0.0% low motivation, as much as 58.0% moderate motivation, and 42.0% have high motivation. These results indicate that student learning motivation increases in cycle learning 1. Data from the practice test results in cycle 1 shows that there are 0.0% students whose score very low, 0.0% students whose low score, 21.4% students have sufficient score, there are 60.7% students obtain good grades, and 17.9% students have very good grades.

The result of implementing actions carried out in cycle II shows an increase when compared with pre-cycle or cycle I conditions. The data obtained show that there are 0.0% students whose low motivation, only 12.5% students whose moderate motivation, and there are 87.5% students whose high motivation.

Assessment on students’ skill of giving a speech using *krama alus* Javanese conducted after cycle II show that the students’ speech skill has increased to an average score of 81.4 with a 100% completeness level. This means that the learning outcomes can be achieved.

### 4. Conclusion

The application of Quantum learning method can improve the learning process of students of SMP Negeri I Blora class IX A in giving a speech skill using *krama alus* Javanese. It can be seen from he
assessment results of the students’ speech skills using practice tests which achieve an 81.4 average score and 100% completeness based on standard of minimum completeness (KKM).

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