

**THE IMPACT OF QUANTUM TEACHING STRATEGY ON  
STUDENTS' IN LEARNING ENGLISH ACHIEVEMENT  
(A CASE STUDY AT BRITANIA ENGLISH COURSE)**



**THESIS**

**Presented to the Faculty of Letters Hasanuddin University  
In Partial Fulfillment of the Requirements to Obtain  
A Sarjana Degree in English**

**BY  
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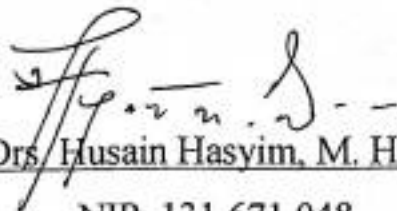
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## ABSTRAK

Dalam skripsi ini penulis mencoba menganalisis efek dari strategi "Quantum Teaching" dalam meningkatkan kemampuan belajar bahasa Inggris siswa. Pertama-tama, penulis melihat signifikansi kemajuan siswa dalam mempelajari Simple Present Tense, Simple Past Tense dan Simple Future Tense. Selanjutnya, penulis mengidentifikasi faktor-faktor dalam "Quantum Teaching" yang berperan dalam meningkatkan kemampuan belajar bahasa Inggris siswa.

Data yang ada dalam skripsi ini dianalisis dengan menggunakan metode deskriptif. Pengumpulan data dilakukan dengan cara memberikan pre-test dan post-test, melakukan observasi kelas, dan memberikan kuosioner kepada siswa. Selain itu penulis mewawancarai guru-guru yang mengajar. Data dari pre test dan post test dianalisis dengan menggunakan uji-t untuk melihat signifikansi perbedaan antara pre test dengan post test. Data lainnya dipresentasikan dan dianalisis secara deskriptif.

Hasil dari penelitian ini menunjukkan bahwa strategi "Quantum Teaching" mampu meningkatkan kemampuan belajar bahasa Inggris siswa. Adapun faktor-faktor yang mempengaruhi peningkatan kemampuan tersebut adalah proses belajar mengajar di dalam kelas, cara guru mengajar dan respon dari siswa.

# CHAPTER I INTRODUCTION

## 1.1 Background

Many teaching methods have been invented years ago. All of them have been attempted to solve the problems of language teaching and through years the methods have advanced. Nowadays, we need to renew the approach of learning process because we live in a high metabolism culture. The conventional method that was born in industrialization era cannot fulfill our need in learning process because the mechanism, the standardization and the format of learning is like what we see in a factory where the boss takes first position. This kind of learning process is then imitated by the teachers in the classroom by saying, "I speak, you listen!". Now, in this learning era, learning process is marked with internal motivation, variation in learning method, pure cooperation, joyful and happiness in learning (Meier, 1999 : 29). To do this, the strategy is required.

One strategy that is suitable for this learning era is what we called Quantum Teaching. The word Quantum comes from Albert Einstein theory that says Energy (E) comes from mass (m) multiply by velocity of light (c). It is believed that everyone has energy that is interpreted as success in their life and it has to be reflected in their life. That is why, to realize it we need a strategy that we call Quantum Teaching strategy. Quantum Teaching is a strategy in teaching that focuses in eliminating all barriers in the learning process by using music, arranging classroom, arranging good curriculum, making effective presentation, and 'active participation' (De Porter, 1999:5). Quantum Teaching Strategy



combines some methods like Accelerated Learning (Lozanov), Multiple Intellegencies (Gardner), Neuro Linguistic Programming (Grinder and Bandler), Experiential Learning (Hahn), Socratic Inquiry, Cooperative Learning (Johnson and Johnson) and Elements of Effective Instruction (Hunter) but mostly it is inspired by the Bulgarian psychiatrist educator Georgi Lozanov who developed Suggestopedia method which is derived from Suggestology that Lozanov describes as a science concern with systematic study of nonconscious influences where people constantly responding to ( Stevick, 1972) in Richards and Rodgers (2001:100). This method optimize the learning process focuses on decoration, furniture, arrangement of the classroom, the use of music and the behaviour of the teacher. Then Bobbi De Porter, the Head of Learning Forum adopted Suggestopedia method into her programmes and packed it into a Supercamp program which is firstly opened in 1982 in Brooklyn, America. The result of Supercamp is very good because it is proven that students can improve their score, participation and can receive their own self (De Porter, 1999:4).

Based on the idea of Supercamp, an English course called Britania English Course implemented this strategy in their language learning program called English Training Program, where students will learn using Quantum Teaching strategy for 14 days. Therefore, the writer is interested to investigate the result of Quantum Teaching Strategy which is implemented by Britania English Course because she wants to analyze the effectiveness of this strategy on students' English Learning Achievement. Because the grammatical performance includes many aspects, the writer limits her research only in

students' ability in using simple past tense, simple present tense and simple future tense.

### **1.2. Identification of problem**

Based on the background the writer finds some problems that are interested to be analyzed, they are:

1. The ability of students in learning English before and after they are treated with Quantum Teaching Strategy;
2. Factors that influence the students' achievement in learning English.

### **1.3. Scope of the problem**

In this writing, the writer limits her analysis in the teaching strategy and learning achievement of the students. The writer would also see the factors that influenced students' achievement.

### **1.4. Statement of problem**

Based on the identification of problem, the writer found some questions that will be analyzed, they are:

1. How is the ability of students in learning English before and after they are treated with Quantum Teaching Strategy?
2. What factors that influence the students' achievement in learning English?

### **1.5. Objective of writing**

Based on the scope of problem, the objective of this writing are:

1. To investigate the students' ability in learning English before and after they are treated with Quantum Teaching strategy.
2. To analyze the factors that influence students' achievement in learning English.

### **1.6. Significance of study**

The significance of this study is, to give information to the readers and educators about Quantum Teaching strategy and as a contribution for them so they can implement it in learning process.

### **1.7 Sequence of presentation**

Based on Pedoman Penulisan Skripsi dan Pelaksanaan Ujian Skripsi, Faculty of Letters, Hasanuddin University, this thesis consists of 5 chapters.

Chapter one – Introduction: consists of background, Identification of problem, statement of problem, scope of problem, objective of writing, significance of study and sequence of presentation.

Chapter two – Literature Review: consists of review of literature and review of studies.

Chapter three – Methodology: consists of collecting data (library research and field research), population and sample, and method of analyzing data.

Chapter four consists of data presentation and analysis.

Chapter five, consists of conclusions and suggestions about the study.

Bibliography

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## CHAPTER II

### LITERATURE REVIEW



#### 2.1. Definition of learning and teaching

Some experts are trying to make definition of teaching and learning. Kimbel and Garmezy (1963) in Brown (1987:6) define learning as a temporary change of behaving and as the effect of practical reinforcing. Similarly, contemporary dictionary in Brown (1987:6), defines teaching as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand".

For Brown (1987:6) those definitions are difficult to define in more specific concepts of learning. That is why he defines the area of his work and investigation about learning, they are:

1. Learning is acquisition or "getting".
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent, but subject to forgetting
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behaviour.

(Adopted from Brown, 1987:6)



Furthermore, Brown (1987:7) defines teaching as directing and giving aids in learning process, also making possible condition for the learner to learn.

However teaching and learning can not be separated because according to Nathan Gage (1964) in Brown (1987 :7), theories of learning and teaching has to stand alone to fulfill the educational demand.

From the definition explained above, the writer can conclude that learning is not just a relatively permanent change of behaviour but it has more extract domains. Similarly, teaching is not only a process of giving information, knowledge and instruction to someone but it is also a process of guiding and facilitating, enabling people to learn and making nice condition to learn. The most important thing is that teaching and learning can not be separated because they are related each other. (Brown, 1987)

What is expected from the teaching and learning process is what Rubin (1975) and Stern (1975) in Brown (1987:92) called "good language learner" that has seven qualifications, they are:

1. Willing and accurate guesser
2. Strong drive to communicate
3. Uninhibited
4. Attends to form
5. Practices – seeks out conversation
6. Monitors on speech and the speech of others

7. Attends to meaning.

(Adopted from Brown, 1987:92)

Moreover, Stern's lists in Brown (1987:92) about ten qualifications of "good language learners" are:

1. A personal learning style or positive learning strategies
2. An active approach to the learning task
3. A tolerant and outgoing approach to the target language and empathy with its speaker
4. Technical know-how about how to tackle a language
5. Strategies of experimentation and planning with the object of developing the new language into an ordered system and of revising this system progressively
6. Constantly searching for meaning
7. Willingness to practice
8. Willingness to use the language in real communication
9. Self-monitoring and critical sensitivity to language use
10. Developing the target language more and more as a separate reference system and learning to think in it

(Adopted from Brown, 1987:92)

From the information above, the writer concludes that "good language learner" is expected to be resulted from teaching and learning process. For this purpose, there should be strategies in the learning process.

## **2.2. Definition of learning strategies**

Reid (1995) says that, learning strategies are the external skills that students use, often consciously to improve their learning and it is also can be described as a study skill that students can be taught to improve their learning style.

## **2.3. Quantum Teaching Strategy**

One strategy that can make the students becomes "good language learner" is called Quantum Teaching Strategy.

Quantum Teaching strategy is a strategy in teaching to eliminate all barriers in the learning process by using music, arranging the classroom, arranging good curriculum, making effective presentation and "active" participation (De Porter, 1999:5). This strategy was mostly inspired by Lozanov who developed Accelerated Learning.

Accelerated learning is inspired through Lozanov's approach. He found that combination of music, suggestion and games can make students learn faster and more effective (Meier, 1999 : 50).

### **2.3.1. Music**

The musical background helps inducing relaxed attitude which Lozanov refers as concert pseudo-passiveness. According to Lozanov (1979) in De Porter (1999 : 73) music can influence human physiology especially the brain and the heartbeat. So students can learn optimal. The use of music in

education can influence learners' mind, increase learners' learning achievement and stress important things. (De porter, 1999:74).

Moreover, Charles Schmid in Dryden (2000:303) found music influences learners' mind and as the main key to achieve the learning acceleration five times better than before.

From the experts opinion the writer concludes that music can make the students mind relaxed so they can learn faster and optimal.

### 2.3.2. Suggestion

According to Lozanov (1978) in Richards and Rodgers (2001:101), suggestion is "the heart of the theory of learning underlying Suggestopedia that has *dessuggestive – suggestive* sense". There are six elements of desuggestion and suggestion, they are :

- Authority

People are influenced by the information that comes from someone that has an authority. It means teachers influence students to increase their self confidence, personal distance and positive behaviour.

- Infantilization

Authority is also influencing students and teachers to have relation like parent and child. The students take part like child's role. They like games, songs and gymnastic exercises that help "the older students

regain the self-confidence, spontaneity and receptivity of the child  
“(Bancroft, 1972 : 19) in Richards and Rodgers (2001 : 102).

- Double planedness

The learners learn not only from direct instruction but also from the environment. The bright decoration of the classroom, the musical background, the shape of chairs, and teachers' personality are as important as the instruction of the material.

- Intonation, rhythm, and concert pseudo-passiveness

Variation in tone and rhythm of the materials help students and teachers to avoid boredom and give meaning to linguistic material.

Larsen (1986:77) described the principle of suggestion more complex, based on their observation, as follows:

1. Learning process has to be enjoyable, relaxed and comfortable.
2. Environment extremely influences students' success in learning
3. Students will be success in learning if they can trust and respect their teacher.
4. The psychological barrier that are brought by learners, should be known so she can attempt to "desuggest" these
5. In relaxation process, relaxation is needed.
6. Students' confidence play important rules because it influences students' success. Here the writer has to help them to reach it.

The more confident the students the better they will learn.

7. Giving a new identity to the students make them more open and could remember many vocabularies
8. Practicing dialogues can help them to master the dialogues immediately.
9. students will learn best when their attention is off the form of the language, and on the process of communicating,
10. Teachers should give indirect positive suggestion to the learners.
11. The teacher should teach grammar and vocabulary, but they can not insist them to be expert on it.
12. The teacher should translate sentences in his mother tongue so the students know the meaning of sentences.
13. The students have to realize that there are two points they have to understand. First is linguistic message called conscious and music called subconscious. When these two points combines, the learning process will be successful.
14. A pseudo-passive state, music can relax the body and it will overcome psychological barriers.
15. The relation between the conscious and subconscious are still unclear and, therefore, optimal learning can occur.
16. Students prefer "dramatization" which is a particular valuable way to playfully activate the material. Fantasy reduces barriers to learning.

17. The arts such as music, art, and drama suggest students to be more comfortable. That is why the arts should be integrated into the teaching process.
18. The students should practice what they have learnt and they should utter the language frequently so they will be proficiency.
19. Music can change students' attitude and students could achieve a state of "infantilization" - having a childlike attitude - so that they will be more open to learn.
20. Students focus in how to use the language in communication not the form of linguistic so learning will be enjoyable.
21. The emphasis of language is content, not the form. So when the students make an error, the teachers will correct it later.

Suggestion also revealed students' motivation and also self-esteem in learning.

- Motivation

Brown (1987:115) defines motivation as "an inner drive, impulse emotion, or desire that moves one to a particular action".

- Self esteem

According to Brown (1987:101), self-esteem is the most influencing aspect of human attitude. It could be concluded that without self-esteem, self-confidence, knowledge of yourself, and believe in your own capabilities, successful cognitive or affective activity cannot be achieved.

### 2.3.3. Games

Games is also one important element in language learning process. It is supported by Dryden (1999) who says that:

"Di tengah permainanlah kita paling dekat dengan kekuatan penuh kita. Kesenangan bermain yang tidak terhalang melepaskan segala macam endorfin positif dalam tubuh, melatih kesehatan, dan membuat kita merasa hidup sepenuhnya. Bagi banyak orang, ungkapan kehidupan dan kecerdasan kreatif yang paling tinggi di dalam diri mereka tercapai dalam sebuah permainan. Permainan belajar (Learning Games) yang menciptakan atmosfer menggembirakan dan membebaskan kecerdasan penuh dan tak terhalang dapat memberi banyak sumbangan".

More, Lee (1979:1) said that games can banish boredom because when playing games the students' concentration is focused on it. There will be a pleasant, relaxed atmosphere and favourable condition to language learning.

### 2.3.4. Learning Environment

According to Wilkins (1974), learning environment also influences the learning process. It includes:

#### 1. The educational context

One important thing of the learning context is time. In the designing of the language course or syllabus the time that available for teaching should be determine so the target would be achieved.

The next is the number of pupils in the class. The question that mostly raised is whether the methods and objective can face the classes of more



than, for instance 40 pupils. Then the solution for that is by splitting it up into small groups.

The physical arrangements cannot be ignore too. The furniture in classroom cannot be moved, classes cannot be split into groups too if the group placed so close, they would disturb one another.

## 2. The pupil

When a class consists of "voluntary learners", self-motivation can be achieved, but when learners are not volunteers, the teacher must stimulate students' motivation. For many learners, particular methods and techniques will be more motivating than other. In language learning, the components of play, humour and entertainment also needed.

## 3. The teacher

The important variable in learning situation is teacher. His skill and personality are instrumental in creating the conditions for learning. His skill is dependent on two factors, his own proficiency in the language, his knowledge and skill in applying methods and techniques of language teaching.

## CHAPTER III

### METHODOLOGY

#### **3.1. Library Research**

The writer used library research to get some materials related to the topic of this thesis. Both, Faculty of Letters library and university library are appropriate to get information about this study.

#### **3.2. Field Research**

##### **3.2.1. Method for Collecting Data**

The writer gave a written test to the students who followed the English Training Program in pre test and post test. The writer also did class observation, gave questionnaire to the students and interviewed the teachers.

##### **3.2.1.1. Written Test**

The written test which was given to the students consist of pre-test and post-test.

##### **1. Pretest**

The pre test was given to the students before they attended the program. The test was about simple tenses and consists of 30 items. Number 1 to 10 are about simple present tense, number 11 to 20 are about simple past tense and number 21 to 30 are about simple future tense. The test was in multiple choice form.



## **2. Post test**

The post test will be given to the students after they had attended the English program.

### **3.2.1.2. Classroom Observation**

The writer did classroom observation to see the way the teachers taught the students and to see the way the students learned.

### **3.2.1.3. Questionnaire**

The questionnaire was given to the students in order to know their opinion about their teachers and learning process.

### **3.2.1.4. Interview**

The writer interviewed three English teachers about what strategies they used to teach the students and why they used those strategies.

### **3.2.2. Method for Analyzing Data**

The writer used a descriptive method to analyze the data through the following steps:

1. Tested the validity of test.

First, the writer determined the subject which was going to be tested. The subject was about simple tenses and consists of simple present tense, simple past tense and simple future tense. Each tense was represented by 10 items so the total number of test was 30. The correct answers from number 1 to 5 had score 2, number 6 to 10 had score 5, number 11 to 15 had score 2, number 16 to 20 had score 5, number 21 to 25 had score 2, and

number 26 to 30 had score 4. And for incorrect answers the score was 0. So the total score was 100.

Next, the writer tested 2 groups, they were Experimental class (group which was treated with Quantum Teaching Strategy) and Controlled class (group which was not treated with Quantum Teaching Strategy).

Then, the writer prepared the students' answers tabulation.

The next step was, analyzing the percentage of students' score, the mean score of pre-test and post-test and also the standard deviation and the significant difference of pre-test and post-test from both classes used some formulas as follows:

1. The percentage of students' score.

$$P = \frac{F}{N} \times 100\%$$

Where

P = percentage

F = number of frequency

N = number of respondent

(Sudjana, 1989:45)

2. The mean score of students

$$X = \frac{\sum X}{N}$$

Where:

$X$  = means score

$\sum X$  = the sum of the score

$N$  = The number of students (subject)

(Gay, 1992)

3. The significant different (non-independent sample)

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$t$  = significant different

$\bar{D}$  = the difference between the matched pairs ( $x_2 - x_1$ )

$\sum D$  = the sums of the difference

$\sum D^2$  = the squares of the difference

$N$  = the number of students (subject)

(Gay, 1992)

## 2. Classroom observation.

In this study, the writer observed the classrooms. The aim of the observation was to see learning process, the students' responds and the teachers' performance. The writer did the observation for seven days intensively in both classes, the Experimental and Controlled class.

## 3. Questionnaire

The questionnaires were given to the students in Experimental class and Controlled class. The aim to spread out the questionnaire to the students was to find out their opinion about the learning process and their teachers' performance. The questionnaire consists of 29 questions.

## 4. Interview

The writer interviewed three teachers. Two teachers from Experimental class and one teacher from Controlled class. There were three factors the writer asked to the teachers; they are about teachers' profile, students' profile and learning performance and the strategies they used in teaching. The purpose of this interview was to back-up the classroom observation and questionnaire.

### **3.3. Population and sample**

#### **3.3.1. Population**

The population of this research was Experimental class which was treated using Quantum Teaching Strategy that contains 18 students and Controlled class which was not treated with Quantum Teaching Strategy that contains 20 students.

#### **3.3.2. Sample**

The sample of this research was Experimental class, which was treated using Quantum Teaching Strategy and Controlled class, which was not treated with Quantum Teaching Strategy. The Experimental class consists of 15 junior high school students. Six students are from junior high school; two students are from 3<sup>rd</sup> grade. Nine students are from senior high school; two students are from 1<sup>st</sup> grade, six students are from 2<sup>nd</sup> grade and one student is from 3<sup>rd</sup> grade. The Controlled class consists of 15 students from 2<sup>nd</sup> grade of senior high school in Madrasah Aliyah YMPI Rappang.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### 4.1. Data Presentation

In the data presentation, the writer will provides information about:

- The result of pre test and post test from both Experimental and Controlled class.
- Data from class observation that covers three main parts in the classroom i. e. learning process, students and teachers.
- Data from questionnaire that reveal the learners' opinion about learning process in their classroom.
- Data from interview that inform us about teachers' preparation and teaching strategies in their classroom.

##### 4.1.1. The result of Pre-test and Post-test in Experimental and Controlled class.

Here, the writer will show us the result of pre test and post test of Experimental class and Controlled class. The classification of score is elaborate in the following range:

81 – 100 = very good

21 – 40 = poor

61 – 80 = good

0 – 20 = very poor

41 – 60 = fair



Besides the result of the score, the writer will also provides the following data.

- Percentage of the students' pre-test and post-test score in Experimental and Controlled class.
- The mean score of students' pre-test and post-test of Experimental and Controlled class.
- Test of significance of students' pre-test and post-test of the Experimental and Controlled class.

#### 4.1.1.1. Pre-test and Post-test in Experimental class

In experimental class, the students were given pre-test and post-test. The test contains 30 items. Pre-test was given before the students followed the English training program that uses Quantum Learning Strategy and post-test was given after the students followed English Training Program. The score is shown in the following table.

Table 1. The score of students in pre-test and post-test in Experimental class.

Student	Pre-test			Post-test		
	Correct answer	score	classification	Correct answer	score	classification
1	26	85	Very good	27	89	Very good

2	24	76	Good	26	87	Very good
3	18	56	Fair	24	77	Good
4	17	56	Fair	22	72	Good
5	15	51	Fair	20	64	Good
6	14	46	Fair	18	57	Fair
7	14	46	Fair	11	30	Poor
8	11	43	Fair	26	87	Very good
9	14	42	Fair	21	69	Good
10	12	38	Poor	12	31	Poor
11	12	37	Poor	14	43	Fair
12	12	35	Poor	13	42	Fair
13	9	29	Poor	10	40	Poor
14	8	28	Poor	11	29	Poor
15	8	24	Poor	14	46	Fair
Average		46,13	Fair		57,53	Fair

Table 2. The percentage of the students' pre-test and post-test score in the Experimental class.

No	Pre-test			Post-test		
	classification	Total respondent	%	classification	Total respondent	%
1	Very good	1	6,66	Very good	3	20
2	Good	1	6,66	Good	4	26,7
3	Fair	7	46,7	Fair	4	26,7
4	Poor	6	40	Poor	4	26,7
5	Very poor	-	-	Very poor	-	-
		15	100		15	100

The table above shows that in pre-test, 1 (6,66%) respondent in Experimental class is in 'very good' classification, 1 (6,66%) respondent is in 'good' classification, 7 (46,7%) respondents are in 'fair' classification, 6 (40%) respondents are in 'poor' classification and none of the respondent is in 'very poor' classification. It can be concluded that the score of the students in Experimental class is good because none of the respondent is in very poor classification.

While in the post-test, the table shows that 3 (20%) respondents are in 'very good' classification, 4 (26,7%) respondents are in good classification, 4

(26,7%) respondents are in 'fair' classification, 4 (26,7%) respondents are in 'poor' classification and none of them is in 'very poor' classification.

If we compare from the score of pre and post test in Experimental class, it can be concluded that the students who are treated with Quantum Teaching Strategy make quite significant improvement (see result of t-test value on page 29).

#### 4.1.1.2. Pre-test and Post-test in Controlled class

In Controlled class, the students were also given the same test as the students in Experimental class. The pre-test was given before they followed English training program without using Quantum Teaching Strategy and post-test was given after they followed English training program but without using Quantum Teaching Strategy. The data is presented in the following table.

Table 3. The score of students in pre-test and post-test in Controlled class

Student	Pre-test			Post-test		
	Correct answer	score	classification	Correct answer	score	classification
1	10	52	Fair	16	26	Poor
2	14	49	Fair	15	50	Fair
3	15	46	Fair	16	49	Fair

4	11	37	Poor	20	60	Fair
5	11	36	Poor	17	52	Fair
6	10	33	Poor	3	6	Very poor
7	9	32	Poor	12	45	Fair
8	12	31	Poor	9	37	Poor
9	10	30	Poor	14	49	Fair
10	9	27	Poor	14	42	Fair
11	10	27	Poor	17	54	Fair
12	8	24	Poor	11	38	Poor
13	7	19	Very Poor	9	28	Poor
14	7	18	Very Poor	12	35	Poor
15	4	15	Very Poor	6	19	Very poor
Average		31,7	Poor		39,3	Poor

Table 4. The percentage of the students' pre-test and post-test score in the Controlled class.

No	Pre-test			Post-test		
	classification	Total respondent	%	classification	Total respondent	%
1	Very good	-	-	Very good	-	-
2	Good	-	-	Good	-	-

3	Fair	3	20	Fair	8	53,3
4	Poor	9	60	Poor	5	33,3
5	Very poor	3	20	Very poor	2	13,3
		15	100		15	100

The table above shows us that in pre-test none of the respondent is in 'very good' or 'good' classification, 3 (20%) respondents are in 'fair' classification, 9 (60%) respondents are in 'poor' classification and 3 (20%) respondents are in 'very poor' classification. It can be concluded that the score of students in Controlled class is low because none of them is in 'very good' or 'good' classification but 12 students are in poor and very poor classification.

While in the post-test, the table shows us that none of the students are in 'very good' classification and 'good' classification, 8 (53,3%) respondents are in 'fair' classification, 5 (33,3%) respondents are in 'poor' classification and 2 (13,3%) respondents are in 'very poor' classification.

From the table we can conclude that the students in controlled class also makes improvement but not as high as the students in Experimental class.

#### 4.1.1.3. The mean score of the students' pre test and post test of the Experimental and Controlled class.

After calculating the score of students in pre test and post test of both classes, we will get the mean score, after that we will find the standard deviation that indicates how spread out or how variable the scores are.

Table 5. The mean score and the standard deviation of students' answer

Class	Type of test	Mean score	Standard deviation
Experimental	Pre-test	46,13	16,97
	Post-test	57,53	21,81
Controlled	Pre-test	31,7	11,02
	Post-test	39,3	14,63

From the table above we can see that in Experimental class the mean score in the pretest is 46,13 with 16,97 for standard deviation and in the post test, the mean score is 57,53 with 21,81 for standard deviation. Here we can conclude that the mean score of Experimental class in post test is higher than the one in the free test. From the standard deviation, we can see that in post test, the score are more spread out than in the pre test.

Similarly, in Controlled class, the mean score in pre test is 31,7 with 11,02 for standard deviation and in the post test, the mean score is 39,3 with 14,63<sup>1</sup> for standard deviation. It means that the mean score in post test is

higher than the mean score in pre test. From the standard deviation, we can see that the scores in post test are more spread out than the score in pre test.

Although in both classes there are improvement from pre-test to post-test, we can conclude that the mean score in Experimental class is higher than in the Controlled class and the scores in Experimental class are more spread out than in Controlled class.

#### 4.1.1.4. Test of significance of the students' pre-test and post-test of the Experimental and Controlled class.

Eventhough the mean score of Experimental and Controlled class is different but here, the writer wants to show if the mean score is significantly different. So the writer applies the t-test for non-independent sample. In order to know whether it is significant or not, the writer uses two variables (pre test and post test) at the level of significance .05 with degree of freedom (df)=N-1, where N = Number of subject (15)

Table 6. The t – test of the students' achievement

Class	variable	t-test value	t-table value
Experimental	X1 – X2	3,12	2,145
Controlled	X1 – X2	1,88	2,145





#### 4.1.2.1.1. Learning process

In Experimental class, the classroom procedure was more detail than in Controlled class. There was always opening or warming up in the classroom for example there would be jokes, puzzles or games. The next activity was reviewing the previous lesson and then moving to the introduction to the new lesson. After that there would be presentation of the new lesson, continued by doing exercises. The exercises vary and they were given in written or oral form. For example the teacher asked the students to translate sentence from Bahasa Indonesia into English, make sentences in a paper or in the whiteboard or make sentences orally.

Mostly, exercises in Experimental class focuses on speaking skill. It is seen through the exercises which were given. Mostly the exercises asked the students to speak and had little conversations. All of the exercises which were given were related to the topic. In Experimental class the writer observed that sometimes if the teachers gave the students questions and they answered it correctly the teachers would say, "Yes, good! Clap hand for him or her" but if they could not answer the question the teacher would say, "Good, you almost there, and the most appropriate answer is...". Besides exercises, sometimes there was homework which was related to the subject that had been given in the classroom and the homework would be corrected and returned. At the end of the class there would be session for games. The games were vary but still related to the subject that had been given. In

From the table we can see that the t-test value of Experimental class (3,12) is higher than the t-test value of Controlled class (1,88) where the t-table value is 2,145. Based on the t-test in Experimental class, the difference between pre-test and post-test is significant because the t-test value is **higher** than t-table value. On the other hand, in Controlled class the difference between pre-test and post-test is **not** significant because the t-test value is **lower** than t-table value.

#### **4.1.2. Data from class observation, questionnaire and interview with the teachers.**

The data about the teaching method and learning process in Experimental class and Controlled class were obtained through the class observation, questionnaire and interview with the teachers.

##### **4.1.2.1 Data from class observation.**

This part discusses about the observation that the writer did in the classroom. The observation covers three main parts, they are:

- Learning process.
- Students' profile and learning performance.
- Teachers' profile and teaching performance.

The data is elaborated through the following ways:

Experimental class the teachers turned on the music when the students were learning or playing games. The music for learning was classic music and dynamic music for playing games.

Differently, in Controlled class the music never takes place. Further in Experimental class, the material was given in a textbook which was distributed to every students. The content of the material mostly about vocabularies and daily conversation.

One unique thing from Experimental class is that there was rules and procedures that the students had to obey such as students had to pay for a number of money if they broke the rule. and the learning process in Experimental class sometimes held outdoor.

In controlled class, the classroom procedure was not so detail like in Experimental class. There was no warming up. Teacher went straight to review the previous lesson, introduce the new lesson and then present the new lesson. The materials which were given in Controlled class were easy to understand by the students. The techniques in delivering the materials also good because teachers giving the pattern of sentence first and then give examples. The examples which are given also easy because mostly taken from the students life but there was no handbook which were distributed to the students. The exercises in Controlled class focuses mostly on grammar performance skill. Many exercises obliged the students to make sentences. It was also shown by the games that mostly about arranging the jumble words

into good sentences but there was no homework. Controlled class also put games in their classroom activities but not as many as in Experimental class.

Interestingly, in playing games, both Experimental and Controlled classes divided the students into groups and what made it interesting because each group had to compete.

#### **4.1.2.1.2. Students' profile and learning performance**

Experimental class consists of 18 students that contains student from senior high school and junior high school. Each student pay attention to the teachers. The writer observed that all of them are concentrate with the material which was given by the teachers. When the students seemed bored the teachers told jokes or puzzles, played games or danced.

The materials in Experimental and Controlled class were easy to understand by the students because the techniques in delivering the materials also good because teachers gave the pattern first and then went to the examples. The examples which were given were also easy because mostly taken from the students' life.

In both classes, when the teachers asked them to ask question the students did not use that opportunity to ask question frequently.

The exercises in both classes involved all the students and the students also enjoyed doing the exercises.. The homework which was given

in Experimental class was not difficult because it has relation with the subject that had already been discussed. In contrast, students in Controlled class had very rare homework.

When playing games the students in both classes were so excited. Clearly, they always waited for this part in each session. The game usually required them to work in groups. They also like learning outside the classroom. It is reflected through their enthusiasm in moving from the class to the open space rushly and happily.

In contrast, students in Controlled class which consists of 20 students from the 2<sup>nd</sup> grade of senior high school, sometimes did not pay attention to the materials. They also never experience learning outside.

#### **4.1.2.1.3. Teachers' profile and teaching performance**

In both classes the teachers firstly gave what topic they were going to discuss and then went to the pattern of the tenses after that the teachers gave examples and exercises. The material was related to the topic.

In giving exercises the teachers in these two classes gave clear instruction. The exercises given in many forms. Mostly, exercises in Experimental class focuses on speaking skill. It is seen through the exercises which were given. Mostly the exercises asked the students to speak and had little conversations while the exercises in Controlled class mostly focuses on grammar performance skill. Many exercises obliged the students to make

sentences. It is also shown that the games were mostly about arranging the jumble words into good sentences.

In Experimental class the homework which was given by the teachers had clear instruction. The teachers also gave homework which was related to the subject that was already given and they also gave due date to the students to collect their homework.

In Experimental class, the teachers gave many games to the students. The games sometimes occurred in the beginning of class or at the end of the class. Mostly the games in the beginning just for fun such as *dancing*, and in the end more educated because it was related to the subject such as *arranging jumble words*, *alphabetical race*, *broken telephone*, etc. In Controlled class the games mostly about arranging jumble words.

#### 4.1.2.2. Data from questionnaire

Here, the writer presents the students' response to the learning process through the questionnaire. The writer elaborates the data through the following way:

*Note:*

*13 = number of respondents*

*100 = total frequency in percent*

#### 4.1.2.2.1. The learning process

Table 1. The materials which were presented

	Experimental class		Controlled class	
	frequency	Relative freq. In %	frequency	Relative freq. In %
Very interesting	7	54	3	23
Interesting	6	46	10	77
Not interesting	-	-	-	-
Very not interesting	-	-	-	-
Total	13	100	13	100

Table 2. The easiness of materials which were presented

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Very easy	3	23	4	31
Easy	10	77	7	53
Not easy	-	-	1	8
Very not easy	-	-	1	8
Total	13	100	13	100

Table 3. The relevance of materials with the students' needs

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Very relevant	7	54	2	15
Relevant	6	46	10	77
not relevant	-	-	1	8
Very not relevant	-	-	-	-
Total	13	100	13	100

Table 4. The structure of the materials

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Well-structured	12	92	11	85
Not well-structured	1	8	2	15
Total	13	100	13	100



Table 5. The frequency of exercises in the classroom

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always	-	-	3	23
Often	7	54	4	31
Sometimes	6	46	6	46
Never	-	-	-	-
Total	13	100	13	100

Table 6. The frequency in giving homework

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always	1	8	-	-
Often	1	8	-	-
Sometimes	11	84	-	-
Never	-	-	13	100
Total	13	100	13	100

Table 7. The feedback of students' homework

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Available	13	100	-	-
Not available	-	-	13	100
Total	13	100	13	100

Table 8. The frequency of checking the assignment in the classroom

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always	9	69	1	8
Often	4	31	5	38
Sometimes	-	-	6	46
Never	-	-	1	8
Total	13	100	13	100

Table 9. The opportunity to ask question from the students to the teacher

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always	11	84	9	69
Often	1	8	3	23

Sometimes	1	8	1	8
Never	-	-	-	-
Total	13	100	13	100

Table 10. The message that students got from the games

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
There is message	13	100	10	77
No message	-	-	3	23
Total	13	100	13	100

Table 11. Time allocation for learning English

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Very adequate	4	31	1	8
Adequate	9	69	10	76
Not adequate	-	=	1	8
Very not adequate	-	-	1	8
Total	13	100	13	100

Table 12. The availability of students' activities outside the classroom

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Available	13	100	-	-
Not available	-	-	13	100
Total	13	100	13	100

Table 13. The importance of learning outside the classroom

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Important	12	92	-	-
Not important	1	8	13	100
Total	13	100	13	100

#### 4.1.2.2.2. The teachers' profile and teachers performance

Table 14. The friendliness of the English teachers

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always friendly	6	46	3	23

Often	6	46	5	38
Sometimes	1	8	4	31
Never	-	-	1	8
Total	13	100	13	100

Table 15. The helpfulness of teachers in helping the students

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always	8	61	5	38
Often	4	31	6	46
Sometimes	1	8	1	8
Never	-	-	1	8
Total	13	100	13	100

Table 16. The Frequency of teachers in using English language

	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Always	1	8	1	8
Often	6	46	8	61
Sometimes	6	46	4	31

Never	-	-	-	-
Total	13	100	13	100

Table 17. The clarity of material that the teachers presented

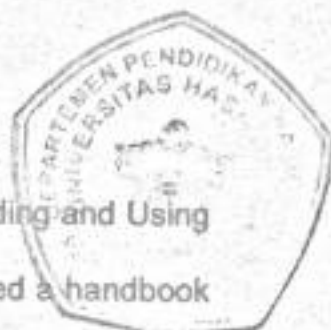
	Experimental class		Controlled class	
	Frequency	Relative freq. In %	Frequency	Relative freq. In %
Very clear	4	31	2	15
Clear	9	69	11	85
Not clear	-	-	-	-
Very not clear	-	-	-	-
Total	13	100	13	100

#### 4.1.2.3. Data from interview

The interview with the English teachers was done in different places. Here, the writer had done the interview with two English teachers from Experimental and one English teacher from Controlled class. The result of interview will support the result of class observation and questionnaire. The interview itself divided into three categories, they are:

##### 4.1.2.3.1. The learning process

In Experimental class the English teachers used many books as their guidance to teach, for example Basic Vocabulary from Arsan Arsyad, Part of



Speech by Imam D. Jauhari, American English and Understanding and Using English Grammar by Betty schrampfer Azar. They also compiled a handbook about vocabularies and simple daily conversation that they distributed to the students.

On the other hand, the English teacher in Controlled class mostly took his teaching materials from A Simple English Usage book compiled by BEC-EECC, an English course in Kediri. When the training was performed, the students did not have any handbooks.

Mostly, the subject of the material in both classes was about simple tenses like simple present tense, simple past tense and simple future tense. For the English teachers in Experimental and Controlled class, the subject which was given is good because it is simple but very important and easy to understand.

The English teachers in Experimental class arrange their lesson plan in the following way: first was warming up and review. Review was done to make the students understand what they have got before they moved to the next subject. Then, they come into the introduction of the new lesson and presentation, the next activities are evaluation and application and the last activity is game. Below is the form of lesson plan of Experimental class.

Teacher's name	
Grammar unit	
Class time	
New vocabularies (min 15)	

No	Activities	Procedures	Time
1.	Warm up and Review		
2	Introduction to the new lesson		
3	Presentation		
4	Practice		
5	Evaluation		
6	Application		

Date :

Signature:

In Controlled class, the teacher said that he gave motivation in the first step and then reviewed the material that had been learned and then moved to the new lesson. The later activity is practicing the material that already been given and the last step was game but the teacher in Controlled class failed to show the writer the lesson plan that he made.



According to The English teachers in both classes, the lesson plan is intended to keep them on track so they will not missed the target that they want to achieve.

The Experimental class used tape when they performed the training, played music for games and as the background music when the students learned in class while Controlled class did not use any media along the intensive English Training Program.

The Experimental class had some strategies in teaching. The first strategy was by giving vocabularies to the students and they had to memorize it. The vocabularies which were given were well known vocabularies and it was given to help them in making conversation. The conversation itself was intended to help students in applying the material orally and to make them close with their friends and teachers. One unique thing from Experimental class was that the students have their own nicknames and professions. This is to increase their vocabularies also. Another strategy was by giving jokes and puzzles to the students to make them more relax so they can receive the information that the teachers gave. Besides jokes and puzzles, the students also playing various games. The games were divided into two categories; the first game was just for fun such as dancing. This kind of games is to take the students' interest to move to the main games and to make them more curious so they will come to the next class. The second category was the main game that concerns with the material such as arranging jumble words, alphabetical

race etc.. When playing games, the students were divided into groups. This was to help the students to work in team and compete with their friends. The next strategy was the use of music while the students playing games or learning in class. The music for learning was Barok or Classic music because it can make the brain relax. The beat of the music also in parallel with the heartbeat and when playing games, the music was dynamic because students were expected to move actively. To avoid the boredom of students in every session the teachers of Experimental class were changed. Another strategy to avoid the boredom of the students was studying out of the class. Learning outside the classroom also effective because students can easily absorb the information. The teachers also gave the students homework at home so they could study and they would not easy to forget the subjects.

In Controlled class, the teacher also has some strategies but he claimed that mostly he combined the games with grammar, that was why most of the games involved jumble words. This kind of games was used because it is simple and students could directly see the sentence and spelled it. When playing games the students also divided into groups. This was to teach the students how to discuss and work in a team where the strong help the weak. During the Intensive English Programme, the teacher never gave the students homework because it needed much time to check it.

In both classes, the teachers always walked around the class. This was to show the students that their teachers care about them. The teachers also

gave them smile so they would feel relax. For the students who did not pay attention, the teachers usually have two strategies by pointing them to make sentences or making sentences using their names. In the class, the examples which were given by the teachers were very close to the students. This is to make them easy to understand the subject.

According to the English teachers in Experimental class 1 session was enough to elaborate one simple subjects but it took 2 sessions for difficult subjects. While English teacher in Controlled class said that 1 session was not enough for one subject because first of all, English is not our language so it takes time to understand it and the second is that the time for material and games were so close.

#### **4.1.2.3.2. The students' profile**

Experimental class consist of 18 students and Controlled class consists of 20 students. For the teachers these numbers are easy to handle.

In Experimental class the teachers said that the students in their class sometimes used Buginese language and the time the students had to learn English was so short because they followed the program after school. That is why the teachers were challenged to make them enjoy the class.

On the other side, the teacher in Controlled class said that the students he faced mostly come from middle class and it was influenced their knowledge. The students in Controlled class were very lack in vocabulary.

#### **4.1.2.3.3. The teachers' profile and teaching performance**

The English teachers in Experimental class had followed "Training of Teachers" program, which was held by BRITANIA English Course. They learned how to make lesson plan and teaching strategy, for example how to handle the students that do not pay attention to the teachers. One of them also have followed a training about how to be a guide so he could share his experience with the students about how to make a conversation with foreigners. They claimed that the way they teach is formed through their experiences in teaching and they read many books about Quantum Teaching Strategy after that they practice it in the classroom.

## **4.2. Data analysis**

From the t-test in Experimental class (3,12) and Controlled class (1,8) we can conclude that the difference between pre test and post test is significant, and it means that Quantum Teaching Strategy which is implemented in the Experimental class has made a positive contribution in improving students' learning achievement in general.

Based on class observation, interview with the teachers and questionnaire from the students there are some factors that influence it, they are:

### **4.2.1. The English teachers**

The English teachers in Experimental class are friendly. It is proved through the class observation that the writer did. In class, the writer could see that the teachers in Experimental class made a persuasive approach in a close relationship form with the student. Sometimes in the 'break' time, the students came to the teachers and had a conversation about what they had learned, their secret story and their daily life. It is one characteristic of Quantum Teaching where the teachers entered the students' world and vice versa. In Experimental class, the teachers tried to put themselves as friends of their students. From the interview, we can see that the teachers said that when students like you it means that they will like the subject too. It did not happen in controlled class. The writer saw that the teacher in Controlled class

also smiles and laugh but it seemed there was still a strict line between the teacher and the students. The teacher did not really enter the students' world. Smiles and laughs from the teacher were not enough. The important thing is that the teacher has to understand the students. The friendliness of the teachers in Experimental class also proved through the questionnaire (see table 1). It can be seen that 12 (92%) students in Experimental class said that their teachers are always and often friendly while in Controlled class only eight (61%) students said that their teachers are always and often friendly. This kind of strategy is also supported by De Porter (1999) that said :

"hubungan akan membangun jembatan menuju kehidupan bergairah siswa, membuka jalan memasuki dunia baru mereka, mengetahui minat kuat mereka, berbagi kesuksesan puncak mereka dan berbicara dengan bahasa hati mereka. Membina hubungan bias memudahkan anda melibatkan siswa, memudahkan pengelolaan kelas, memperpanjang waktu fokus dan meningkatkan kegembiraan.

By the friendliness of the teachers, the students will feel secure and could learn optimal in the classroom.

#### **4.1.2. Rules and Procedures**

In Experimental class, the teachers gave some rules and procedures in the beginning of the program that the students had to obey and if they broke the rules, there would be consequences that they had to face. Based on the interview, the teachers in Experimental class made the rules in order to

achieve the target that they had planned. While in Controlled class, there was no rule that the teacher made in the beginning of the program.

This kind of strategy is implemented in Quantum Teaching Strategy because according to Caine and Caine (1997) "Kesepakatan akan menjaga ketertiban dan menuntun tindakan siswa, Kesepakatan menjelaskan harapan guru atas muridnya". The writer believes that the existence of rules and procedures could make the classroom keep in order so everyone could concentrate and more discipline.

After the rules and procedures announced, the writer observed that at the beginning some students broke some rules but step by step they changed, for example they did not come late, asked for permission when they want to skip tomorrow's class and did not speak in Bahasa or Buginese Language in the classroom.

#### **4.1.3. Memorizing activity**

In Experimental class, the students asked to memorize minimum fifteen vocabularies everyday and if they failed to memorize it, they had to pay one hundred rupiah for each vocabulary. According to the interview, the teacher said that it can force them to memorize and increase their vocabularies and also make them easy to make sentences. While in Controlled class there was no memorizing and it made the students difficult in making sentences because they are less in vocabularies.

This strategy is supported by Goleman (1992) in De Porter (1999) by saying:

"Orang agaknya dapat berkonsentrasi paling baik saat mereka sedikit lebih dituntut daripada biasanya, dan mereka dapat memberikan lebih dari biasanya. Jika tuntutan terlalu sedikit orang akan menjadi bosan. Jika tuntutan terlalu besar untuk diatasi, mereka kan menjadi cemas".

The result of this activity was very good because students' vocabularies increased everyday. It is proved when they used the vocabularies in their conversation with their friends or teachers.

#### **4.1.4. Acknowledgement of students' effort**

In Experimental class the writer observed that sometimes if the teachers gave the students questions and they answered it correctly the teachers would say, "Yes, good! Clap hand for him or her" but if they could not answer the question the teacher would say, "Good, you almost there, and the most appropriate answer is...". The situation not really occurred in Controlled class. This kind of strategy is one of basic principal in Quantum Teaching. As teachers sometimes we just pay attention to the result of the learning process but we never focused on the process of the learning itself. The teachers are paid to give what they know, that is why the teachers gave everything they know in the classroom and never involved students to elaborate what they know. It makes students feel that there is no reward for





them. As we know, people are liked to be rewarded. Researchers also found that the ability of students are increasing when they receive acknowledgement of their effort (De Porter 1999).

The writer observed that giving reward in the classroom made the students feel happy, proud and have self-esteem. It is proved through the enthusiasm of students in answering the questions.

#### 4.1.5. The use of games

In Experimental class the writer observed that the teachers gave various games for example *back to the board*, *broken telephone*, *free conversation*, *takes first chair*, *jumble words*, *guessing people*, *alphabetical race*, *head and tail*, etc. It was very different with Controlled class that mostly used "Arranging Jumble Words" for the games.

The teacher said that the games are to release the students' stress after having long class or to motivate students before they are given the subjects. The students' respond in Experimental class also shown that all students (100 %) got the message from the games while in Controlled class only 10 (77 %) students got the message from the games.

The teachers' opinion about the function of games also supported by Meier (1999) that said:

"Di tengah permainanlah kita paling dekat dengan kekuatan penuh kita. Kesenangan bermain yang tidak terhalang melepaskan segala macam endorfin positif dalam tubuh, melatih kesehatan, dan membuat kita merasa hidup sepenuhnya. Bagi banyak orang, ungkapan kehidupan dan kecerdasan kreatif yang paling tinggi di dalam diri mereka tercapai dalam sebuah permainan. Permainan belajar (Learning Games) yang menciptakan atmosfer menggembirakan dan membebaskan kecerdasan penuh dan tak terhalang dapat memberi banyak sumbangan".

The influence of games also showed through the students' behaviour in class when playing games. The writer observed that the students laughed and smiled but they are still serious. From the games the students learned many things about what they have learned. They also learn to work in a team. After playing games the students also concentrated to the next lesson.

#### **4.1.6. The use of music**

Music is one factor in Quantum Teaching and Learning to orchestrate the learning environment. The music it self is influencing our mind and our mind is influencing our learning process (Meier 1999). According to the teachers in Experimental class the music is to make the students' brain relaxed. The statement also supported by Lozanov in Quantum Learning Book (De Porter 1999). Through his experiment, learning with the appropriate music will decrease the blood pressure, slowing down the brain's wave and relaxing the muscles. So the music synchronize our body with our brain to concentrate.

The writer observed that the students seemed relax and concentrate when the classic music turned on while they were studying and they were so enthusiastic and moved very active while they were playing games. When students relaxed, it means they are in optimal condition to learn.

#### **4.1.7. Learning outside the classroom**

Teachers in Experimental class sometimes brought the students out of the classroom. The teachers said that this is to make the students relaxed, not easily bored, and find new sensation of learning. This activity never done in Controlled class because the teacher doubted if the students did not absorb many things from this activity.

According to Losanov (De Porter 1999) "Otak senantiasa dibanjiri stimulus dan otak memilih fokus tertentu saat demi saat. Meskipun kita secara sadar hanya memperhatikan masukan satu-satu, otak mampu secara tak sadar memperhatikan banyak hal dari banyak sumber sekaligus".

It means when the students learned outside, unconsciously the environment around them stimulated their brain.

The writer found that the students enjoyed learning outside of the class. It was proved through their gesture when they went outside in a rush. The writer believes, that when students enjoy their activity they will never remember the time and they will give their best condition to learn.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

Based on the presentation and data analysis, the conclusion that can be drawn from this study is that the Experimental class which was treated with Quantum Teaching Strategy had better achievement than the Controlled class which was not treated with Quantum teaching strategy. It was revealed through the students' mean score where the Experimental class got 46,13 in the pre-test and 57,53 in post-test while Controlled class got 31,7 in pre-test and 39,3 in post-test. Through the significant different we can also see that Experimental class had higher t-value (3,28) than Controlled class (1,88).

Some factors that might contribute to higher English achievement in Experimental class which was treated with Quantum Teaching Strategy were:

1. The English teachers

The English teachers in Experimental class had good relationship with the students. They can motivate the students to learn because when the students like the teachers, the students would also like the material.

2. The learning process

The learning process in Experimental class was arranged well. The teachers had systematic lesson plan so the learning process was not out of track. The way the teachers presented the material was also easy to understand so the students could absorb much information. One unique

thing from Quantum Teaching Strategy was because the teachers always motivate the students to learn. The motivation came from the teachers (external motivation) and also from the students (internal motivation). Another factor in learning process was the use of games. The games which was used in Experimental class was vary. It was fun but still educative. This factor can make the students enjoy the learning activities. When students enjoyed their learning, it would make their brain relaxed and could absorb much information.

The next factor was the use of music in Experimental class. The effect of music could influence the brain's wave and also the heart beat (Losanov, 1979) in (De Porter, 1999:73). It means that when the music is parallel with the heart beat the students can be relax and when they were relax they can learn optimal and receive much information.

The last factor was the students' learning activity out of the classroom. From the analysis, the writer concludes that learning outside the classroom could make students not bored so they would enjoy their learning activities.

## **5.2. Suggestions**

Based on the conclusions above, the writer has some suggestions, as follow:

1. The English teacher has to make close relationship with the students by recognizing them so the teacher knows what the students' like and what they want especially in learning process.

2. The English teacher should give motivation to the students to learn, for example by giving them reward and also punishment.
3. The English teacher should perform more games so the students would not get bored easily.
4. The English teacher should try to turn on music in the classroom so the students will feel more relax.
5. The English teacher should bring the students outside of the classroom to have discussion or free conversation so the students will feel different atmosphere when they are learning.

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## APPENDIX

### A. Students' mean score

#### A.1. Mean Score of pre-test in Experimental class.

$$X = \frac{\sum X}{N}$$

$$X = \frac{692}{15} = 46,13$$

#### A.2. Mean Score of post-test in Experimental class.

$$X = \frac{\sum X}{N}$$

$$X = \frac{863}{15} = 57,53$$

#### A.3. Mean score of pre-test in Controlled Class.

$$X = \frac{\sum X}{N}$$

$$X = \frac{476}{15} = 31,7$$

#### A.4. Mean score of post test in Controlled Class

$$X = \frac{\sum X}{N}$$

$$X = \frac{590}{15} = 39,3$$



## B. t- test

### B.1. t- test in Experimental class

$$D = 171$$

$$N = 15$$

$$\bar{D} = \frac{171}{15} = 11,4$$

Notes:

$$\sum D = 171$$

$$\sum D^2 = 4785$$

$$\bar{D} = 11,4$$

$$n = 15$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n(n-1)}}}$$

$$t = \frac{11,4}{\sqrt{\frac{4785 - \frac{29241}{15}}{15(14)}}}$$

$$t = \frac{11,4}{\sqrt{13,50}} = 3,12$$

## B.2. t-test in Controlled Class

$$D = 114$$

$$N = 15$$

$$\bar{D} = \frac{114}{15} = 7,6$$

Notes:

$$\sum D = 114$$

$$\sum D^2 = 4302$$

$$\bar{D} = 7,6$$

$$n = 15$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n(n-1)}}}$$

$$t = \frac{7,6}{\sqrt{\frac{4302 - \frac{12996}{15}}{15(14)}}$$

$$t = \frac{7,6}{\sqrt{16,36}} = 1,88$$

### C. Format of Questionnaire

#### KUESIONER UNTUK SISWA

Petunjuk : Berilah tanda silang (x) pada jawaban yang paling sesuai dengan keadaan anda. Baca secara teliti setiap pernyataan di bawah ini kemudian berikanlah pendapat anda sesuai dengan pengalaman anda selama mengikuti program supercamp BRITANIA.

#### IDENTITAS

Nama anda :  
Kelas :  
Jenis kelamin :

1. Alasan saya mengikuti program ini adalah :
  - a. Karena saya sering menemui kesulitan dalam mempelajari bahasa inggris di sekolah
  - b. Untuk meningkatkan atau mendukung prestasi belajar saya di sekolah
  - c. Karena banyak teman-teman saya mengikuti program ini
  - d. Sebutkan bila ada alasan lain.....
2. Instruktur bahasa inggris saya di BRITANIA sangat ramah kepada saya
  - a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
3. Instruktur BRITANIA memberikan pertolongan kepada saya jika saya mendapatkan kesulitan dalam mempelajari bahasa inggris.
  - a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
4. Instruktur BRITANIA menggunakan bahasa inggris dalam menyajikan materi
  - a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
5. Materi bahasa inggris yang diajarkan di BRITANIA sangat menarik
  - a. Sangat setuju
  - b. Setuju
  - c. Tidak setuju
  - d. Sangat tidak setuju
6. Instruktur bahasa inggris saya di BRITANIA telah menyajikan materi yang sangat jelas dan mudah dipahami
  - a. Sangat setuju

- b. Setuju
  - c. Tidak setuju
  - d. Sangat tidak setuju
7. Materi yang diberikan oleh BRITANIA mudah saya mengerti
- a. Sangat setuju
  - b. Setuju
  - c. Tidak setuju
  - d. Sangat tidak setuju
8. Sebelum jam pelajaran selesai, instruktur bahasa inggris saya di BRITANIA memberikan tugas atau latihan di dalam kelas
- a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
9. Pada setiap akhir jam pelajaran instruktur bahasa inggris saya di BRITANIA memberikan tugas rumah (PR)
- a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
10. Instruktur bahasa inggris saya di BRITANIA memeriksa setiap tugas yang diberikan
- a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
11. Instruktur bahasa inggris saya di BRITANIA memberikan kesempatan kepada kami untuk bertanya hal-hal yang dianggap tidak jelas
- a. selalu
  - b. sering
  - c. kadang-kadang
  - d. tidak pernah
12. Materi bahasa inggris yang diajarkan di BRITANIA sesuai atau relevan dengan kebutuhan atau keinginan saya
- a. Sangat setuju
  - b. Setuju
  - c. Tidak setuju
  - d. Sangat tidak setuju
13. Jumlah waktu yang tersedia dalam setiap pertemuan sangat cukup
- a. Sangat setuju
  - b. Setuju
  - c. Tidak setuju
  - d. Sangat tidak setuju
14. Pada saat mengajar instruktur bahasa inggris saya di BRITANIA menggunakan buku cetak
- a. Ada

- b. Tidak ada
15. Apakah dalam waktu belajar anda memperoleh buku cetak atau buku panduan dari BRITANIA
- Ada
  - Tidak ada
16. Jika "ada" sebutkan judul buku itu.....
17. Apakah instruktur bahasa inggris anda di BRITANIA menggunakan gambar dalam menyajikan materi?
- Ada
  - Tidak ada
18. Jika jawaban anda "ada" dalam kegiatan apa saja gambar itu digunakan?
19. Apakah dalam kegiatan belajar mengajar instruktur anda menggunakan tape recorder?
- Ada
  - Tidak ada
20. Apakah anda sering berlatih kosakata atau pronunciation (pengucapan kata)?  
selalu
- sering
  - kadang-kadang
  - tidak pernah
21. Apakah selama program berlangsung, anda pernah belajar di luar kelas?
- Ya
  - tidak
22. Jika "ya" apakah kegiatan belajar di luar kelas membantu anda dalam belajar bahasa inggris?
- Ya
  - Tidak
23. Apakah diakhir program ada kegiatan rekreasi?
- Ada
  - Tidak ada
24. Jika "ada" apakah dalam rekreasi tersebut disiapkan paket-paket untuk pengajaran bahasa inggris?
- Ada
  - Tidak ada
25. Apakah proses belajar intensif ini menyenangkan
- ya
  - tidak
26. Apakah dalam program intensif ini diselipkan permainan
- ya
  - tidak
27. Jika "ya" Apakah ada sesuatu yang anda dapatkan ketika bermain
- ya
  - tidak

28. Jika "ya" hal apa saja yang bisa anda petik dari permainan yang anda lakukan
29. Menurut anda apakah susunan materi yang diberikan terstruktur dengan baik
- a. ya
  - b. tidak

Jelaskan alasan anda.....

#### D. Format of interview

### PEDOMAN WAWANCARA UNTUK GURU BAHASA INGGRIS DI SMU

Nama guru yang diwawancarai :  
Pendidikan terakhir :  
Tempat mengajar :  
Lama mengajar : bulan/tahun

1. Apakah bapak / ibu menggunakan buku cetak dalam mengajar bahasa inggris di program intensif ini?

- a. Ada
- b. Tidak ada

Buku apa saja yang digunakan?

- a.....
- b.....

2. Apakah siswa bapak/ibu juga memiliki buku tersebut?

- a. Ada
- b. Tidak ada

3. Apakah buku tersebut milik sekolah atau milik siswa sendiri?

- a. Milik sekolah
- b. Milik siswa

4. Apakah bapak/ibu mempunyai masalah dengan waktu yang tersedia bila dihubungkan dengan materi yang diajarkan?

Jawaban :

5. Berapa jumlah siswa yang bapak ajar?

Jawaban : orang

Apakah jumlah tersebut mudah dikelola?

6. Tehnik-tehnik apa yang bapak/ibu gunakan dalam mengajar bahasa inggris pada program intensif ini?

Reading

Writing

Speaking

Listening

Grammar

7. Bagaimana pendapat ibu/bapak tentang muatan materi yang telah ditetapkan pada program intensif tersebut ?

Jawaban :

8. Bagaimana dengan ketersediaan fasilitas di sekolah bapak/ibu?

a. Apakah sekolah menggunakan tape recorder?

i. Ada

ii. Tidak ada

b. Apakah tersedia kaset-kaset bahasa inggris di sekolah bapak/ibu?

i. Ada

ii. Tidak ada

c. Jika ada apakah bapak/ibu menggunakannya dalam mengajar bahasa inggris?

i. Ya

ii. Tidak

d. Apakah sekolah bapak/ibu mempunyai laboratorium?

i. Ada

ii. Tidak ada

e. Jika ada apakah bapak/ibu memanfaatkannya dalam mengajar?

i. Ya



ii. Tidak

f. Sebutkan bila ada alat-alat peraga yang lain

9. Apakah bapak/ibu telah mengikuti pelatihan-pelatihan yang berhubungan dengan kegiatan akademik pengajaran bahasa inggris

a. Ya

b. Tidak

Jika "ya" kegiatan apa saja?

10. Apakah bapak/ibu mempunyai kegiatan lain selain tugas pokok mengajar?

a. Ya

b. Tidak

Jika "ya" apa saja kegiatan tersebut?

PEDOMAN WAWANCARA UNTUK INSTRUKTUR BAHASA INGGRIS

BRITANIA



Nama guru yang diwawancarai :  
Pendidikan terakhir :  
Tempat mengajar :  
Lama mengajar : bulan/tahun

1. Apakah bapak / ibu menggunakan buku cetak dalam mengajar bahasa inggris di program intensif ini?
  - a. Ada
  - b. Tidak adaBuku apa saja yang digunakan?
  - a.....
  - b.....
2. Apakah siswa bapak/ibu juga memiliki buku tersebut?
  - a. Ada
  - b. Tidak ada
3. Apakah buku tersebut milik lembaga atau milik siswa sendiri?
  - a. Milik sekolah
  - b. Milik siswa
4. Apakah bapak/ibu mempunyai masalah dengan waktu yang tersedia bila dihubungkan dengan materi yang diajarkan?  
Jawaban :
5. Berapa jumlah siswa yang bapak ajar?  
Jawaban : orang  
Apakah jumlah tersebut mudah dikelola?
6. Tehnik-tehnik apa yang bapak/ibu gunakan dalam mengajar bahasa inggris pada program intensif ini?

Reading

Writing

Speaking

Listening

Grammar

7. Bagaimana dengan ketersediaan fasilitas di lembaga bapak/ibu?
- a. Apakah lembaga menggunakan tape recorder?
    - i. Ada
    - ii. Tidak ada
  - b. Apakah tersedia kaset-kaset bahasa inggris di lembaga bapak/ibu?
    - i. Ada
    - ii. Tidak ada
  - c. Jika ada apakah bapak/ibu menggunakannya dalam mengajar bahasa inggris pada program intensif ini?
    - i. Ya
    - ii. Tidak
  - d. Apakah lembaga bapak/ibu mempunyai laboratorium?
    - i. Ada
    - ii. Tidak ada
  - e. Jika ada apakah bapak/ibu memanfaatkannya dalam mengajar?
    - i. Ya
    - ii. Tidak
  - f. Sebutkan bila ada alat-alat peraga yang lain

8. Apakah bapak/ibu telah mengikuti pelatihan-pelatihan yang berhubungan dengan kegiatan akademik pengajaran bahasa inggris

- a. Ya
- b. Tidak

Jika "ya" kegiatan apa saja?

9. Apakah bapak/ibu mempunyai kegiatan lain selain tugas pokok mengajar?

- a. Ya
- b. Tidak

Jika "ya" apa saja kegiatan tersebut?

## E. Format of test in pre-test and post-test

### CHOOSE THE BEST ANSWER

1. ... Mr. John from England?  
a. is  
b. are  
c. does  
d. do
2. The apples ... green  
a. are  
b. is  
c. not  
d. am
3. ... I a doctor  
a. are  
b. is  
c. not  
d. am
4. Is the table red?...  
a. yes, it aren't  
b. no, it aren't  
c. yes, it isn't  
d. no, it isn't
5. The boxes ... heavy  
a. is  
b. are  
c. am  
d. not
6. It ... in Alaska  
a. snow  
b. snows  
c. snowing  
d. snowy
7. I ... television everyday  
a. watch  
b. watching  
c. watched  
d. watches
8. You ... drink coffee every morning  
a. are not  
b. are  
c. does not  
d. do not
9. ... Mr. and Mrs. Allen teach Spanish?  
a. Does  
b. Do  
c. are  
d. is
10. Does Mary ... in the afternoon?  
a. studies  
b. study  
c. studied  
d. studying
11. Ann ... busy yesterday  
a. was  
c. are

- b. were  
d. is
12. They ... here two days ago  
a. were  
b. was  
c. are  
d. is
13. ... you at home last night  
a. is  
b. are  
c. was  
d. were
14. Was Dick in class yesterday?  
a. no, he wasn't  
b. no he weren't  
c. yes, he wasn't  
d. yes, he weren't
15. We ... English yesterday  
a. study  
b. studied  
c. studies  
d. will study
16. ... The students repeat the words  
a. Does  
b. Did  
c. Do  
d. Don't
17. Mrs. Allen ... fish  
a. didn't wanted  
b. didn't want  
c. didn't wants  
d. doesn't wanted
18. ... you go downtown last week?  
a. Do  
b. Don't  
c. Does  
d. Did
19. He ... yesterday  
a. didn't come  
b. didn't came  
c. didn't comes  
d. didn't coming
20. Did John do his homework last night or this morning? ...  
a. He did it last night  
b. He does it last night  
c. He do it last night  
d. He done it last night
21. A : The phone is ringing  
B : I ... get it  
a. will be  
b. I'm going to be  
c. will  
d. I'm going to
22. A : I don't understand this problem  
B : Ask your teacher about it. She ... you  
a. is going to help  
c. will helps

- b. will helped  
d. will help
23. I ... read tomorrow  
a. will not  
b. will not be  
c. will not going to  
d. I'm going to be
24. Where ... Mary ... tonight?  
a. be – will  
b. will – be  
c. is going to – be  
d. is going be – to
25. ... you read that newspaper?  
a. are going to be  
b. will be  
c. are going to  
d. will
26. Watch out! You ... hurt yourself  
a. are going to be  
b. are going to  
c. will be  
d. will not be
27. It ... rain tomorrow  
a. is going to  
b. is going be  
c. is going to be  
d. are going to
28. ... they ... study?  
a. will – going to  
b. will – be  
c. are – going to be  
d. are – going to
29. When ... eat dinner?  
a. are you going to  
b. are you going to be  
c. will be you  
d. will you be
30. I ... my bedroom tomorrow  
a. I'm going to paints  
b. I'm going to paint  
c. I'm going to paint  
d. I'm going to be painted

