

THE INFLUENCE OF INTENSIVE ENGLISH COURSE  
ON ENGLISH SPEAKING ABILITY  
OF SENIOR HIGH SCHOOL STUDENTS  
USING QUANTUM LEARNING STRATEGY  
(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

IRA RAHMAN

F 211 01 059

MAKASSAR

2005

Hasanuddin  
TAKAAN  
B05

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Sesuai dengan Surat Tugas Dekan Fakultas Sastra Universitas Hasanuddin

Nomor : 474/ J04.11.1/ PP 27/ 2005

Tanggal : 12 Maret 2005

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**UNIVERSITAS HASANUDDIN**

**FAKULTAS SASTRA**

Pada hari ini, Senin Tanggal 13 Juni 2005 panitia ujian skripsi menerima dengan baik skripsi yang berjudul

**“THE INFLUENCE OF INTENSIVE ENGLISH COURSE ON ENGLISH SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS USING QUANTUM LEARNING STRATEGY (A CASE STUDY AT BRITANIA ENGLISH COURSE)”**

yang diajukan dalam rangka memenuhi salah satu syarat akhir guna memperoleh gelar sarjana Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin

**Makassar, juni 2005**

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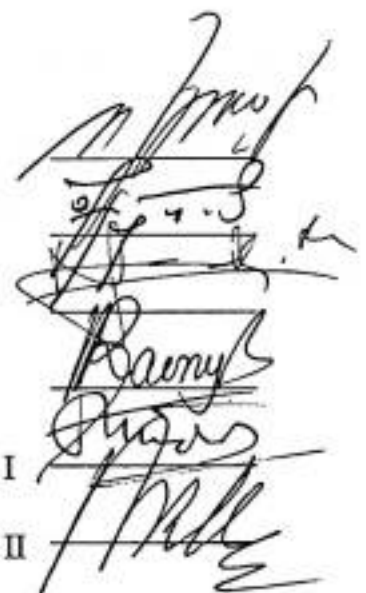
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Penguji I

Penguji II

Pembimbing I

Pembimbing II

The image shows five handwritten signatures in black ink, each written over a horizontal line. The signatures are arranged vertically from top to bottom, corresponding to the roles of Ketua, Sekretaris, Penguji I, Penguji II, Pembimbing I, and Pembimbing II. The signatures are cursive and somewhat stylized.

## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

First of all, praise to Allah SWT from whom the writer gets strength, health and blessing during her study at the Faculty Of Letters, Hasanuddin University.

She wishes to extend her deep appreciation and unlimited thankfulness to her consultants: **Drs. Simon Sitoto, M.A.** and **Dra. Harlina Sahib, M.Hum** for their correction, patience and valuable guidance towards the completion of this thesis.

Sincere thanks are also dedicated to **Dr. Muh. Darwis, M.S**, the Dean of Faculty of Letters, **Drs. Husain Hasyim, M.Hum**, The Head of English Department, and to all members of teaching staff of Faculty Of Letters Hasanuddin University who have guided her from the beginning up to the end of her study at English Department.

Unlimited thanks are dedicated to all members of 2001 English Department specially to her nice friends **Afiyah Malik, Haslinda Yusuf, Mylend Palebangan, Isnaniah** and others who could not be mentioned one by one for their ideas, encouragement, and togetherness. She miss you all and she miss anything their spent and passed together. Thanks for being a part of her life. For all of you Keep Spirit and Never Say Give Up.

Thanks are also directed to all of the instructors of Britania English Course, all of the crews of Voice of Medica Radio, all of the staff of BKPRS, and all of her friends in Al-Adaab for their support towards the completion of this thesis.

Furthermore, thanks goes to all of her families especially to her brother **Heri Rahman, S.T.** and her sister **Arie Rahman, S.Pi.** who have supported and advised her from the beginning up to the completion of her study.

Finally, She wishes to give her deepest and most sincere thanks to her beloved parents: **Drs. Buchari Rahman** and **E.Hadrah** for their prayers, everlasting love and care.

She realizes that this thesis needs to be improved, so criticisms and suggestions are highly appreciated, and may it give benefit to all of readers.

Makassar, Juni 2005

Ira Rahman

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## ABSTRAK

**IRA RAHMAN.** *The Influence Of Intensive English Course On English Speaking Ability Of Senior High School Students Using Quantum Learning Strategy: A Case Study At Britania English Course* (supervised by Drs. Simon Sitoto, M.A. and Dra. Harlina Sahib, M.Hum.)

Penelitian ini bertujuan menguraikan efektifitas Strategi Quantum Learning pada kemampuan siswa berbicara dalam bahasa Inggris yang diterapkan pada kursus bahasa Inggris intensif di Britania [English Course.

Di dalam penulisan skripsi ini, penulis menggunakan metode pengumpulan data dengan cara interview dan questionnaire. Data dianalisis dengan menggunakan tiga formula yaitu persentase, mean score, standard deviation dan significant difference.

Hasil analisis menunjukkan bahwa kemampuan berbicara siswa yang menggunakan Strategy Quantum Leaning lebih tinggi dibandingkan dengan siswa yang tidak menggunakan Starategi Quantum Learning. Presentase siswa yang menggunakan strategi Quantum Learning yaitu *very good* 50%, *Good* 40% dan *Fair* 10% sedangkan siswa yang tidak menggunakan strategi Quantum Learning mendapatkan presentase *Very good* 10%, *Good* 40% dan *Fair* 50%.



## CHAPTER I INTRODUCTION

### 1.1. Background

Mastering English is the significant point to Indonesian people. We know that English is given from elementary school to tertiary level as a compulsory subject, so it can be assumed that students must be mastering English. In fact, there are many students who are still lack of English skills included in four skills, i.e. reading, writing, listening and speaking. Many students could not speak English well, read and write effectively and even they do not have a good comprehension about English language.

From this point of view, the writer can briefly note that English subject in schools and many courses has not been given enough to the students in mastering English. Besides, the method of English teaching has not been effective yet for the improvement of English language. Therefore, this situation encourages the government and people who concern with the education system to improve students' ability in English.

Intensive English Course is one of many ways to improve students' ability in mastering English. It can give positive effect to those who need progress in their proficiency in English. Many courses are built by the government and privates that have different strategies and results in learning English. One of the strategies is Quantum learning. De Porter (cited in Hernowo, 1992) has introduced this strategy a few years ago. It is derived from Lozanov's theory about the method of Sugestopedia

concerning with how to make the effective and successful learning. This strategy has the aim to make learners are proficient in four skills especially speaking skill. It is certainly that it can be achieved if we can enjoy the learning. Quantum learning is well-known as Super Camp program. In this Super camp students should spend fourteen days in learning. The students will be given many techniques that can help them read, write, listen and speak effectively. In addition, in some activities students can improve their ability in many things in their life. Quantum learning strategy has been successfully in its implemented. The existence of Quantum learning strategy has changed the image of students facing the difficulties in learning English.

In Makassar, there are many Intensive English Courses, but only a few courses using strategy of Quantum Learning. One of the courses is Britania English Course. This course focuses on English learning, that is, how the students can improve their ability in learning English in fourteen days, this program is also called Super Camp. It means the students should spend fourteen days in this camp. Many activities will be done by the students in this camp such as discussion, interactive teaching, games and practicing speaking everyday in this camp. Absolutely, this strategy can make the students relax and enjoy the class. Therefore, in this camp, the students have the chance to be more active at all time during this camp.

From the explanation above, Intensive English Course using Quantum Learning Strategy provided by Britania English Course has some advantages compare with other strategies provided by other courses in Makassar. Therefore, the writer

interested in investigating the progress of students in mastering English particularly in speaking ability.

### **1.2. Identification of Problem**

From the explanation above, Intensive English Course (Super Camp) has a big influence in English speaking ability of senior high school students. Therefore, the writer interested investigating English speaking ability of senior high school students who attend Intensive English Course.

1. The level of ability of students on English speaking before taking Intensive English Course (super Camp) is low
2. There is tendency that students get bored with the method of English teaching in their schools and many courses.

### **1.3. Scope of Problem**

As mentioned before, Intensive English course provides some subjects in English skill such as speaking, listening, writing and reading. Therefore, the writer chooses speaking skill to investigate the accuracy and fluency of senior high school students in English speaking by using Quantum learning strategy.

#### **1.4. Statement of Problem**

Based on the identification of problem above, the writer finds questions those will be analyzed.

1. How is the students' accuracy in speaking English using Quantum Learning Strategy?
2. What is the effect of Intensive English Course on students' fluency using Quantum Learning Strategy?
3. What is the result of using Quantum Learning Strategy on the students' speaking ability?

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

Based on the scope of problem, this research has the objectives

1. To analyze the students' accuracy in speaking English using Quantum Learning Strategy.
2. To investigate the effect of Intensive English Course on students' fluency using Quantum Learning Strategy.
3. To describe the result of using Quantum Learning Strategy on the students' speaking ability.

## **1.6. Significance of Study**

Some significances of the study are as follows:

1. It can be used as a source of information for the education administer about learning strategy in learning process.
2. This study is expected to be a contribution in improving English speaking ability, especially in English learning.
3. It can be used as the reference to the research in the future.

## **1.7. Sequence of Presentation**

This study is divided into 5 chapters based on Pedoman Penulisan Skripsi dan Pelaksanaan Ujian Skripsi, Faculty of Letters, Hasanuddin University.

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, consists of review of literature and review of studies.

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

Chapter four, consists of presentation and analysis of data.

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

## CHAPTER II LITERARY REVIEW

### 2.1 Speaking

Speaking is known as the nature of language. To communicate with people, someone needs language which is expressed through the aural medium. That is why, speaking is also known as aural medium. Speaking is a productive skill which can not be separated from the skill of listening to enable students to have oral accuracy and fluency in utterance. According to Rivers (1983) language is essentially a vehicle for communicating ideas, emotions and experiences, whether in the oral or graphic medium.

The production of an utterance is not so smooth as it is seen when a competent speaker utters an utterance, but the utterance produced has gone through a process. Therefore, Clark and Clark (1977) divide speaking into two types of activity – planning and execution. They stated,

“the speaker plans his message based on his desire to affect the listener and then the speaker executes the plan. The separation of plan and execution is basically not clear. Both can be done in one moment while planning for the next utterance. The speaker is executing the utterance that has just been planned a moment before”.

In planning what to say the speaker is confronted with implicit problems that refer to the choices of linguistic devices. The solution to the problems requires a battery of considerations as follows Clark and Clark (1977) stated as follows:

- a. The speaker should know the degree of listeners. They refer to a third person as *they, he, the director, etc*



- b. The cooperative principle. The information that the speaker gives to the listener must be cooperative, truth, informative, clear, and relevant.
- c. The reality principle. Listener should know that the speaker is talking about comprehensible events, states, and facts. Therefore, both listener and speaker have the same perception about it. For example: the word alligator – shoes will lean shoes made for horse
- d. The social context. Speaker must know whom he is talking with, so he can use the vocabularies that are suitable with the listener's status. For example, he is talking to his lecturer, so he should use *Mr* before his lecturer's name. It depends on the formality of the situation.
- e. The linguistic devices available. Not all the things that speaker wants to describe by the speaker can be expressed because ready linguistic expression are unavailable e.g. White House is expressed by using circumlocution like the palace the President in America.

The process of speech planning is described by Clark and Clark (1977) as follows:

- (1) Discourse plans. The speaker must know what kinds of discourses that he wants to talk about. For example, giving instruction, talking with someone, describing an event, presenting proposal, and telling a story. The speaker must be ready to prepare his utterances, because each utterance has to support discourses. That is why, the whole sentences' structure must be suitable with discourses.



- (2) Sentence plans. There are three aspects that are involved in a sentence, in order to produce the right message. According to Clark and Clark (1977) these fall into three categories: propositional content, illocutionary content and thematic structure. The speaker must use the right preposition in a sentence, then he decides to make what speech act he intends, how he conveys his message to make an assertion, a request, a promise etc. Finally, each sentence must be designed according to its subject and predicate. The information that is given by the speaker should be new and the speaker believes that the information is not known yet by the listener. Besides, the information should fit with their goal and connect with listener's knowledge.
- (3) Constituent plans. Speakers can predict how many words he will utter per minute, so that the listener can understand the utterance (Clark and Clark, 1977) speaker starts with simple sentences then he will continue to arrange the sentences more specific to tell the whole meaning of his utterance.

### **2.1.1 Accuracy**

In speaking skill, accuracy influences the level of achievement of second language speaker in utterance. There are two points that must be involved in accuracy. They are pronunciation and grammatical form. Without being accurate in arranging the sentence and pronouncing it in a correct way, we could not get the meaning of the language. At the same time, as we are constructing a message to convey other kinds of meanings, we express our attitude about the truth and reliability

of the report we are making, whether it is certain or uncertain. The writer tries to explain about the two significant points in accuracy.

### **1. Grammatical form**

Wilkins (1974:5) said that

“Grammatical form and grammatical meaning are the two sides of the same coin. Detailed examination of grammatical meaning is impossible without reference to the forms that carry the meaning, and the formal system cannot be look at in isolation from the meanings they convey.”

He added “In learning, mastery of the forms would be valueless without equal mastery of the meaning they convey”. Based on the above ideas, the writer concludes that grammatical form provides the meaning implied in that form. It is impossible to get the meaning of the context without understanding grammatical form in the text. That is why, grammatical form as the starting-point has the priority over the grammatical meaning in language.

### **2. Pronunciation**

Pronunciation strongly influence the meaning of language. The learner's talk in acquiring a second language does not so much to reach a native speaker's standard of pronunciation. It is not very realistic to expect this. He needs to acquire a pronunciation that is accurate enough for the significant sounds to be distinctive to one another. Wilkins (1974) stated that the important thing in pronunciation is not whether a sound can be produced adequately in isolation, but how well it is formed in the phonological contexts in which it occurs in the target language. The particular combinations of sounds that are found in English language may also cause problems.

Besides, some sounds those are not found in non-native speaker's language that make it difficult to pronounce. That is why, according to Wingard and Abbott (1981), there are three features of spoken English that must be given attention. They are vowels and consonants (technically known as segmental phonemes), stress and intonation.

### 2.1.2 Fluency

We have already seen, that the important things of accuracy in performing the meaning of a language are grammatical form and pronunciation. However, in speaking skill, it is not enough to focus only in accuracy. Fluency is also significant point to measure speaking ability of speaker in uttering the language. Without measuring the fluency in speaking, it is also difficult to get the meaning of language.

The criteria of performance which Carroll (1980) describes are as follows:

1. *Size*, the physical of the text (oral or graphic) being produced or comprehended
2. *Complexity*, the existent of topics, style of presentation and semantic fields.
3. *Range*, Text consists of the variety of skills, functions and tones
4. *Speed*, how many words are performed per minutes
5. *Flexibility*, the ability to change the idea and switches in the features or presented
6. *Accuracy*, the correctness of the information that the candidate makes in a text or utterance
7. *Appropriacy*, the style of task performance corresponds to the legitimate expectations of other users.
8. *Independence*, the free of reference sources and questioning of his listeners.



9. *Repetition*, the chance of candidate to repeat words, phrases or sentences.
10. *Hesitation*, the delay in performing utterances.

*Hesitation, repetition, speed and monitor* are significant aspects in measuring the level of fluency in speaking skill. *Monitor* is the extent to which a user needs to repeat an utterance if he makes mistake in the middle or at the end of his utterance.

## 2.2. Language Learning Process

### 2.1.1 Definition

According to Stephen D. Krashen (cited in Richard & Rodgers, 1986) learning refers to the formal study of language rules and is a conscious process. Learning is available as a "monitor". The monitor is the repository of conscious grammatical knowledge about a language that is learn through formal instruction and that is called upon in the of utterances produced through the acquired system.

Brown (1980) designs learning as a relatively permanent change in behavioral tendency and is the result of reinforced practice. Brown goes on to discuss some additional elements of learning in the following:

- (1) Learning is acquisition or getting.
- (2) Learning is retention of new information or skill which implies storage, system, memory, and cognitive organization.
- (3) Learning is the conscious activity outside or inside the organism.

(4) Learning is relatively saving in brain, but the memories sometimes are forgotten.

(5) Learning is repeatedly practice perhaps reinforced practice.

(6) Learning is the activity that can make our behavior changing.

From these statements above the writer can notice that learning is the conscious process to get information that can change behavior. It is successful in learning when it involves at least three things:

1. It can be understood
2. It can be remembered
3. It can be used.

Reid (1995) stated that there are three areas of language learning as follows:

- (1) The elements of learning individual linguistic, such as phonological, morphological, syntactic, semantic, etc.
- (2) The skills of language learning should be practiced.
- (3) Making those skills as permanent strategies.

Language learning can be interesting but sometimes uncomfortable, especially in speaking. We are sometimes not sure to use the tenses. Besides, we are lack of vocabulary or even hesitate to pronounce some English words because they have difference in pronunciation. In learning a language, learners have physicals problem. For example, if we are hesitating to use the language, it can influence our condition to learn

### 2.1.2 Learning Strategies

Wenden & Rubin (1981: 7) stated the term "strategy" refers to as "techniques", "tactics", "potentially conscious plans", "consciously employed operations", "learning skill, basic skills, functional skills" "cognitive abilities", "language processing strategies", "problem solving procedures". In language learning there are many strategies applied by the learner. However, before the writer talks more about the kinds of learning strategies, it is better to know clearly about the definitions of learning strategies which have been defined by Linguists. According to Rubin (1981:23) "learning strategies are strategies which contribute to the development of the language system which the learners construct and affect learning directly". Corder (1981:89) has other definition about learning strategies. He said that

"Strategies of learning/acquisition and strategies of communication: the one referring to the mental processes whereby a learner creates for himself or discovers of language system underlying the data he is exposed whatever linguistics knowledge he possesses to achieve his communicative ends."

According to O'Malley, Chamot, *et all* (1985: 22) (cited in Reid 1995: 18) learning strategies is "any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information"

From the definitions above, the writer can notice that the above linguists have one common idea on learning strategies, that is, learning strategies made by learner has the aim to create strategies of learning in language system which are used by himself. Learner of learning strategies

have to recognize two major kinds of learning strategies. They are cognitive learning strategies and metacognitive learning strategies.

#### **2.2.2.1 Cognitive Learning Strategies**

According to Rubin, cited in Wenden & Rubin (1981) there are six general strategies in cognitive learning strategies which may contribute directly to language learning:

1. *Clarification/Verification* is strategies of understanding of the language by learners.
2. *Guessing/inductive Inferencing* is strategies of obtaining linguistic or conceptual knowledge to get speaker's intention about the linguistic form and semantic meaning.
3. *Deductive reasoning* is a strategy of problem solving of learner in facing foreign or second language.
4. *Practice* is strategies of learner which can make his utterance more accurate in using second language.
5. *Memorization* is strategies of learner to memorize words as many as possible that can support his accuracy and fluency in utterance language.
6. *Monitoring* is strategies of learner to monitor some error sentences which are done by learner. So that, the whole meaning of sentences can be uttered.

#### **2.2.2.2 Metacognitive Learning Strategies**

Metacognitive strategies are used to oversee, regulate or direct language learning. Wenden (1982) gives the choices for the learners by



planning, monitoring, and evaluating their learning activities. She lets learners think about the various aspects of language learning and how this influences their choice of strategies. The priority of this learning strategy is the willingness of learners want to learn. It depends on learners what the learners want to learn, how language is to be learnt, how to use resources and so on. The important thing is at the end of these activities, learner tries to plan what kinds of learning strategies that they should use and if the strategies are not successful, they will change with another strategies. O'Malley, Wenden *et al* explained (cited in Wenden & Rubin 1981: 25) that he provides an extent list of planning strategies: self-management, advance preparation, advance organizer, directed attention, selective attention, and delayed production.

#### **2.2.2.3. Communication Strategies**

Communication strategies is involved in language learning since the main focus is participating in conversation and getting the whole meaning that the speaker intended (Wenden & Rubin, 1981). According to Tarone and Rubin (cited in Wenden & Rubin 1981), a common communication strategy is to use one's linguistic or communicative knowledge to remain in the conversation. Examples of these are: use of synonyms, use of cognates (whether equivalent in meaning or not), use a simple sentence, use of semantic contiguity (for example use of the word "chair" for "stool"), use of gesture or mime, and use of circumlocution or paraphrase. Learners can participate in a conversation if they know the formula forms of conversation



in a target language that they use to communicate. By using such formula, learners can continue to participate in activities which provides context for the learning of new material. Furthermore, they can remain in conversation even though they are not as proficient as native speakers.

#### **2.2.2.4 Social Strategies**

Social strategies are the strategies which are used by learners to practice their knowledge. These strategies bring the learners into a possible place where the learners can practice their knowledge as well as possible. Wong-Fillmore (cited in Wenden & Rubin 1981) identified two social strategies. They join a group that can facilitate all things which can support the learners and done by themselves as if they understand how to practice by themselves. Although these strategies provide exposure to the target language, they contribute only indirectly to learning that they do not lead directly to the obtaining, storing, and using of language.

#### **2.2.2.5 Quantum Learning Strategy**

Quantum Learning Strategy is strategy that has been introduced by De Porter a few years ago. It is derived from Lozanov's theory about the method of Sugestopedia concerning how to make the effective and successful learning. According to Lozanov and others (cited in Larsen, 1986), we may be using only five to ten percents of our mental capacity. In order to make use of our mental reserves well, the limitations we have need to be "desuggested". Lozanov (cited in Richards & Rodgers, 1986) explained that it occasionally

refers to the importance of experiencing language material in "whole meaningful text" and noted that "the suggestopedic course directs the student not to vocabulary memorization and acquiring habits of speech, but to act of communication". Based on Lazzanov's theorist, Porter has created Quantum Learning Strategy for students to learn by using their mental capability.

Suggestion is the heart of Suggestopedia. What distinguishes Lazzanov's method from hypnosis and other forms of mind control is that these other forms lack of "a desuggestive-suggestive sense" and "fail to create a constant set up to reverses through concentrative psycho-relaxation (Lazzanov cited in Richards & Rodgers, 1986). There are six principal theoretical components through which desuggestion and suggestion operate and that set up access to reserves as stated Bancroft (1972) (in Richards & Rodgers, 1986) in the following:

### **1. Authority**

Teacher's authority in learning language has to be the attention of learners. True-believer teacher to most learners can make this strategy run well, because the teacher has a big influence to increase self confidence, personal distance, an acting ability, and a highly positive attitude of learners.

### **2. Infantilization**

The self-confidence, spontaneity, and receptivity of the learners can be arisen if the learners participate in the child's role such as role playing, games, song,

and gymnastic exercise. Besides, teacher also participates in this activity, so the relationship between learners and teacher like parent to child.

### **3. Double Planedness**

The success of learners does not only depend on the teacher's instruction but also on the environment in which the instruction takes place. It has a strong influence in learning. The decoration of classroom, the musical background, the shape of the chair, and the personality of the teacher are considered as important in instruction as the form of the instructional material itself.

### **4. Intonation**

The learners can relax in learning if there is a musical background that they listen during the process of learning. Intonation is coordinated with musical background. The type of music is critical to learning success. The idea that music can affect our body and mind certainly isn't new. The key was to find the right kind of music for just the right kind of affect. The music we use in super learning is extremely important.

### **5. Rhythm**

According to Ostrander and Schroeder *et al* (in Richards & Rodgers, 1986), teacher should pay attention to the rhythm of his utterance, because the presentation of material to be learned within the rhythmic pattern is key to the rhythm. In fact, utterance rhythm of teacher can affect body rhythm of learners. They observe that not only human but also vegetable subjects thrive under sixty-beat stimulation. Ostrander and Schroeder *et al* (in Richards &

Rodgers, 1986) "Plants grown in the chambers given Baroque music by Bach and Indian music by Ravi Shankar rapidly grew lush and abundant...the plants in the chamber getting rock music shriveled and died".

#### **6. Pseudo passiveness**

The role of music is central of suggestopedic learning, because Lozanov (cited in Richards & Rodgers, 1986) thinks that some kinds of music can make the learners relax in learning and the new materials can be quietly caught by learners which Lozanov refers to as concert pseudo-passiveness. This state is felt to be optimal for learning, in that anxieties and tension are relieved and power of concentration in learning.

The principle of Quantum Learning Strategy is derived from suggestopedia's principle. Larsen (1986) described the principle of suggest more complex, based on their observations as follows:

1. Learning process should be enjoyed, relaxed, comfortable
2. Environment extremely influences student's success in learning, even the focus of learning is the instruction and the material of teacher.
3. Students will be success in learning if they can trust and respect to their teacher who gives the instruction and facilitate him in learning process.
4. The physiological barrier that are brought by learners, should be known by the teacher so she can attempt to "desuggest" these.
5. Relaxation activity can help learners to focus on learning process.

6. Students' confidence can help him to be more active in learning process, so the students will be successful. That is why, teachers should attempt to increase it. The more confidence the students feel, the better they will learn.
7. Giving a new identity to the students that can make them to be more open and give a chance to them to memorize lots of vocabularies
8. Practicing dialog which contains of language that students are learnt can help them to master it immediately.
9. When their attention is off the form of the language, and on the process of communicating, students will learn best.
10. In every chance, teachers should give indirect positive suggestion to the learners into the learning situation.
11. The teacher should teach the grammar and vocabulary, but not force them to master it.
12. The teacher should translate sentences in his mother tongue what students do not know how to make the meaning of sentences clear.
13. Students should know, the two points that they must be understood in learning process. If they want to learn the language, they should know the linguistic message which is called conscious and they need music to suggest that learning is easy and pleasant which is called subconscious. When these two points unite, learning will be successful.

14. A pseudo-passive state, music can make the body relax and it will overcome psychological barriers.
15. The relationship between the conscious and subconscious are still unclear and, therefore, optimal learning can occur.
16. Students prefer Dramatization which is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.
17. Reaching the subconscious, the arts such as music, art, and drama can suggest students to be more comfortable. That is why, the arts should be integrated as much as possible into the teaching process.
18. Students should be active in practicing what they have learnt from the teacher and they have intensively utterance language, so they are proficiency and can avoid repetition as much as possible
19. Music can make the students' attitude change and students achieve a state of "infantilization"- having a childlike attitude – so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.
20. The focus of students is not how to learn the form of linguistic but how to use the language and it can be communicate to people, so learning will be fun.
21. Basically, the emphasis of language is content, but the teacher must be ready to deal with students' error and later she will correct it.

Learners have different kinds of learning style (De porter in Hernowo,1992). It depends on what kinds of learning style that learners want to use. However, in Quantum Learning strategy there are three types of learning style that can be applied.

The learning style as follows:

1. **Auditory/individual learners.** Learners prefer to learn by using their ears and listening to the tapes in order to develop their conversational and other skills.
2. **Visual learners.** Learners prefer to learn by using their eyes and writing new vocabularies on the paper or the blackboard. Then they will try to pronounce them.
3. **Kinesthetic/tactile learners.** Learners prefer to learn by moving and touching directly the situation where they take place in learning.

Actually, whatever the kinds of learning styles, the significant thing is how to make the learners enjoy and success in learning.



## **CHAPTER III METHODOLOGY**

This chapter deals with the description of methods of the research which consists of library research and field research. Field research consists of method for collecting and analyzing data. Besides, the population and sample of data would be analyzed.

### **3.1 Library Research**

The writer used library research to get books and relevant materials which help her to analyze the data based on some theories in those books and other materials. Therefore, both university library and English department's library were definitely appropriate sources of information for this study.

### **3.2 Field Research**

#### **3.1.1 Method for collecting data**

##### **1. Speaking Test**

The writer collected the data from the Senior High school students who were using Quantum Learning Strategy and Non Quantum Learning Strategy in Britania English Course. Firstly, The writer gave speaking test (interview) (Appendix A) to the students after using Quantum learning strategy. Secondly, The writer gave speaking test (interview) to the students after using Non Quantum Learning Strategy by spending 90 minutes in which all of the students were recorded.



## **2. Questionnaire**

The writer also collected questionnaire (Appendix B) from the students who were using Quantum Learning Strategy. It would be used to know the students' opinion about Quantum Learning strategy that would be supported the research of the writer.

### **3.1.2 Method for Analyzing Data**

The data were analyzed used descriptive analysis in order to see their accuracy, fluency and students' opinion about Quantum learning strategy. In measuring speaking ability, the writer used the fluency and accuracy descriptors that developed by Heaton and Rasyid (Appendix C & D) The procedure of the analysis are as follows:

Firstly, the writer made manuscript of the data, after that she began to analyze each utterance based on the item of the table. Than she made a conclusion based on the table. After that she gave scores to the students by using the descriptor of the accuracy and fluency that were develop by Heaton and Rasyid. By using the score we would know the influence of Quantum Learning Strategy.



There are three formulas that the writer used to analyze the data 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)

2. The mean score of students (see appendix E)

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

where :

$\bar{X}$  = mean score

$\sum X$  = the sum of the scores

N = the number of students (subjects)

(Gay, 1992)

3. The significant different of students (see appendix G)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significant

$\bar{x}$  = the mean score

ss = sum of square of each group

n = the number of respondent of each group

(Gay, 1992)

### **3.3 Population and Sample**

#### **3.3.1 Population**

The population of this research is all of the students who attended Britania English Course which uses Quantum Learning Strategy and Non Quantum Learning strategy. There were 25 students. The students were divided into 2 classes and each class consists of 15 students who were using Quantum Learning Strategy and 10 students who were using Non Quantum Learning Strategy.

#### **3.3.2 Sample**

The sample of this research is 10 students who were using Quantum Learning Strategy, and 10 Students who were using Non Quantum Learning Strategy. The writer used random technique to take the sample.

## CHAPTER IV PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data. The writer tries to analyze the data in order to see the speaking ability of the students in terms of accuracy and fluency. Then she compares the score of the students who use Quantum Learning Strategy and Non Quantum Learning Strategy. Furthermore, the writer also analyzes the questionnaire of the students who use Quantum Learning Strategy in order to know students' opinion about Quantum Learning Strategy.

### 4.1 Accuracy

In dealing with accuracy, there are two points that the writer would analyze. They are pronunciation and grammatical error.

**Table 1**  
**Classification for the students' accuracy based on**  
**the pronunciation and grammatical Error**

ERRORS	SCORE	CLASSIFICATION
0	6	Excellent
1 - 2	5	Very good
3 - 4	4	Good
5 - 6	3	Fair
7 - 8	2	Poor
9 - 10	1	Very poor

#### 4.1.1 The Students' Accuracy in Speaking Using Quantum Learning Strategy

**Table 2**  
**Score of the student's accuracy**

STUDENTS	ERRORS	SCORE	CLASSIFICATION
1	4	4	good
2	2	5	very good
3	4	4	Good
4	2	5	very good
5	4	4	Good
6	6	3	Fair
7	2	5	very good
8	5	3	Fair
9	6	3	Fair
10	3	4	Good

Based on the table above, the writer tries to analyze the data from the students which use Quantum Learning Strategy. She wants to show clearly the pronunciation and grammatical error which are made by the students.

### Student 1

In producing words, the pronunciation is still influenced by her mother tongue. There are two words that she cannot pronounce correctly. The word *Knowledge* /knaɪlɪtʃ/ should be /nɔɪɪɔɪ/ and the word *dangerous* /ˈdeɪŋjərəs/ should be /ˈdeɪnɔɪərəs/. She has a difficulty to pronounce those words because in Bahasa Indonesia, written form has the same sound as the pronunciation. Beside that, the sound /ɔɪ/ does not exist in Bahasa Indonesia. In grammatical structure, student 1 produces grammatical error. For example the sentence *we can speak English with well* should be *we can speak English well*. The word *with* is used as the equivalence of *dengan* in her mother tongue so she uses *with well* to get the same meaning in her mother tongue. While in English, the word *well* is enough to tell the same meaning as her mother tongue. Other example of the grammatical error is *it is important for the future* should be *it is important in the future*. The word *for* is used as the equivalence of *untuk* in her mother tongue. In case, when it talks about time, the word *in* is suitable to describe when something happens. The student makes four pronunciation and grammatical errors.

### Student 2

The pronunciation is still moderately influenced by her mother tongue but student 2 succeeds in pronouncing words correctly. However, in grammatical aspect, she makes mistake in using *to be* followed by *modals*. It can be seen in these sentences *it is must be important* should be *it must be important* or *it is important* and *it is can poison*

should be *it is poisoned* or *it can be poisoned*. *To be* or *modals* must be followed by noun or adjective and it is wrong to put both of them in one sentence. The student makes two pronunciation and grammatical errors.

### **Student 3**

Student 3 often pronounces the word *people* in a wrong way when she says *people* /piopl/. It should be /'pi:pl/. Here we can see that she is still influenced by her mother tongue, because in Bahasa Indonesia the written form has the same sound as the pronunciation while in English there are some rules to pronounce some letters. Other example is the word *cough* /keiv/ should be /kof/. Probably the student does not know or does not remember the difference in pronouncing the words *cough* and *cave*. Furthermore, the writer finds grammatical error such as *we can gone to other country*. It should be *we can go to other countries*. The sentence using modals should be followed by infinitive without *to*. Other sentence such as *we must be diligent for memorize many vocabulary*. It should be *we must be diligent to memorize many vocabularies*. In this case, the student does not know that infinitive with *to* should be used after adjective (*diligent*). Moreover, the word *many* is followed by noun in plural form (*vocabularies*). The student makes four pronunciation and grammatical errors.

### **Student 4**

In pronouncing English language, most of the words pronounced by student 4 are correct, she has a good pronunciation even she is still moderately influenced by her mother tongue. In grammatical structure, she makes mistake when she utters some

sentences. For example *we can to speak each other* should be *we can speak each other*. As we know that *modals* must be followed by infinitive without *to*. Other example like a sentence *we can successful* should be *we can be successful*, because the word *successful* is an adjective so that it should use *be* after modals. The student makes two pronunciation and grammatical errors.

#### **Student 5**

Student 5 succeeds to answer the questions with good pronunciation even still moderately influenced by his mother tongue. The writer finds a few grammatical errors in his sentences. Firstly, she forgets to use subject in his sentence *very dangerous* should be *it is very dangerous* probably because she tries to focus on the main point, that is *dangerous*. In fact, a sentence must at least consist of subject and verb. Secondly, it can be seen from this sentence *I can clever speak English*. It should be *I can be clever to speak English*. Idiomatically, it should be *I can speak English well* or *I am good at English*. The student omits *to be* and *infinitive with to* after adjective. Besides, the writer also finds diction which does not have proper meaning. For example, the sentence *I enter Britania English Super camp*, the word *enter* is not used in this context, because the student wants to join the Britania English Course so that, it is suitable to use the word *attend* in describing the condition. The student's perception that *enter* can be used for all of the conditions which is equivalence with *masuk* in his mother tongue, while in English the word *masuk* has a lot of meanings depending on the condition. The student makes four pronunciation and grammatical errors.



### Student 6

The pronunciation is seriously influenced by his mother tongue. We can see that there are many words that he pronounces in a wrong way like advantage /advantaj/ which should be /əd'vɑ:ntɪdʒ/, think /c'i:ŋ/ which should be /'θi:ŋk/ and car /ker/ which should be /kɑ:/. The student perhaps only pays attention to the written form, he does not know how it should be pronounced. Another reason maybe because the letters /dʒ/, /θ/, are not found in Bahasa Indonesia. The writer finds grammatical error in some sentences. The sentence *can speak English of all people* should be *I or we can speak English to all people*. Student 6 does not use *subject* at the beginning of the sentence and conjunction *to* which is indirect object in this sentence. The writer notices that the student does not pay attention to the whole sentence. So he forgets to follow the grammatical structure which is emphasized on the sentence. Another example, *I think can destroy* should be *I think it can destroy*. Actually, the writer has the same problem in which he omits to put subject *it* before modals. The student makes six pronunciation and grammatical errors.

### Student 7

This pronunciation is still influenced by his mother tongue but no serious phonological error. In grammatical structure, the student makes grammatical error in his sentences such as *English is one of the prime subject*. It should be *English is one of the prime subjects*. The writer notices that the grammatical error in pluralization happens in this sentence. When we try to analyze the phrase *one of the* should be

followed by plural so *subject* should be *subjects*. The other grammatical error is found in *the man who the know about sex education* should be *the man who knows about sex education*. *Article* is not used with verb so *the know* is absolutely wrong because *article* is only used for noun. The student makes two pronunciation and grammatical errors.

### **Student 8**

The Pronunciation of Student 8 is seriously influenced by his mother tongue. He pronounces friend /prend/ which should be /frend/, Africa /aprika/ which should be /æfrɪko/. In this case, letter /f/ is substituted by /p/. Probably because letter /f/ and /p/ are similar in pronunciation like in Bahasa Indonesia fikir /fikir/ becomes /pikir/. That is why it is difficult for the students to pronounce these two letters. In grammatical structure, the writer finds some sentences which are seriously wrong. The student does not use subject at the beginning of the sentence. For example *is dangerous* should be *it is dangerous* and *can speak with people* should be *I or We can speak with people* to make it clear who does what. Furthermore, every positive sentence must use subject at the beginning of the sentence. The sentence *people can sick* is wrong. It should be *people can be sick*. The word *sick* is an adjective so we should put *be* after modals and before adjectives. The student makes five pronunciation and grammatical errors.

### Student 9

In producing the words, student 9 is seriously influenced by her mother tongue and she mispronounces some words like dangerous /dangerous/ which should be /'deɪndʒərəs/ , think /c'i:ŋ/ which should be /'θi:ŋk/, vocabulary /focabulary/ which should be /və'kæbjələri/. The student seems to be difficult enough to pronounce some English sounds like /ð/, /θ/ and /v/. Maybe it is because these kinds of sounds not found in bahasa Indonesia or maybe sounds are similar in their pronunciation. Grammatical errors are found when the student mixes two languages and omits the subject like *can be disturb pernapasan kita* should be *it can be disturb our breath*. She probably does not know the equivalent of English word of *pernafasan kita* so she switches into her mother tongue. Besides, the student does not understand the question so he could not answer the question in a correct way. The writer asks her opinion about pollution but her answer is not related to the question. She says *I think that just so so*. It should be she gives her opinion. The student makes six pronunciation and grammatical errors.

### Student 10

His Pronunciation is moderately influenced by his mother tongue, but the writer does not find the mispronounced words. Student 10 only makes a mistake in arranging the sentences. For example, he omits the verb and subject *I am e vocabulary in English*. In this case, he probably could not find the appropriate word to use with the word *vocabulary*. She might want to say *I memorize vocabulary in English*. The other

example is *can make bad condition should be it can make bad condition*. He might forget to use the subject which is followed by modals that is why the sentence is not perfect. Furthermore, it is still in the same problem but in different sentence. He says *not good* without any subject and *to be*. Absolutely, this sentence is wrong because we do not get the meaning of the sentence. We do not know the word *good* refers to whom or what. Maybe he wants to say *it is not good*. Besides, *good* as an adjective so that we should use *to be* after subject. The student makes three pronunciation and grammatical errors.

#### 4.1.2 The Students' Accuracy on Speaking Using Non Quantum Learning Strategy

**Table 3**  
Score of The Student's Accuracy

STUDENTS	ERRORS	SCORE	CLASSIFICATION
1	4	4	good
2	4	4	good
3	8	2	poor
4	7	2	poor
5	6	3	fair
6	4	4	good
7	7	2	poor
8	3	4	good
9	7	2	poor

10	3	4	good
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Based on the table above, the writer tries to analyze the data from the students which use Non Quantum Learning Strategy. She wants to show clearly the pronunciation and grammatical error which are made by the students.

### Student 1

He pronounces some words in wrong way like tourist /'tourist/ which should be /'tʊərɪst/, adventure /edvantur/ which should be /əd'vɜ:ntʃə/, think /c'i:ŋ/ which should be /'θi:ŋk/ and because /bikaus/ which should be /br'koz/. Probably the student does not know how to utter these words because spelling and pronunciation of English words are different. Another reason is because some English letters do not exist in Bahasa Indonesia so it is difficult for the student to pronounce them. In grammatical structure, the student says *I think is very bad*. It should be *I think it is very bad*. He does not use the subject before to be so we do not know the word *bad* refers to whom or what. If we want to make the sentence completely, we should use *it* in the sentence which refers to something that is mentioned before. In giving his opinion, it is difficult to arrange the sentence and understand it. Probably because he is lack of vocabulary or he does not know what he wants to say. The student makes four pronunciations and grammatical errors.



## Student 2

In producing words, he is influenced by his mother tongue. He could not pronounce some words correctly such as *English* /Eŋlis/ which should be /'ɪŋɡlɪʃ/ and the word *because* /bikaus/ which should be /br'kɑ:z/. It is difficult for the student to pronounce the word *English* because when he reads it, he does not pay attention to the pronunciation. He follows the way in pronouncing word in bahasa Indonesia. The letter /e/ in bahasa Indonesia is pronounced /e/ but in English should be /i/. Moreover, the word *because* is also pronounced incorrectly. The writer notices that it is maybe because the student does not know some rules in pronouncing English word and there are some letters in English that do not exist in bahasa Indonesia. Beside that, the student also makes mistake in grammatical structure. He does not master to arrange the sentence such as *in school and study hard English in school*. It should be *I study hard English in my school*. In fact, the student omits the subject at the beginning of the sentence and he also repeats to say adverb of place *in school* at the beginning and at the end of the sentence. The other grammatical error we can see from this sentence is *we must to-menekan - Indonesia*. Actually, The writer does not understand what he means because the sentence is not complete so it is difficult to get the point. Beside that, he makes many mistakes in this sentence. Firstly, modals *must* is not followed by *to*. As we know *must* has the similar meaning with modals *have to*. In this case, the student might want to use *have to* in his sentence. Secondly, the student does not know the equivalence of English word for *menekan* that is why he



switches into his mother tongue. The student makes four pronunciation and grammatical errors.

### Student 3

Student 3 makes serious pronunciation errors. She mispronounces many words like advantage /advantek/ which should be /əd'vɑ:ntɑ:dʒ/, English /Eŋlis/ which should be /'ɪŋɡlɪʃ/, important /impotent/ which should be /ɪm'pɔ:nt/ and know /know/ which should be /nəʊ/. The writer can notice that the student does not pay attention to the pronunciation. She does not know that spelling in English words is different from their pronunciation. There are some rules to pronounce the words in English. It is because the student seriously influenced by mother tongue. The student also makes mistakes in arranging the sentences. For example, *we can speaking English* should be *we can speak English*. It should be noticed that *verb ing* should not be used after modals because modals is followed by infinitive without *to*. The other grammatical error is in this sentence *I study in the home*. Usually, the adverb of place (home) should use article *at* before the adverb of place (home). Therefore, the correct sentence is *I study at home*. The sentence *I am not agree* is incorrect because the word *agree* is a verb so it does not need to use *to be* before the verb. On the other hand, the word *agree* has the antonym *disagree*. That is why, *not* should not be used in this sentence. The correct is *I disagree*. Besides, the last grammatical error that the writer finds from student 3 is *it is can destroy area*. It should be *it can destroy area*.

She makes a mistake in using *to be* followed by modals. The student makes eight pronunciation and grammatical errors.

#### Student 4

In producing words, the student is seriously influenced by her mother tongue. She mispronounces many words. For example, *advantage* /advantek/ which should be /əd'vɑ:ntɪdʒ/, *clever* /kleper/ which should be /'klevə/, *think* /ci:ŋ/ which should be /'θi:ŋk/, *become* /bicomē/ which should be /br'kʌm/. From these words, the writer notices that it is difficult for the student to pronounce these kinds of words because some of the English letters do not exist in bahasa Indonesia like /ɔ:/ and /θ/, while she also mispronounces the words *clever* and *become*. Probably the word *clever* is mispronounced by the student because in Indonesia, people sometimes change the letter /v/ becomes /p/. Therefore the student, she is still influenced by the mother tongue by changing /v/ becomes /p/. Moreover, the word *become* which is pronounced with /bikom/ is incorrect. In this case, the student only reads the word. She does not pay attention not only to the pronunciation but also grammatical errors are made by the student. Firstly, the sentence *people can clever speak English that is very good*. In this sentence, we can understand the meaning of the sentence. But of course, if we try to look this sentence clearly, there are some mistakes in this sentence. The word *clever* is an adjective, so *to be* should be used after *modals*. The sentence *people can clever* should be *people can be clever*. After an adjective, there must be an infinitive with *to*. That is why the correct sentence is *people can be clever*



to speak English, but idiomatically, it should be *people can speak English well*. The student adds the sentence with *that is very good*. The writer notices that the student might want to say *It is very good when people can speak English well*. Secondly, the sentence *we ability in mastering English* is also incorrect. It should be *we have the ability to master English*. The student omits the verb and article in this sentence. The word *ability* is a noun so between two nouns we should use verb. Besides, there should be an article before noun (*ability*). Thirdly, the sentence *many students ketinggalan - - -* is absolutely wrong. The student tries to switch from English into bahasa Indonesia, maybe because she does not know the English word, so she uses her mother tongue to make it clear. Actually, this sentence is not complete so the writer does not know what the student is talking about. The student makes seven pronunciation and grammatical errors.

#### **Student 5**

The pronunciation is seriously influenced by her mother tongue. There are four words that she could not pronounce correctly. English /enʃlis/ should be /'ɪŋɡlɪʃ/, think /c'in/ should be /'θi:ŋk/, important /'ɪmpɔ:tnt/ should be /'ɪm'pɔ:nt/ and about /ə'baʊt/ should be /ə'baʊt/. The writer assumes that some of the letters do not exist in bahasa Indonesia like /θ/, /ʃ/ and /ɔ/. She never uses these letters in her mother tongue, so it is difficult for her to pronounce these words. The other reason is that the student does not know or she never learns to practice these letters. After identifying the sentences those are made by the student, the writer finds some grammatical errors such as *we*

*can translation English*. It should be *we can translate English*. Modals in English should be followed by infinitive without *to*. In fact, she uses noun after modals. Another grammatical error that can be seen in this sentence is *opinion me about pollution*. It should be *my opinion about pollution*. The writer assumes that the student tries to translate this sentence directly in her mother tongue since spelling and pronunciation in English are different from one another. *My opinion* is equivalent to *pendapat saya* in Indonesia language . The word *my* is a possessive adjective which refers to the possession. The student makes six pronunciation and grammatical errors.

#### **Student 6**

The student makes mistakes in pronouncing two English words, because the pronunciation is still influenced by her mother tongue. These words are *advantage* /advantek/ which should be /əd'vɑ:ntɪdʒ/ and *because* /bekaus/ which should be /br'koz/. These words are pronounced in a wrong way. Probably because the student does not know that when these words are pronounced in English. They are different in pronunciation in her mother tongue. That is why, she only follows the pronunciation in her mother tongue. Besides, the sentence is *I am reading book and speak English in home*. The writer notices that this sentence is present continues. Therefore, it should be *I am reading books and speaking English at home*. While in this sentence, there are two phrases that consist of two verbs. If the first phrases is present continue form that uses *verb ing*, the second phrases should be present continue form that use *verb ing* as well. Moreover, article *at* must be used before an

adverb (home). Another grammatical error found in this sentence is *this is very important because for many student*. It should be *this is very important for many students*. The word *because* is not needed in this sentence because conjunction (because) is only need if we want to give the reason. The other grammatical error found in this sentence is *many* which should be followed by plural noun. In fact, she says the word *student* is singular instead of plural. The student makes four pronunciation and grammatical errors.

#### **Student 7**

The Student makes serious pronunciation errors as well as the grammatical structure. She mispronounces many words such as advantage /advantage/ which should be /əd'vɑ:ntɪdʒ/, English /englis/ which should be /'ɪŋɡlɪʃ/, follow /flow/ which should be /'f ɒləʊ/, study /studi/ which should be /'stʌdi/, thinking /tinkin/ which should be /'θi:ŋk/. The writer assumes that these kinds of words uncommonly used in her mother tongue so it is difficult for her to pronounce them. In grammatical structure, the sentence *follow some English course* is absolutely wrong. The student makes a sentence without giving a serious attention to every component in the sentence. She omits the subject at the beginning of the sentence. It should be *I follow some English courses*. Every sentence must use a subject so it is wrong if it does not to use a subject in the sentence. Another grammatical error in this sentence is noun plural (courses) which should be presided by *some* because *some* means more than one so the phrase *English course* should be *English courses*. Besides, the student also makes

ungrammatical sentence like *I am not can destroy area*. She does not know that *modals* should not be used after *to be*. It should be *I cannot destroy area*. The student makes seven pronunciation and grammatical errors.

### **Student 8**

In pronunciation, she is moderately influenced by her mother tongue, but only one pronunciation error that the writer find in producing words. The word listening /listening/ should be /'lɪsnɪŋ/. It is possible that the student does not know that /t/ in listening is unless voice so we do not have to pronounce the letter /t/ clearly in this word. While in grammatical structure, the writer finds two ungrammatical sentences. Firstly, *we can speak English and listening to the music* should be *we can speak English and listen to the music*. Verb *ing* should not be parallel with *speak* because they are both preside by modal. Secondly, the student makes error in arranging the sentence. As in *It is can destroy the area*. It should be *It can destroy area*. Be (is) cannot be followed by modal. The student makes three pronunciation and grammatical errors.

### **Student 9**

The student seems to be difficult enough to pronounce some English words such as advantage /advantek/ which should be /əd'vɑ:ntɪdʒ/, clever /cleper / which should be /'klevə/, about /abot/ which should be /ə'baʊt/ and think /tin/ which should be /'θi:ŋk/. Probably, the student pronounces the words without giving any attentions to the rules in pronouncing English words. While in her mother tongue, there is not any specific rule to pronounce these words. That is why, she tries to follow the way to

pronounce these words in her mother tongue. Grammatical error also happens in her sentences. The sentence *The effort to develop we ability in mastering English is by reading an English book* should be *The effort to develop our ability in mastering English is by reading an English book*. Possession in English should use possessive adjective (our) before noun. The other grammatical error found in this sentence is *it is can destroy area*. It should be *it can destroy the area*, because modals cannot be used with to be (is). Moreover, the writer finds serious grammatical error in her sentence *it is very important because e e*. This sentence is not complete because there is no clause after *because* as conjunction. Probably she does not have any idea to deliver or maybe she is lack of vocabulary in English. The student makes seven pronunciation and grammatical errors.

#### **Student 10**

The pronunciation is moderately influenced by her mother tongue, but only one mispronunciation that the writer finds in her utterance. The word know /know/ should be /nəʊ/. The writer assumes that the student does not know or she forgets how to pronounce this word. The letter /k/ in *know* is a voiceless so it does not need to pronounce it clearly. Beside that, the writer also finds grammatical error in her sentences. He makes a sentence *the advantage of learning course is we could speak English well*. In fact, this sentence is wrong. She makes mistake by saying *learning course*. The word *course* means a place to teach, not a subject that is learnt by the student. Therefore the correct one is *learning English*, because *English* is a subject.

Another error is *I study in the home*. It should be *I study at home* because adverb of place (home) uses preposition *at* not *in*. The student makes three pronunciation and grammatical errors.

#### 4.2 Fluency

The writer also presents and analyzes the data from the students' fluency which consists of speed, hesitation, repetition and monitor. These four elements have the significant point to measure students' fluency on speaking.

**Table 4**  
**Classification for The Students' Fluency Based on The Speed, Hesitation, Repetition and Monitor**

SPEED (W/M)	FREQUENCY			SCORE	CLASSIFICATION
	HESITATION	REPETITION	MONITOR		
50 or more	Seldom	Seldom	Often	5	Very good
40 – 49	Sometimes	Sometimes	Sometimes	4	Good
30 – 39	Sometimes	Sometimes	Sometimes	3	Fair
20 – 29	Often	Often	Seldom	2	Poor
15 – 19	Often	Often	Seldom	1	Very Poor

W/M : Word per minute

##### 4.2.1 The Students' fluency on Speaking English using Quantum Learning Strategy

###### Student 1

The student produces 45 words per minute. She **sometimes** does repetition of word and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in his sentences. The student gets score four, so it is classified as *good*.



### **Student 2**

The student produces 50 w/m. She **seldom** does repetition of words and unnatural pause during her speech, and she **often** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score five, so it is classified as very *good*.

### **Student 3**

The student produces 54 w/m. She **seldom** does repetition of words and unnatural pause during her speech, and she **often** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score three so it is classified as *fair*.

### **Student 4**

The student produces 37 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score three so it is classified as *fair*.

### **Student 5**

The student produces 34 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score three so it is classified as *fair*.



#### **Student 6**

The student produces 52 w/m. He **seldom** does repetition of words and **unnatural** pause during her speech, and he **often** manages to do self-repair or monitors if he makes mistakes in his sentences. The student gets score five so it is classified as *very good*.

#### **Student 7**

The student produces 54 w/m. He **seldom** does repetition of words and **unnatural** pause during her speech, and he **often** manages to do self-repair or monitors if he makes mistakes in his sentences. The student gets score five so it is classified as *very good*.

#### **Student 8**

The student produces 52 w/m. He **often** does repetition of words and **unnatural** pause during her speech, and he **seldom** manages to do self-repair or monitors if he makes mistakes in his sentences. The student gets score five so it is classified as *very good*.

#### **Student 9**

The student produces 22 w/m. She **often** does repetition of words and **unnatural** pause during her speech, and she **seldom** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score two so it is classified as *poor*.

#### **Student 10**

The student produces 53 w/m. He **seldom** does repetition of words and **unnatural** pause during her speech, and he **often** manages to do self-repair or monitors if he



makes mistakes in his sentences. The student gets score five so it is classified as *very good*.

#### **4.2.2 The Students' fluency on Speaking English using Non Quantum Learning Strategy**

##### **Student 1**

The student produces 42 w/m. He **sometimes** does repetition of word and unnatural pause during her speech, and he **sometimes** manages to do self-repair or monitors if he makes mistakes in his sentences. The student gets score four so it is classified as *good*.

##### **Student 2**

The student produces 35 w/m. He **sometimes** does repetition of words and unnatural pause during her speech, and he **sometimes** manages to do self-repair or monitors if he makes mistakes in his sentences. The student gets score three so it is classified as *fair*.

##### **Student 3**

The student produces 52 w/m. She **seldom** does repetition of words and unnatural pause during her speech, and she **often** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score five so it is classified as *very good*.

#### **Student 4**

The student produces 45 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score four so it is classified as *good*.

#### **Student 5**

The student produces 34 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score three so it is classified as *fair*.

#### **Student 6**

The student produces 49 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score four so it is classified as *good*.

#### **Student 7**

The student produces 49 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score four so it is classified as *good*.

### **Student 8**

The student produces 56 w/m. She **seldom** does repetition of words and unnatural pause during her speech, and she **often** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score five so it is classified as *very good*.

### **Student 9**

The student produces 43 w/m. She **sometimes** does repetition of words and unnatural pause during her speech, and she **sometimes** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score four so it is classified as *good*.

### **Student 10**

The student produces 26 w/m. She **often** does repetition of words and unnatural pause during her speech, and she **seldom** manages to do self-repair or monitors if she makes mistakes in her sentences. The student gets score two so it is classified as *poor*.

#### **4.3. The Percentage, Mean Score and Significant Difference of the Students' in Speaking.**

**Table 4**  
**Students' Score in Speaking Ability**

<b>Score of Speaking</b>	<b>Classification</b>
<b>15 – 13</b>	<b>Excellent</b>
<b>12 – 10</b>	<b>Very good</b>
<b>9 – 7</b>	<b>Good</b>

6 - 4	Fair
3 - 1	Poor
0	Very poor

After describing the data from the accuracy and fluency and knowing the errors that those students make, the writer tries to analyze and compare the scores of the students' speaking ability who use Quantum Learning Strategy and the one who do not. From this explanation above, the writer will classify of the speaking ability based on table 4.

#### 4.3.1 Classification of Students' Speaking Based on The Accuracy and Fluency

**Table 5**  
**Data Classification on Students' Speaking Using**  
**Quantum Learning Strategy**

Students	Accuracy (X)	Fluency (Y)	Score (Z) = X + Y	Classification
1	4	4	8	Good
2	5	5	10	Very good
3	4	5	9	Very good
4	5	3	8	Good
5	4	3	7	Good
6	3	5	8	Good
7	5	5	10	Very good

8	3	5	8	Very good
9	3	2	5	Fair
10	4	5	9	Very good

**Table 6**  
**Data Classification on Students' Speaking Using**  
**Non Quantum Learning Strategy**

Students	Accuracy (X)	Fluency (Y)	Score (Z) = X + Y	Classification
1	4	4	8	Good
2	4	3	7	Good
3	2	5	7	Good
4	2	4	6	Fair
5	3	3	6	Fair
6	4	4	8	Good
7	2	4	6	Fair
8	4	5	9	Very good
9	2	4	6	Fair
10	4	2	6	Fair

From table 5 above, we can see that there are five students that are using Quantum Learning Strategy whose get *very good* classification, four students get *good* classification, and only one student gets *fair* classification. While in table 6, we can

see that there is only one student that is using Non Quantum Learning Strategy whose gets *very good* classification, four students get *good* classification, and five students get *fair* classification. In more detail, the writer will try to compare the data from the students who use Quantum Learning Strategy and those who use Non Quantum Learning Strategy.

#### 4.3.1.1 The Analysis of Percentage of Students

**Table 7**  
**Data Percentage of Students Using Quantum Learning Strategy**  
**And Non Quantum Learning Strategy**

No	Classification	Q L S		N Q L S	
		Students	Percentage (%)	Students	Percentage (%)
1	Excellent	0	0	0	0
2	Very Good	5	50%	1	10%
3	Good	4	40%	4	40%
4	Fair	1	10%	5	50%
5	Poor	0	0	0	0
6	Very Poor				
<b>TOTAL</b>		<b>10</b>	<b>100%</b>	<b>10</b>	<b>100%</b>

Q L S : Quantum Learning Strategy

N Q L S : Non Quantum Learning Strategy

Based on the table above, it seems clear that none of the students get *excellent* and *very poor* classification both students who are using Quantum Learning Strategy and Non Quantum Learning Strategy. The students who are using Quantum Learning Strategy get 50 % in *very good* classification while the students who are using Non Quantum Learning strategy only get 10 %. On the other hand, we can see that both students who are using Quantum Learning Strategy and who are using Non Quantum Learning Strategy have the same percentage that is 40 % in a *good* classification.

However, in *Fair* classification, students who are using Quantum Learning strategy get 20 % while students who are using Non Quantum Learning Strategy get 50 %. The writer can notice that students' ability in speaking using Quantum Learning strategy is higher than the student who are using Non Quantum Learning Strategy.

#### 4.3.1.2 The Analysis Mean score and Standard Deviation of Students

**Table 8**  
Mean Score and Standard Deviation of Students

Strategies	Frequency	Mean score	Standard Deviation
Q L S	10	8.2	1.4757
N Q L S	10	6.9	1.1005

Based on the table above, the mean score of the students who use Quantum Learning Strategy is 8.2 and standard deviation is 1.4757 while the mean score of the students who use Non Quantum Learning Strategy is 6.9 and standard deviation is 1.1005. From this explanation, it can be seen that the mean score of the students who use Quantum Learning Strategy is higher than the mean score of the students who use Non Quantum Learning Strategy. (See Appendix E & F)

#### 4.3.1.3. The Analysis Test of Significant of the Students

t-test analysis is used to find out whether the result of the students who use Quantum Learning Strategy is the significant level (0,5) or not. The following table shows the result of the t – calculation:

**Table 9**  
**Test of Significance of Students**

<b>SCORE</b>	<b>T-Test Value</b>	<b>T-Table Value</b>
	2.233	2.086

The table above shows the value of the t-test is greater than the value of t-table. It means that there is a significant difference between students who use Quantum Learning strategy and Non Quantum Learning Strategy.

#### 4.3.2. The Analysis of Students Questionnaire

To support speaking test that the writer has given to the students, she also gives Questionnaire to the students who are using Quantum Learning Strategy. This Questionnaire absolutely can help the writer to see the students' opinion about learning strategy. It can be seen from the data below.

**Table 10**  
**The Percentage of Students' Opinion about Quantum Learning Strategy**

<b>Questions</b>	<b>Students (percentage)</b>		
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
1	70%	30%	0
2	90%	10%	0
3	50%	30%	20%
4	70%	20%	10%
5	90%	10%	0
6	100%	0	0
7	100%	0	0
8	80%	20%	0
9	70%	20%	10%
10	70%	30%	0



Based on table 8, it can be seen that the students' opinion about Quantum Learning Strategy is very good. There are ten questions that are given to the students who are using Quantum Learning Strategy (Appendix B). 70% students strongly agree and 30% students agree but none of the students disagree with questions number one and ten. Questions number two and five are responded by 90% students who strongly agree and 10 % student agrees. None of the students disagree. While question number three is responded by 50% students who strongly agree, 30% students agree and 20% students disagree. Questions number four and nine responded by 70% students who strongly agree, 20 % students agree and none of the student disagrees. 100% students strongly agree with questions number six and sevens. Question eight is responded by 80% students who strongly agree and 20% students agree and none of the students disagree. From this explanation, the writer can notice that most of the students strongly agree with Quantum Learning Strategy, because this strategy is different from other strategies which are found in many places.

## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the analysis in the previous chapter, the writer makes some conclusions as follows:

1. Both students who use Quantum Learning Strategy and Non Quantum Learning Strategy still found difficulties in pronouncing some English sounds like /θ/, /ʃ/, /ð/ and /ə/. This is because these kinds of sounds do not exist in Bahasa Indonesia. Besides, students sometimes interchange sounds /p/ and /v/. Probably, these sounds are similar in pronunciation. In analyzing the data, the writer concludes that students who use Quantum Learning Strategy are better than the students who use Non Quantum Learning Strategy in pronunciation.
2. In grammatical structure, Students who use Quantum Learning Strategy are better in arranging the sentences than the students who use Non Quantum Learning Strategy. Even, all of students sometimes omit structure of sentences.
3. Based on the analysis, it is shown that in mastering English, Quantum Learning Strategy is one of the best ways in enjoying the learning. It is because many factors support this strategy of learning, such as environment of learning consisting of decoration of classroom, music background, and semicircle chairs. The other factors are teacher's strategy by motivating to

students to increase self-confidence of the students and creating the comfortable atmosphere.

## **5.2 Suggestion**

Based on the conclusions above, the writer gives some suggestions as follows:

1. In learning process, the teachers must improve the students' ability specially in speaking ability which consists of Accuracy and Fluency.
2. Teachers should pay attention to the strategies of learning, so that students can enjoy and feel comfortable in learning.
3. Students must be active in practicing their language because the success in speaking depends on whether the students practice it every time.

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## APPENDIX A

### Interview Test for the Students who are using Quantum Learning strategy and Non Quantum Learning Strategy

These questions consist of four numbers. Students must answer these questions according to their opinion.

1. What is the advantage of learning English?
2. What is the effort to develop your ability in mastering English?
3. What do you think about sex education which is implemented in school?
4. How is your opinion about pollution caused by automobiles especially in a big city?

## Students' Response of Interview Test who are using Quantum Learning strategy

### Student 1

1. We can e..e speak English with well with well and it e e will be will be better
2. One of the ways is I learn English in Britania Super Camp and e – I learn English in my school but in my school e e I have little time and that is why I learn English in Britania Super Camp.
3. Sex education is implemented in school is very important because e e e sex education gives students something like e e /knaIts/ and and it is important for the future.
4. e I think pollution which caused by automobile especially in a big city is very /deInjerous/.

### Student 2

1. The advantage of learning English e I can know e English e English language and I know that English language is international language so it means that if I know English language e e e so I can face the free trade era.
2. Ehm – I'm – following many courses many courses and I e also e e remember e many vocabularies.
3. I think it is very important to know – early because e e if we e the people eh know – it is must be important in school.
4. I think it pollutes the air because the smoke from the car or motorcycle consists of carbon monoxide. I think eh it is can poison our our body.

### Student 3

1. Eh we can speak English well and we can eh – speak eh with many /piopl/ not eh not just not Indonesian /piopl/ but e all of /piopl/ in the world and eh we can gone to other country
2. eh we must be diligent for memorize many vocabulary and we can e e e we must know eh we must know ehm how are how are we how we say e e English words.
3. ehm about sex education is implemented in school ehmm -- we ehm we don't learn free sex because e e we have role in our religion and in my school there are many Moslems.
4. eh the pollution is very very very bad because ehm the people can be bother and many diseases like /keiv/ and TBC.





#### Student 4

1. The advantage of learning English is we can to speak each other in English eh – because English is International language e e so e if we can speak English in the future we can successful.
2. I follow the course and I study in the school and e e so I must understand about the tenses and the e e vocabulary.
3. About sex education is implemented in school eh I think that is important because eh about it – we can we can be eh like teenager we can know how is sex and we must know about sex so if we eh have studied in school we also can -- I think the sex education is our needed.
4. eh the pollution is very eh dirty for us e e e in our city I see there are many pollutions so the environment is dirty.

#### Student 5

1. I can clever speak English
2. eh I eh I I I I enter Britania English Super Camp.
3. I don't think about sex because in my school the teacher hasn't teach about sex education.
4. ehm very very dangerous because pollution can be bother our body.

#### Student 6

1. I /c'i:n/ the /advantaj/ of learning English eh can speak English speak English of all people in Indonesia so I'm going to study English in Supercamp
2. I /c'i:n/ e e e every noun I must know for example it is a motorcycle, it is a /ker/, it is grace it is a school.
3. I think that e e sex education is implemented in school eh I think it is not good – why because sex education is implemented in school I think can destroy all students in school.
4. I /c'i:n/ my opinion about pollution caused by automobile in a big city e e people can be sick.

#### Student 7

1. I think there are so many advantages that we get from learning English because e e we can force ourselves to join in globalization era and it is good for our education because we are students and English is one of the prime subject that e e e will improve our point – score in school.
2. I try to practice every day – in my school and at home and and I try to join every English course that near from my home and cheaper like Super Camp
3. I think that sex education is needed to implemented in eh every school because e because e usually e the men who the know about sex education they will know about the negative side of sex.
4. The pollution is very dangerous because we know that pollution e e e is contained of monoxide gas that is so dangerous for our life eh not only for



human but also for our environment - so I think that the automobile corporation must decrease the smoke that cause air pollution.

**Student 8**

1. I can be smart and can speak with people from Asia, America, Europe and /Aprika/
2. I - I - I'm reading adjective, noun words and speaking with my /prend/
3. Is dangerous and ----
4. People can sick ----

**Student 9**

1. I must master a lot of tenses and /focabulary/
2. eh I - I - I know the world language
3. I /c'i:ŋ/ that just so so
4. I /c'i:ŋ/ that very /dangerous/ because e e can be disturb permapasan kita.

**Student 10**

1. eh we can communicate with many people and we can develop our potential.
2. I I am - e - vocabulary in English
3. Not good because it can destroy our future
4. can make make bad condition.

## Students' Response of Interview Test who are using Non Quantum Learning strategy

### Student 1

1. We can eh we can speak with /'tourist/ and we can we can edvantur/ in the world
2. eh I – I always open the open my dictionary and I watch television e e program program of e e Arab
3. eh I /c'i:n/ chink is very bad bikaus/ eh we are Moslems.
4. e e is very bad because eh because people can be sick.

### Student 2

1. The advantage of learning /Enlis/ is we can we can speak English e e well
2. In school and study hard English in school
3. eh I think it is bad /bikaus/ eh it can eh /bikaus/ ehm it can make students do something wrong
4. eh eh we must e to-- menekan --- Indonesia language

### Student 3

1. I think e e the /advantek/ of learning /Enlis/ e of course we can speaking English and we can know e e something about English
2. I follow something English course and study in the home
3. I think this is very important for many student we can know e e e about sex
4. eh I am not agree about it because eh it is can destroy area

### Student 4

1. e the advantage (advantek) of learning English e --- e can eh make student or many people can e cle--/kleper/ speak English that is very good
2. e the effort eh to develop – we ability in mastering English is eh – eh by account e by a book about e e English and ---
3. Eh I /ci:n/ – I /ci:n/ sex education in school is is very is very --- is very --- because eh sex education in school eh can eh can eh can make eh many people or eh many students ketinggalan ---
4. e my I /ci:n/ pollution e e can e can can make many students or many people e /bicomel/ sick---

### Student 5

1. eh we can /Enlis/ eh and we eh can we can eh eh speak English and we can translation --- English
2. eh I'm following the course English and reading books --
3. I /c'ir/ is English e e is very /impoten/ e ---
4. e e opinion me /abot/ pollution eh eh ---

### Student 6

1. the /advantek/ of learning English is we can speak English
2. In mastering e English e e I'm reading book and speak English eh in the home
3. ehm it is I think this is very important because for many student
4. e I I I'm not eh angry e e it can can --- destroy area

### Student 7

1. The advan e the /advantage/ of learning e we can know something about /Englis/
2. O /flow/ some English course and /studi/ in the home
3. I thin this is very important we can have negative /tinkin/
4. I'm not can destroy area

### Student 8

1. the advantage of learning English eh we can speak English and eh /listening/ to the music
2. I follow the course English and e read dictionary
3. eh we can negative thinking
4. eh because it is can destroy the area

### Student 9

1. I think e e /advantek/ of learning English is eh we can speak English eh and can be /cleper/---
2. The effort to develop we ability in mastering English is by reading an English book
3. - e I think about sex education e is implemented in school eh very very important because e e e it is bad -
4. e My opinion about pollution eh pollution it is e can destroy area.

### Student 10

1. The - advantage of learning course is we could speak English well
2. I follow some English courses and - study in the home - the home
3. I think this is very important for many students because we can because we can have negative thinking
4. I do not /know/

## APPENDIX B

### Questionnaire for Students who are using Quantum Learning Strategy and Non Quantum Learning Strategy

#### Petunjuk

Siswa diharapkan memberikan tanda (X) pada jawaban yang dipilih sesuai dengan pendapat dan pengalaman Anda selama mengikuti Intensif English Course yang menggunakan strategi Quantum Learning. Anda diharapkan memberikan jawaban dengan sejujur-jujurnya, karena penelitian ini merupakan penelitian ilmiah.

#### Pertanyaan

1. Belajar Bahasa Inggris secara Intensive dalam sebuah Super Camp Bahasa Inggris merupakan strategi belajar yang sangat efektif dalam menguasai kemampuan berbicara
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
2. Belajar di Super Camp membuat siswa lebih tertarik untuk belajar bahasa Inggris
  - a. Sangat Setuju
  - b. setuju
  - c. Tidak setuju
3. Dengan adanya sanksi bagi siswa yang berbicara selain menggunakan bahasa Inggris membuat saya semakin termotivasi untuk belajar bahasa Inggris
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
4. Diskusi merupakan salah satu strategi pembelajaran yang melatih siswa menjadi percaya diri dalam berbicara
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
5. Tema yang dibicarakan dalam diskusi selalu menantang siswa untuk berfikir
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju

6. Strategi penghapalan kata-kata dalam bahasa Inggris setiap harinya memperbanyak kosakata siswa yang membuat siswa lebih termotivasi untuk berbicara
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  
7. Strategi games berbahasa Inggris yang diadakan sangat menyenangkan dan melatih siswa untuk berbicara dalam bahasa Inggris
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak setuju
  
8. games yang dilakukan di sela pembelajaran itu membuat siswa lebih rileks dalam belajar dan semakin cepat menguasai kata-kata
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak setuju
  
9. Pengaruh musik dalam pembelajaran membuat siswa lebih mudah memahami pelajaran
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak setuju
  
10. Strategi Quantum Learning membuat siswa senang dalam belajar dan mendapatkan hasil yang sangat memuaskan khususnya kemampuan berbicara.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak setuju

## APPENDIX C

## Classification of Fluency by J.B. Heaton

No	Classification	Criteria
1	Excellent	Pronunciation is only very slightly influenced by the mother-tongue Two or three minor grammatical and lexical errors
2	Very Good	Pronunciation is slightly influenced by the mother-tongue A few minor grammatical and lexical errors but most utterances are correct
3	Good	Pronunciation is still moderately influenced by the mother tongue but no serious phonological. A few grammatical and lexical errors but only one or two major errors causing confusion
4	Fair	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion
5	Poor	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors
6	Very Poor	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

## APPENDIX D

### Classification of Fluency by Muhammad Amin Rasyid

No	Classification	Criteria
1	Very good	<ol style="list-style-type: none"> <li>1. They keep in touch with the main point and give their own points of view, Supporting ideas and examples</li> <li>2. Their speed is 50 or more words per minute</li> <li>3. They often manage to do correct self-repair if they make false starts or monitors mistakes in the middle.</li> <li>4. They seldom do repetition and hesitations</li> </ol>
2	Good	<ol style="list-style-type: none"> <li>1. They keep in touch with the main point and give their own points of view, Supporting ideas and examples</li> <li>2. Their speed is 40 to 49 words per minute</li> <li>3. They sometimes manage to do correct self-repair if they make false starts or monitors mistakes in the middle.</li> <li>4. They sometimes do repetition and hesitations</li> </ol>
3	Fair	<ol style="list-style-type: none"> <li>1. They keep in touch with the main point and give their own points of view, Supporting ideas and examples</li> <li>2. Their speed is 30 to 39 words per minute</li> <li>3. They sometimes manage to do correct self-repair if they make false starts or monitors mistakes in the middle.</li> <li>4. They sometimes do repetition and hesitations</li> </ol>
4	Poor	<ol style="list-style-type: none"> <li>1. They keep in touch with the main point and give their own points of view, Supporting ideas and examples but sometimes not with facility which is indicated by fillers or a tendency to repeat items of language while planning the next chance</li> <li>2. Their speed is 20 to 29 words per minute</li> <li>3. They seldom manage to do correct self-repair if they make false starts or monitors mistakes in the middle.</li> <li>4. They often do repetition and hesitations</li> </ol>



No	Classification	Criteria
5	Very poor	<ol style="list-style-type: none"><li data-bbox="375 320 1318 387">1. They have limited ideas to express about the topic and sometimes deviated from the main points</li><li data-bbox="375 421 823 488">2. Their speed is 15 to 19 words per minute</li><li data-bbox="375 521 1294 589">3. They seldom manage to do correct self-repair if they make false starts or monitors mistakes in the middle.</li><li data-bbox="375 622 895 667">4. They often do repetition and hesitations</li></ol>

## APPENDIX E

Mean Score of Students

No.	STUDENTS	SCORE		D	D <sup>2</sup>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>
		QLS (X <sub>1</sub> )	NQLS (X <sub>2</sub> )				
1	1	8	8	0	0	64	64
2	2	10	7	3	9	100	49
3	3	9	7	2	4	81	49
4	4	8	6	2	4	64	36
5	5	7	6	1	1	49	36
6	6	8	8	0	0	64	64
7	7	10	6	4	16	100	36
8	8	8	9	-1	1	64	81
9	9	5	6	-1	1	25	36
10	10	9	6	3	9	81	36
		82	69	13	45	692	487

QLS = Quantum Learning Strategy

NQLS = Non Quantum Learning Strategy

The Formula Of The Mean Score Is :

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

Where :

- $\bar{X}$  = Total Score
- $\sum X$  = Total Row Score
- N = Frequency of Students

Mean Score of Students Using Quantum Learning Strategy

$$X_1 = \frac{\sum X_1}{N} = \frac{82}{10} = 8,2$$

Mean Score of Students Using Non Quantum Learning Strategy

$$X_2 = \frac{\sum X_2}{N} = \frac{69}{10} = 6,9$$

## APPENDIX F

### 1. Standard deviation of Students Using Quantum Learning Strategy

$$\begin{aligned}sd &= \sqrt{\frac{\sum X^2}{N-1} - \frac{(\sum X)^2}{N}} \\&= \sqrt{\frac{692}{9} - \frac{(82)^2}{10}} \\&= \sqrt{\frac{692}{9} - \frac{6724}{10}} \\&= \sqrt{\frac{692}{9} - 672.4} \\&= \sqrt{\frac{19,600}{9}} \\&= \sqrt{2,178} = 1,4757\end{aligned}$$

### 2. Standard Deviation of Students Using Non Quantum Learning Strategy

$$\begin{aligned}sd &= \sqrt{\frac{\sum X^2}{N-1} - \frac{(\sum X)^2}{N}} \\&= \sqrt{\frac{487}{9} - \frac{(69)^2}{10}} \\&= \sqrt{\frac{487}{9} - \frac{4761}{10}} \\&= \sqrt{\frac{487}{9} - 476.1} \\&= \sqrt{\frac{10,900}{9}} \\&= \sqrt{1,211} = 1,1005\end{aligned}$$

## APPENDIX G

### Significant Different of Students

Notes :

$\bar{X}_1$	=	8,2	$x_1$	=	82
$\bar{X}_2$	=	6,9	$x_2$	=	69
SS <sub>1</sub>	=	19,6			
SS <sub>2</sub>	=	10,9			
$n_1$	=	10			
$n_2$	=	10			

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} = 692 - \frac{6724}{10} = 692 - 672,4 = 19,6$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} = 487 - \frac{4761}{10} = 487 - 476,1 = 10,9$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} = \frac{8,2 - 6,9}{\sqrt{\left[ \frac{19,6 + 10,9}{10 + 10 - 2} \right] \left[ \frac{1}{10} + \frac{1}{10} \right]}}$$

$$= \frac{1,300}{\sqrt{\left[ \frac{30,5}{18} \right] \left[ \frac{2}{10} \right]}}$$

$$= \frac{1,300}{\sqrt{[1,6944] [0,2]}}$$

$$= \frac{1,300}{\sqrt{0,3389}} = \frac{1,300}{0,5821} = 2,233$$

- Notes :
- t = Test of significant
  - X = The mean score
  - SS = Sum of square of each group
  - N = The number of respondent of each group