

**TEACHING CONDITIONAL SENTENCE. TYPE II THROUGH
QUANTUM STRATEGY**

(A study conducted to the second grade students of science class in
SMA Plus PGRI Cibinong in 2017/2018 school year)

A Paper

Submitted to the English Education Study Program Faculty Teacher Training and
Education Sciences Pakuan University as a Partial Fulfilment of Requirement for the Sarjana
Pendidikan Examination

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**ENGLISH EDUCATION STUDY PROGRAM FACULTY TEACHER TRAINING
AND EDUCATION SCIENCES**

PAKUAN UNIVERSITY

2018

APPROVAL SHEET

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SMA Plus PGRI Cibinong in 2017/2018 school year)

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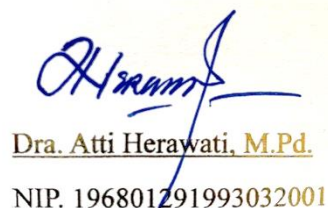
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DECLARATION

I hereby declare that the paper entitled "Teaching Conditional Sentence Type II through Quantum Strategy" is completely my own work. I am fully aware that I have quoted some statement and ideas from many resources. All quotations are properly acknowledged in the texts should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2018



Indira Giri I

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PREFACE

Alhamdulillah, the writer is grateful to Allah S.W.T, the Most Gracious, who has given her the opportunity, the patience, the health, the best direction and easy way to finish this paper. The title of this paper is "Teaching Conditional Sentence Type II through Quantum Strategy." The aim of this research is to describe how the process of teaching conditional sentence type II in classroom through quantum strategy.

The paper is written to fulfil one of the requirements for the *Sarjana Pendidikan* Examination at English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far for being perfect; therefore, she will appreciate all constructive criticism for the improvement of this paper. She hopes that this paper will be useful for her and those who read it.

Bogor, June 2018

The Writer

ACKNOWLEDGEMENT

All praise be to Allah, Lord of The World, The Owner of Judgment Day, who has blessed and given the writer the strength and guidance in finishing this skripsi from the beginning till the end. Then peace and salutation always be given to our beloved prophet, Muhammad SAW, and to his family, relatives, and to his followers.

First of all, the writer wants to express her gratefulness to her parents; her lovely mom, Dra. Indiaty Sri Haryono and her great dad, Alm.Sugeng, who have fully supported her financially and mentally. Also, the writer wants to thank her handsome husband Thawri Khasro Shawkat Zebari, her sister Citra and Dinda and her brother Adham who have contributed in giving spirit to finish this skripsi.

Then, a great gratitude also goes to her both supervisors, Drs. Deddy Sofyan, M.Pd., as the first supervisor and as the Dean of Faculty of Teachers Training and Educational Science, Pakuan University and Asih Wahyuni, M.Pd., as the second supervisor who has given guidance, contribution, care, patience, kindness and also for finishing this skripsi.

Next, the writer would like to give her special thanks for everyone who has contributed and cannot be mentioned by the name one by one. Moreover, the writer would like to give honours and appreciation to:

1. All lecturers of English Department who has given a great learning and life experience, knowledge, and care.
2. Dra. Atty Herawati, M.Pd. the Head of English Department, Ms.Asih Wahyuni, M.Pd the Secretary of English Department, and all staffs of English Department.
3. Drs. Deddy Sofyan, M.Pd. as the Dean of Faculty of Teachers Training and Educational Science, Pakuan University Bogor.
4. The headmaster and all the teachers, staffs of SMA Plus PGRI Cibinong, especially for Mrs. Ika Septiana Wati, Spd. as the English teacher there, and also the students.

5. The staffs of libraries whose books she used for the references of this research.
6. The authors whom their books has become a reference in her study.
7. All of my friends who care and always support and help the writer in finishing this skripsi, especially for Class C English Departement.
8. Last but not least, I want to show my gratitude for my great friends ever, who have taught me the way to live my life side by side, GGS (Geng Gak Seberapa). They are Sarah, Amel, Dian, Kela, Isma. Thanks for giving me all those never-ending laughs and for being such a great listener for me.

Finally, the writer realized that this skripsi is quite far from being perfect. therefore, she is looking forward for some suggestion and constructive criticism to make this skripsi more scientifically. Then she wishes that this' skripsi can be useful for all readers. *Amin.*

Bogor, June 2018

Indira Giri Dwi Prameswari

ABSTRACT

Conditional clause is a type of subordinate clause, commonly introduced by the conjunction if or unless. One of them is real unconditional or conditional type II. Students have to know change the sentence, either from conditional type II into fact form. Fact form is the real situation from the conditional itself, and the fact always be opposite with the conditional. Students have difficulties when they change opposite condition into the fact. This paper entitled "Teaching Conditional Sentence Type II through Quantum Strategy" is aimed to find out how the process of teaching conditional sentence type II through quantum strategy. This research is conducted to the second-grade students of science class in SMA Plus PGRI Cibinong. There one class chosen by the writer and the numbers of the students is 30 students. The writer uses qualitative research based on her research topic "Teaching Conditional Sentence Type II through Quantum Strategy" to identify the data descriptively. The writer uses descriptive method to describe the process of Teaching Conditional Sentence Type II through Quantum Strategy. The data are gained by observation, documentation, and interview. After analysing the data from observation, documentation and interview, is expected to use the quantum strategy in teaching conditional sentence type II, students will be used to build their own knowledge that is useful to solve problems and will bring up types of students learning activities. Through the application of the quantum strategy the learning activities become focused on the students. Students are given freedom to build or their knowledge to build their own concept taught. Deporter et. al. (1999) says "bring the students' world into our world, and facilitate our world into their world."

Keywords: Conditional Sentence Type II, Quantum Strategy

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English at Senior High School is mainly to prepare the students to have the language skills which include four skills they are listening, reading, writing, and speaking. The skills must be taught without ignoring the language components: vocabulary, pronunciation, phonology, and grammar. All of the skills and the components are to be improved in the process of teaching and learning English. One of the language components that must be known by students is grammar. Grammar is important to construct a sentence in correct grammatical so the sentence will have a meaning. Harmer (2010:32) states that "Grammar can thus be partly as knowledge of word can go where and what form this word should take. Studying grammar means knowing how different grammar element can be strung together to make chain words". It means Grammar is a study about how to arrange words into sentence in grammatical order.

In the process of teaching learning English, the students need to know and to understand the grammatical structure of English. The students learn how to construct sentences in an appropriate way. For that reason, in English class, grammar becomes one important subject. It provides some regulation which guide learners to organize words into correct sentences. The students need pay attention to grammar. Conditional clause is one of the grammar that should be learned by students.

Conditional clause is a type of subordinate clause, commonly introduced by the conjunction if or unless. One of them is real unconditional or conditional type II.

Students have to know change the sentence, either from conditional type II into fact form. Fact form is the real situation from the conditional itself, and the fact always be opposite with the conditional. Students have difficulties when they change opposite condition into the fact. Based on the explanation above, the research intends to analyze the process of teaching conditional sentence type II through quantum strategy.

Quantum Teaching Method is an accelerated learning program offered by Learning Forum, an international education company based in Oceanside, California, which is emphasized on individual skill development. It is a professional development program for educators providing a proven research-based approach to the design and delivery of curriculum and the teaching of learning and life skills. This program takes the best teaching practices and synthesizes them into a model of effective education (Deporter 1999).

Quantum Teaching Method is a creative effort by Bobbi Deporter in developing instructional system which is used in planning, presenting, and facilitating super camp. This method was adopted from some other theories such as Accelerated Learning (Lazanov), Multiple Intelligence (Gardner), Neuro-Linguistic Programming (Ginder dan Bandler), Experiential Learning (Hahn), Socratic Inquiry, Cooperative Learning (Johnson and Johnson), Elements of Effective Instructions (Hunter).

The quantum teaching frame ensures that the lesson is taught on several different levels. Enrolling the students first piques their curiosity, creates excitement and raises expectations (all positive emotions). Allowing the teacher to experience the lesson through a game or activity engages the student, making the lesson more concrete and more fun. At the end of the activity, students may have more questions than they began with this is the teacher's cue to "label" the information, explaining, and debriefing

what was just learned. A demonstration helps students connect their experience with the new learning, and a quick review cement it in their memories. Finally, the class celebrates their success with high-fives, saying words of acknowledgement, playing upbeat music, or giving a class cheer (Deporter, et. al., 1999).

Since the Quantum Teaching Method promotes cheerful learning for students, it is possible to use Quantum Teaching Method in teaching and learning grammar. This possibility has motivated the writer to carry out research under the title "Teaching Conditional Sentence Type II Through Quantum Strategy"

B. Reason of Choosing the Topic

The topic is chosen because the writer has two reasons. First, when we communicate both in written and spoken ways with other people, we should not only have a good vocabulary but also correct grammar to make a good sentence. The students must be able to construct the structure correctly, especially about conditional clause. Conditional clause is difficult because it requires good grammar. On the other hand, for Indonesia students it is difficult to use correct structure in English, because the students are influenced by their mother tongue on the acquisition of the new structures.

Second, the activities in the classroom are not enough to help students empower their interest in studying conditional sentence type II, because sometimes they do not take benefit of the classroom activities. So, the teacher use quantum strategy that is applied to the students because the students have different learning style and their passions.

Based on the reason above, the writer will conduct the research about the process of teaching conditional sentence type II through quantum strategy. The writer

intended to find out how far the effectiveness of teaching grammar especially for conditional sentence type II through quantum strategy. The writer felt eager to know the best strategy to teach them, not just improving their learning achievement, but also strengthening the spirit of togetherness and competitiveness. And collaborative learning surely can make them believe that they are not alone in solving the grammar problem they have.

C. Research Question

Based on the title, there are questions to lead this research. The questions are: "How is the Quantum Strategy applied in the teaching conditional sentence type II to the second-grade year students of SMA Plus PGRI Cibinong?"

D. Research Focus

This research is focused on the use of Quantum Teaching Method in improving the students' English grammar mastery of the second-year students of SMA Plus PGRI Cibinong in academic year 2017/2018. It is restricted to the application of teaching learning process through quantum teaching method. It is also restricted to the students' interest toward the use of Quantum Teaching Method in learning grammar especially conditional sentence type II.

E. Aim of the Research

This research is aimed at investigating the implementation of Quantum Strategy applied in the teaching conditional sentence type II to the second-grade students of science class in SMA Plus PGRI Cibinong.

F. Operational Definition

In this research, there are several terms that need to be defined based on theories written in chapter II and writers' understanding. The definition of the term in this research are as follows:

1. Conditional sentence

There are many aspects discussed in English grammar. One of them is Conditional sentence. It is usually discussed after the basic verb forms. George E. Wishon and Julia M. Burks;(249:1980) said that, "Conditional sentence is the sentence contains two clauses: a dependent clause beginning with if (or another conjunction performing the same general function) and a main clause". Conditional sentence as a part of grammar rules sometimes makes the students confused moreover on conditional sentence type 2 (unreal conditional sentence). Unlike conditional sentence type I that may be easier to understand because it has not a change in the verb. On the other hand, Michael A. Pyle and Mary Ellen Munoz Page;(112:2002) states that, "Unreal conditional sentences are difficult for foreign students to understand because it seems that the truth value of a sentence is the opposite of the way the sentence appears". Therefore, students will find some difficulties in learning conditional sentence because the value of a sentence is the opposite of the way the sentence appears, so that they often misunderstand the meaning.

2. Quantum Strategy

Quantum learning method is an effective way for classroom management, focusing attention, and motivating students to increase participation in learning (DePorter:1999). Quantum learning method focuses on accelerated learning with a high level of success. It helps teachers to create conducive classroom

atmosphere for students, so that students can maximize their brain's ability to learn. Besides that, quantum learning will change learning situation from learning with effort into learning with fun. Teaching and learning process should give comfort and joyful atmosphere for the students. According to Walberg and Greenberg in DePorter (1999) good atmosphere will lead good emotion of the students. This good emotion will accelerate their learning. It is important for the teacher to create good atmosphere that make the students feel safe but challenged, understood, and celebrated. This can be achieved through a number of different activities that appropriate with model of students learning (visual, audio, and kinaesthetic) and methods. Quantum learning can be participatory learning by students in seeing their potential. Learning style with reference to the right brain and left brain is a hallmark of quantum learning.

G. Research Significance

In conducting one research, it is always expected that the finding of the research potentially gives implication whether theoretically, professionally, and practically. Theoretically, the research finding can enrich knowledge about teaching conditional sentence type II through quantum strategy that is used by the teacher, and quantum strategy itself can be one of the preferences to be used for actually it is compulsory to empower their interesting by those who are learning English. Professionally, the research finding is expected to be able to give idea for the teacher to provide the teaching learning process that appropriate with quantum strategy. Practically, the findings of this study can be useful for students and researchers. For students, through this research information, they can learn more details and understand more deeply about the grammar of conditional sentence type II through

quantum teaching strategies. For researchers, through quantum strategies in teaching conditional sentence type II, they can find out the extent of the effectiveness of using quantum learning strategies in teaching grammar, especially for Conditional Sentence subjects for second grade students at SMA Plus PGRI Cibinong.

CHAPTER II

THEORETICAL FOUNDATION

A. Teaching Grammar

It is important to establish the fact that "grammar teaching can mean different things to different people. It may mean simply teaching to a grammar but, otherwise not making any reference to grammar in the classroom. Teaching grammar means teaching to grammar syllabus and explicitly presenting the rules of grammar. The teaching of grammar it is possible for highly motivated students with a particular aptitude for languages to achieve amazing levels of proficiency with or without any formal study. It will be useful at this stage to draw up some basic rules of teaching grammar. First, given that dealing with grammar is only a part of a teacher's activities, and given that classroom, it would seem imperative that whatever grammar teaching is done as efficiently as possible. Grammar is one of elements of English which is used to communicate in written form. By understanding grammar, people cannot lead miscommunication because they get the meaning easily. In addition, grammar needs to support our social life. It can express what you want to share with using grammar.

Hence, any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Tasks and materials that are involving, that are relevant to their needs, that have an achievable outcome, and that have an element of challenges while providing the necessary support, are more likely to be motivating than those that do not have these qualities.

On the other hand, Kroger (2005:5) states that teaching grammar is often used to refer to the complete set of rules need to produce all the regular patterns in a given

language. It means that grammar is a rule that determine how from sentences are arranged for producing correct sentence in a particular language. Hence, with using grammar can describe how words and groups of words can be arranged to form sentences in a particular language.

Based on the information above, it can be known that teaching grammar is very important to be understood because understanding elements of grammar can be useful for you as users of English. The usefulness is to express the meaning. It would be ashamed if people cannot speak well without understanding grammar. Probably, they would have misunderstanding. So, they must speak using that grammar in order to make people understand the meaning easily in having a conversation.

Moreover, Cowan (2008:2) says that English language learner want to know how grammar in English works. It is the key to understanding the language and using it to communicate. If people want to communicate with other people, they should use grammar correctly in order to make it understandable by speaker and hearer. In other words, grammar can help people to communicate each other without any misunderstanding.

In conclusion, teaching grammar is a set of rules to describe how form sentences can be arranged for producing correct sentence in a particular language. In addition, grammar is important to be learnt because understanding grammar can be used to communicate and to express meaning that want to express.

B. Conditional Sentence

Grammar is the basic element of English. Communicating in English using accurate grammar is considered difficult for learners especially in expressing their thought. The learner will find many problems either in conveying their ideas or in

understanding someone's ideas if they do speak English correctly. According to Scoot (1999:1), "Grammar is partly the study of what forms or structure are possible in a language". It means that, the learners have to pay attention to the grammar when they speak English since grammar related to meaning.

Grammar can be explained as the study of what structure is possible in a language. Although grammar will be thought to the intermediate learners, it is also important to be introduced for the beginners. There are many patterns of English grammar which has to be mastered by the English learners. One of them is conditional sentence.

The definition of conditional sentence is needed as a guideline for research dealing with conditional sentence, Frank (1972:225) defines the term of conditional sentence as follows:

"In statements with true condition, the main cause gives the result of a condition. If there are some possibilities that such a result may be accomplished, the form for a real condition is used. If result is impossible or uncertain of realization, the form of unread condition is used. In most statements with real condition, there are only two results stated in the main clause will take place, if the condition is not realized then the result will not take place".

In addition, according to Haryono (2002:292) "conditional sentence is always in the compound sentence and has two parts, main clause and subordinate clause". Furthermore, a conditional sentence is one that states a requirement or a condition to be fulfilled, or one which express something contrary to fact conditions. Teaching conditional sentence is sometimes ignored by the English teacher of Senior High School. However, conditional sentence is necessary to be thought to the students.

Furthermore, Hewings (2005:220) reveals that distinctions can be made between real conditional, which suggest that the situation is or was true and unreal conditions. Based on the description above, conditional sentence is divided into major categories. They are real conditional (true) and unreal conditional (imaginary or untrue).

There are several reasons why teaching conditional sentence is important. First of all, there are four types of conditional sentence. Every type has different pattern and meaning. Sometimes the students have difficulties in changing conditional sentence type I to fact form, because fact form is the real situation from the conditional itself, and the fact always be opposite with the conditional. So, the students have difficulties when they are changes unreal condition into the fact.

a. Conditional Sentence Type II

Conditional sentence type II is used to describe what would happen in the future if something else happened first. Conditional sentence type II or second conditional, express greater uncertainty first conditional about whether or not what is being spoken about will ever actually happen: they are sometimes said to express unreal or hypothetical situation. In conditional sentence type II talk about imaginary situations. If-clause speculates about their imaginary consequences in the main clause, past tenses to use. The reference is not to past time, why this use of the past tense after if is often called 'unreal'. The formula of conditional sentence type II is:

- If Clause (simple past) + \$ + would + V1

S + would + VI + If Clause (simple past)

Example:

- If you came to my house, I would give you something.

(Fact: I don't give you something, because you don't come to my house).

I would not buy a car if I didn't have much money.

(Fact: I buy a car, because I have much money).

- He would meet me if he came.

(Fact: he doesn't come, so he doesn't meet me)

- He would not meet me if he didn't come.

(Fact: He comes, so he meets me).

Special characteristics of formula from conditional sentence type II is the use of auxiliary verb "were" for all subjects.

Example:

- If I were a rich man, I would buy Ferrari.

(Fact: I am not a rich man so I don't buy Ferrari).

- If they weren't students, I wouldn't teach them.

(Fact: They are students so I will teach them).

b. Functions of Conditional Sentence Type II

According to Eastwood (1994:333), "Conditional sentence type II expresses the action as a theoretical possibility, something more distant from reality". It means that the conditional sentence type II refers to an unlikely or hypothetical condition and its probable result. These sentences are not based on the actual situation. In type II conditional sentences, the time is present time and the situation is hypothetical.

Example:

- If the weather wasn't so bad, we would go to the park. (But the weather is bad so we can't go.)
- If I was the Queen of England, I would give everyone a chicken. (But I am not the Queen.)
- If you really loved me, you would buy me a diamond ring.

In conditional sentences type II, the students can also use modals in the main clause instead of "would" to express the degree of certainty, permission, or a recommendation about the outcome.

Example:

- We might buy a larger house if we had more money.
- He could go to the concert if you gave him your ticket.
- If he called me, I couldn't hear.

C. Quantum Strategy

1. What is Quantum Strategy?

The term "quantum" means the interaction which changes energy becomes light. Thus, "quantum strategy" is a method which tries to create effective learning environment by using the students' potency and their environment through interaction in classroom. Quantum Strategy is an accelerated learning program offered by Learning Forum, an international education company based in Oceanside, California, which is emphasized on individual skill development. It is a professional development program for educators providing a proven research-based approach to the design and delivery of

curriculum and the teaching of learning and life skills. This program takes the best teaching practices and synthesizes them into a model of effective education (Deporter 1999).

Quantum Teaching Strategy is a creative effort by Bobbi Deporter in developing instructional system which is used in planning, presenting, and facilitating super camp. This method was adopted from some other theories such as Accelerated Learning (Lazanov), Multiple Intelligence (Gardner), Neuro-Linguistic Programming (Ginder dan Bandler), Experiential Learning (Hahn), Socratic Inquiry, Cooperative Learning (Johnson and Johnson), Elements of Effective Instructions (Hunter). If this method thoroughly applied, the teacher will be more likely to teach and more successful in presenting materials, and the students will enjoy the lesson because the materials are presented optimally in various methods by considering the students' needs. This is what Deporter et. al;(1999) says "bring the students' world into our world, and facilitate our world into their world". This indicates that instruction in this method not only offers the materials that must be learned by the students, but also creates good emotional relationship.

2. The Principle of Quantum Teaching Strategy

Deporter, et. al; (1999) proposes five principles of Quantum Teaching Strategy, namely:

- a. Everything Speaks, including classroom environment, body language, design of lessons, and handouts, etc.
- b. Everything is On Purpose, as teachers carefully orchestrate their lessons.
- c. Experience Before Label, as learning happens best when students experience the information at the outset of learning.

- d. Acknowledge Every Effort, as students take risks and build their competence and confidence.
- e. If It's Worth Learning, It's Worth Celebrating, with appropriate feedback that increases positive emotional association with the learning.

3. The Cycles of Quantum Teaching Strategy

The Quantum Teaching Strategy ensures that the lesson is taught on several different levels. Enrolling the students first piques their curiosity, creates excitement and raises expectations (all positive emotions). Allowing them to experience the lesson through a game or activity engages the student, making the lesson more concrete and more fun. At the end of the activity, students may have more questions than they began with this is the teacher's cue to "label" the information, explaining, and debriefing what was just learned. A demonstration helps students connect their experience with the new learning, and a quick review cement it in their memories. Finally, the class celebrates their success with high-fives, saying words of acknowledgement, playing upbeat music, or giving a class cheer (Deporter, et. al., 1999).

The following steps are the teaching cycles of Quantum Teaching Method proposed by Deporter et al; (1999).

a) Enrol

Capture the attention of students before beginning work. Ensure that they're focused and ready to learn. Hook the students with an intriguing opening statement and global picture of the lesson. Pique their curiosity. Give them a glimpse of what is to come without revealing too much. Enrolling students establishes rapport and ignites a desire to explore.

b) Experience

An extension of the "learn by doing" model; give students an experience or common knowledge on which to build. Give students an experience or activity that demonstrates the lesson. Create a need to know. An experience creates curiosity and emotional engagement. It allows students to tap into prior knowledge and make connections, adding meaning and relevance to the content.

c) Label

Present the core material, expand students' knowledge. Drop the "data" in at the moment of peak interest and discuss its relevance to students' lives. Explaining the lesson after the experience capitalizes on the student's natural desire to label, sequence and define new learning.

d) Demonstrate

Allow students to practice their new skill or knowledge. Provide opportunities for students to translate and apply their new knowledge to other situations. Giving students additional activities demonstrates to them what they know, and builds confidence.

e) Review

Use multiple review strategies to reflect on new content. Strengthen it in the students' minds. Review strengthens the neural connections, increasing retention.

f) Celebrate

Reward students for learning achieved. Celebrate your students' success. Celebration brings closure by honouring effort, diligence, and success.

4. Quantum Method Design frame

The Quantum method design frame that drives the presentation and facilitation of content is formulated from many years of research on effective delivery methods and is the structural frame upon which content is designed to ensure students mastery.

The elements (that are aligned with Dr. Georgi Losanov's learning cycle) are enrol; Use teacher moves that capture the interest, curiosity and attention of the students. Experience, Learn and label, Demonstrate, Review and reflect, Celebration. Quantum learning creates a supportive physical environment that enhances and reinforces learning.

a. Classroom environments in teaching learning process.

Dhoroty (1999; 66) states that "everything in the classroom environments sends a message that either propels or detracts from learning". This theory is implemented by the quantum learning for the practical application as follows:

- a) Using peripherals and props
- b) Arranging the students' seats and chairs.
- c) Music.
- d) Increasing rapport and emotional engagement between teachers and students.
- e) Creating joy and wonder, so the students can feel comfortable and relax.
- f) Guiding the students in entering the risk-taking adventurous and become the modelling for them.
- g) Improving the students' sense of belonging.

b. Class activities

- a) The teacher stimulates the students in learning by giving enrolling question about materials that will be taught.
- b) The teacher starts the lessons by touching the students' prior knowledge about materials that they will be tough, ask the students: with whom do you live in your house? Who else?

c. The dynamic teaching design

(1). SLIM-N-BILL

(Spatial, Linguistic, Interpersonal, Musical, Naturalist, Bodily, Interpersonal, Logical.)

- Spatial - visual: thinking in images and pictures.

The teachers have to prepare a visual representation of what the teaching materials talk about such as; drawing, sketching, graphics, design, charts, video, illustration, etc

- Linguistic - verbal: thinking in words.

Interpersonal thinking by communicating with other people.

- Musical - rhythmic; thinking in rhythms and melodies.

- Naturalist; thinking in reference to nature.

- Bodily - kinesthetics; thinking through physical sensations and movement.

- Logical - mathematical; thinking by reasoning.

(2) IBA (Influence Behaviours through Action)

Influence behaviours through action (IBA) captures our learners' attention and redirects it to the next task. The IBA strategies as follows:

- Body motions

The teachers can act out the teaching materials by using body motions, such as: to demonstrate "bring down".

- Take a break

Offers your students three to five minutes breaks for every hour of instruction. During these breaks make toys available or funny jokes.

(3) Alpha state

Lozano (1999;173) remarks that the students in alpha state have a condition of relaxed concentration and they will learn at a much faster rate.

D. Related Research

Some Previous Related Research Findings. Benn;(2003) in Quantum Learning Network Magazine (2006) finds that the Quantum Learning model demonstrated a consistent pattern of positive impact on student achievement in 18 schools in four states. This impact included statistically and educationally significant gains in reading, mathematics, writing and more comprehensive measures of core academic achievement. Students who have participated in schools implementing Quantum Learning have also shown a pattern of greater gains in achievement than comparison sample students not participating in the Quantum Learning model.

Journal findings related to Quantum Learning from the Scientific Journal of Batanghari University Jambi, 19 (2): 229-232 by Zia Syukria; 229 with the title The Effectiveness of Quantum Learning Method to Students' English Learning

Achievement at SMK N 9 Padang. Which concludes that the results of the findings and discussion above, the application of quantum learning methods is effective on students' English learning achievement on the material "announcement" in class X HA3 SMK N 9 Padang. The students experienced a better improvement, the post test score was better than the pretest. Thus, it can be said that learning by using the quantum learning method has a positive impact.

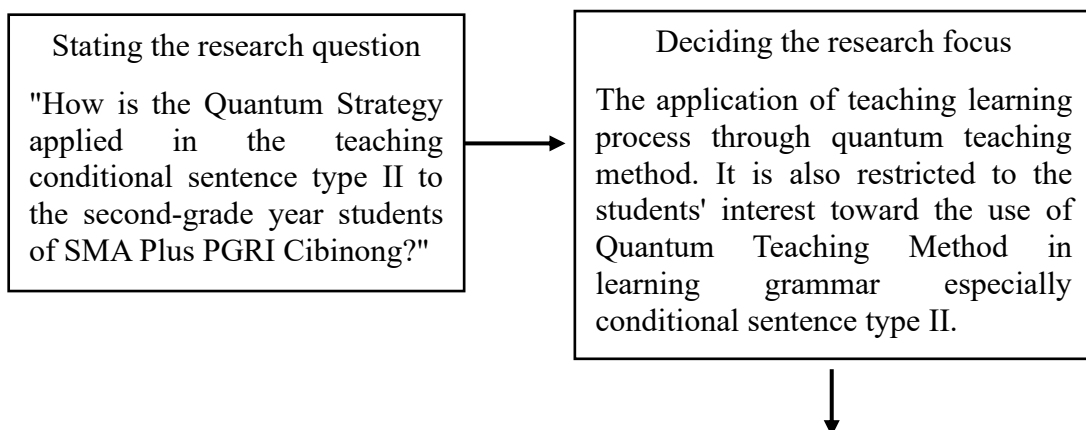
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

The writer chooses qualitative research based on her research topic "Teaching Conditional Sentence Type II through Quantum Strategy" to identify the data descriptively. She uses descriptive method to describe the process of Teaching Conditional Sentence Type II through Quantum Strategy at SMA Plus PGRI Cibinong.

There are some steps that the writer takes to obtain information about the process of Teaching conditional sentence type II through quantum strategy by using video recorder. First, she conducts observation of teaching conditional sentence type II through quantum strategy in the classroom. Second, she interviews an English teacher who teach in the classroom. Last, she takes lesson plan, and English textbook to support the data from observation and interview. To clarify the process of the research, the draws of the research design as follows:



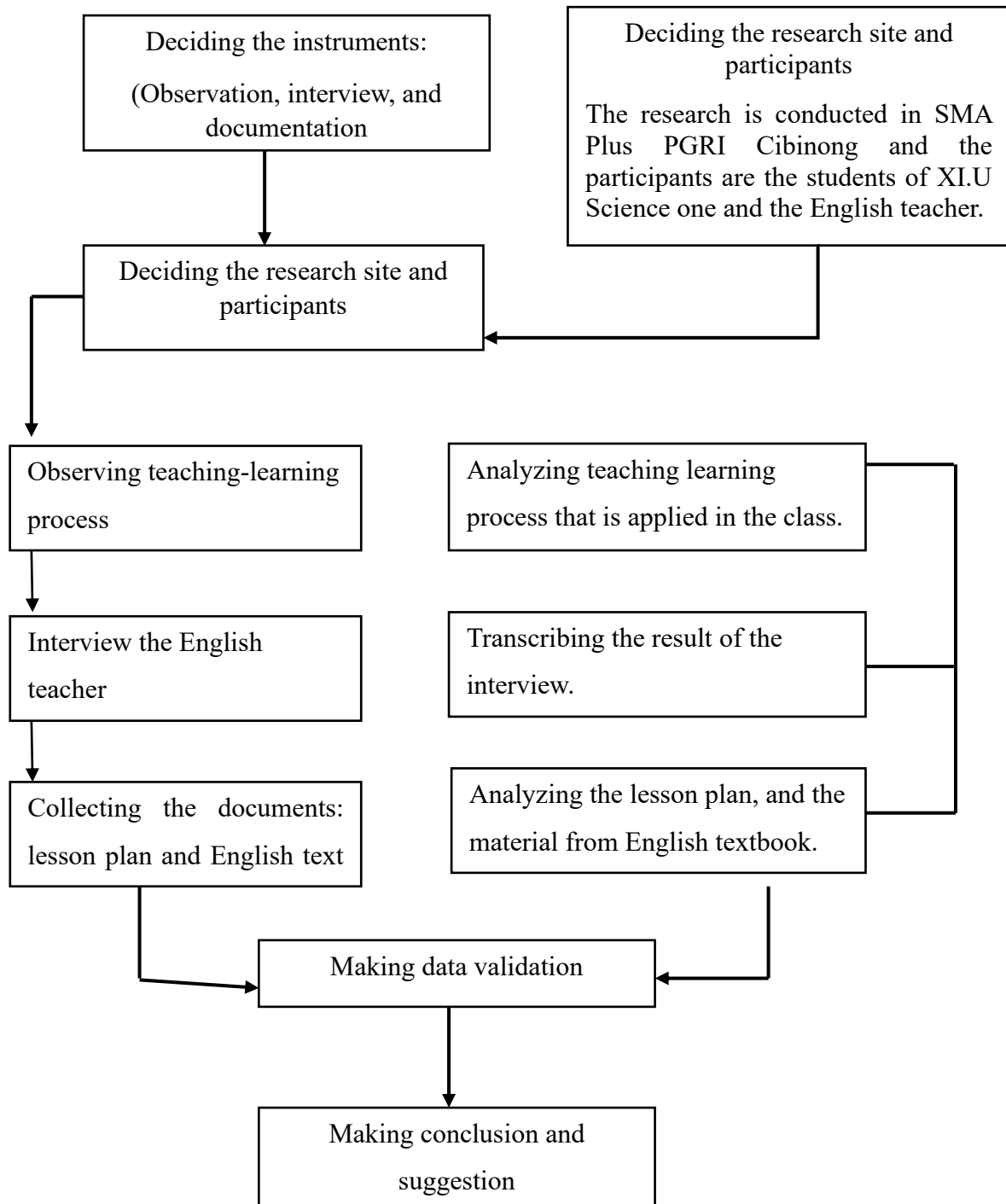


Figure 3.1
The concept of research design

B. Research Site and Participants

The research is conducted in SMA Plus PGRI Cibinong which is located on Jl. Golf Ciriung-Cibinong. The writer chooses it because SMA Plus PGRI Cibinong is a school that uses quantum learning in teaching learning process. The participants are the students of XI.U Science one and the English teacher.

C. Data Collection Techniques

To collect the data, the writer uses three techniques: observation, interview, and documentation. The first technique is observation. The observation is conducted to find out teaching conditional sentence type II through quantum strategy in the classroom. In this observation, the writer pays attention to all of activities of the teacher when she is teaching conditional sentence type II through quantum strategy in the classroom. She also takes the observation notes and video records from the result of observation to enrich her research data.

The second technique is interview. The writer gives interview for the English teacher who teach in the classroom. It is conducted to obtain a more in-depth exploration of information which can support the result of the observation in the classroom.

The third technique is documentation. The writer uses documentations and compares them with the result of observation and interview to enrich the data. The syllabus, the lesson plan, and the English textbook are used as the documents to support the data.

D. Data Analysis

After collecting the data through classroom observation, documentation, and interview, they are analysed:

1. Data analysis from classroom observation

After completing the data, the video recording is analyzed by the researcher. The video recording is transcribed and analyzed. The researcher also makes a note based on teaching and learning process from the classroom observation.

2. Data analysis from documentation

The data analysis from documentation is taken from lesson plan that is used in conditional sentence subject. The documentation is analyzed in order to get what the material taught in conditional sentence to the second-grade students of science class.

3. Data Analysis from the interview

The writer interviews the teacher as the participants. The researcher is recording the interviewing activity with the teacher so the data of interview can be transcribed later.

E. Validity Checking

The writer uses triangulation as the technique to validate the data. It is conducted by comparing the data from the data taken as observation, interview, and documentation.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The title of the research is "Teaching Conditional Sentence Type II through Quantum Strategy". The instruments used in this research are observation, interview, and documentation. The observation was completed in twice meetings for two weeks, from 8th August to 15th August 2017. The data of research were collected from classroom observation, documentation, and interview. The data are described, analyzed and transcribed.

1. The Result of Classroom Observation

a. First Time of Classroom Observation

#Obs1#08/08/2017

Preparation

The first observation was done on Friday, August 8th 2017 in XI.Unggulan Science 1 class. There were 30 students in that class. The teacher come to the class before the class had begun. She prepared all the things for the learning process, from cleaning the whiteboard to checking the media such as laptop and projector.

Application

Pre-activity

On Friday, at 10.00 am, the teacher started English lesson about conditional sentence in XI.Unggulan Science 1 class. Firstly, in the teaching learning process the teacher began the lesson by greeting and

checking students' attendance. There were 30 students in the class. Next, the teacher showed the lyric of songs in which there are sentences conditional sentence. Such as Rich Girl from Gwen Stefany, Young Folks from Peter, Bjork and John, Count Me from Bruno Mars, Rather be from Clean Bandit, and If I lose My Self from One Republic. After that, the teacher asks the students to pay attention to the song's lyric video and then the students write at least five conditional sentences from that the song's lyric video like the following sentence:

'If you were a cowboy i would trail you'.

'If I told you things I did before told you how I used to be'.

'Would you go alone with someone like me If you knew my story words t words'.

Then, start the class by asking students to read their work and giving a simple question that lead to the material of the conditional sentence type II to explores students' knowledge. The following excerpt shows the teacher instruction while the explaining the material:

T : "When do we use this kind of Conditional Sentence?"

SI : "To give advice"

S2 : "To imaginary situation"

T : "Yes. So, conditional sentence type II is always the opposite from the fact. Like this sentence, 'If I had a lot of money, I would buy a lot of things' so the fact is?"

S3 : "I don't have a lot of money so I won't buy anything"

After that, the teacher conveys the purpose of learning and the benefits of studying conditional sentence type II.

Whilst Activity

In whilst activity, the teacher explained the material about conditional sentence type II, the students are given an exercise to drill some sentences provided. The following excerpt shows the teacher instruction while the explaining the material:

T : "Ok, this is the material and you only focus on untrue in the present with if clause. You used simple past plus verb two and the result you use plus verb one. Please read the example!"

"If I had enough time, I would write a letter to my parents.

"The fact is I don't have enough time so I will not write a letter to them.

In the experience, the teacher asks the students to answer and write down some questions and identify the correct structure of conditional sentence type II because, conditional sentence type II always uses past tense and uses verb II and the result uses would plus verb 1 with colourful pens. The following excerpt shows the students answer while the analyze the material:

S1 : "If I were you, I would not stay up late at night.

I = subject, were = verb 2 of to be, would not stay up = stay up is verb 2"

S2 : "If I were you, I would save more money. I = subject, had = verb 2 of have, would + buy = 'buy' is verb 1.

S3 :*"If I had a car, I would not be late to work. I = subject, had = verb 2 of have, would + not be = 'be' is verb 1."*

Then, the students discuss the solution of the problem with classmates to find the key words then the students pay attention to the keywords that have been obtained. The teacher monitors the course the discussion by approaching each student and asked problems encountered during exploring of conditional sentence type II. Together with students looking for key words related to problem solving, the teacher directs the students in solving the problem through the keywords that have been obtained by giving a sign, so that students can name the concept or solve the problem.

Ask the students if the answer different, give another a chance to present their opinion. The teacher responds to all the answer and opinions, then summarizes the correct answers. Students pay attention to teacher explanation and correcting the result. The teacher guiding students to conclude material of conditional sentence type II and giving acknowledgement to the effort that students have made in group discussions, displaying the result discussions and submitting opinions.

Evaluation

Post Activity

Before ending the lesson, the teacher gave evaluation to students by giving them task. The teacher did not forget to ask a question to conclude about the activities during the lesson and to make sure whether the students understood about the material or not. Then, giving applause

and congratulations to groups who have successfully answered the question correctly. In the closing the lesson, the teacher informed the students about the topic for the next meeting.

b. Second Time of Classroom Observation

#Obs2#15/08/2017

Preparation

The second observation was done on Tuesday, August 15th 2017 at 10.00 am in the same class. The teacher came on time like usual. The teacher started the class by asking the students about the task in the previous week and the teacher asked the students to submit their task on the table. The teacher used at this part about revising Conditional Sentence Type II and explain the other type of Conditional Sentence. The teaching strategy were still the same as the one in the previous meeting.

Application

Pre-activity

In the part of activity, teacher still did the same way to greet the students by asked about how their feeling on the day. After that, before going straight to the whilst activity, the students were given ice breaking by singing songs and rhyming again.

Whilst activity

The teacher started the lesson by giving three sentences orally in Indonesia. The students have to listen carefully what the teacher said and make a sentence into English using Conditional If sentence. The first sentence is *jika saya punya waktu luang, saya akan pergi berenang*. The students should make a sentence into English and the sentence is *if I have free time, I will go swimming*. In the first sentence, Possible Conditional or Conditional Type I is used because it is possible condition and its probable result. Then, the teacher asks the students to write the right sentence on the whiteboard. The second sentence is *jika saya seorang millionaire, saya akan mendonasikan uang saya untuk amal*. The students should make a sentence into English and the sentence is *if I were a millionaire, I would donate my money to charity*. In the second sentence, Impossible Condition or Conditional Sentence Type II is used because it is hypothetical condition, and its probable result.

Then, the teacher asks the students to write the right sentence again on the white whiteboard. The third sentence is *jika kamu ingat untuk mengundang saya, saya akan hadir di pestamu*. The students should make a sentence into English and the sentence is *if you had remembered to invite me, I would have attended your party*. Then, the teacher asks the students to write the right sentence again on the whiteboard. In the third sentence, Very Impossible Conditional or Conditional sentence Type III is used because it is an unreal past condition and its probable result in the past.

The teacher gave to the exercise to the students by giving three sentences and the students have to analyze the sentence one by one to distinguish the type of conditional sentence. The first sentence is *"jika aku mengetahui sebelumnya, aku tidak akan ada disini sekarang"*. The students analyze the sentence into English and the sentence is *"if I had known before, I would not be here now."* The second sentence is *"aku pikir dia sakit, tapi lihatlah dia baik-baik saja"*. The students analyze the sentence into English and the sentence is *"I thought he was ill, but look he is just fine"*.

Then, the students discuss the solution of the problem with classmates to find the key words then the students pay attention to the keywords that have been obtained. In the first sentence, very Impossible Conditional or Conditional Type III is used because it is unreal past condition and its probable the result in the past. In the second sentence, Impossible Conditional or Conditional Sentence Type II is used because it is hypothetical condition and its probable result. As usual, the teacher wrote the right sentence on the whiteboard. Ask the students if the answer different, give another a chance to present their opinion. The teacher responds to all the answer and opinions, then summarizes the correct answers.

Students pay attention to teacher explanation and correcting the result. The teacher guiding students to conclude material of conditional sentence type II and giving acknowledgement to the effort that students have made in individual task.

Evaluation

Post Activity

Before ending the lesson, the teacher gave evaluation to students by giving them task. The teacher did not forget to ask a question to conclude about the activities during the lesson and to make sure whether the students understood about the material or not. Then, giving applause and congratulations to groups who have successfully answered the question correctly. In the closing the lesson, the teacher informed the students about the topic for the next meeting.

2. The Result of Documentation

Another data used in giving the data is document. The document was the lesson plans which the teacher used in teaching conditional sentence type II through quantum strategy. The lesson plan shows that the teacher taught about conditional sentence. Based on the lesson plan the aim of the lesson plan is students be able to find information from conditional sentence type II. It is also mentioned that quantum strategy is used in the teaching learning. The activities are explained about conditional sentence type I, learning about verbs in simple present tense and simple past tense, and answering the question based on the task given. The materials of the lesson are slides presentation such as music video and simple dialogue. The rest of teaching learning process activities are still focusing on the process teaching conditional sentence type II through quantum strategy. The following are the lesson plan developed by the teacher.

Indikator:

- a. Siswa mengidentifikasi mengenai kalimat pengandaian yang dilakukan pada saat ini/tidak nyata pada saat ini, sesuai dengan konteks penggunaannya
- b. Siswa merespon kalimat pengandaian yang dilakukan pada saat ini/tidak nyata pada saat ini, sesuai dengan konteks penggunaannya
- c. Siswa menggunakan kalimat pengandaian yang dilakukan pada saat ini/tidak nyata pada saat ini, sesuai dengan konteks penggunaannya

Indikator:

Siswa terampil menggunakan teks lisan dan tulis tentang pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini, sesuai dengan konteks penggunaannya

D.Materi Pembelajaran

Teks lisan dan tulis sederhana, untuk mengidentifikasi, merespon dan menggunakan kalimat pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini

1. Fungsi sosial

Siswa dapat mengidentifikasi, merespon dan menggunakan kalimat pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini

2. Ungkapan

- If he does not work hard, he will not earn much money.
- If they played well, they would win the game
- If I win the competition, I will treat you

3. Unsur kebahasaan:

- a. Kata kerja dalam simple present tense dan simple past tense
- b. Penggunaan dan pemilihan kata kerja dalam kalimat pengandaian tipe 1 dan tipe 2
- c. Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi d. Vocabulary

4. Topik

Pengandaian

E. Metode Pembelajaran

- Pendekatan : Scientific Approach
Model : Discovery learning
Teknik : Back Chaining

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Slide Presentation
2. Alat : Laptop, LCD proyektor, papan tulis
3. Sumber Belajar : - Kurikulum 2013
- Buku Paket Pathway to English Grade XI: Erlangga
- Modul
- Internet

G. Langkah-langkah Kegiatan Pembelajaran**PERTEMUAN KE-1****1. Kegiatan Pendahuluan (15 Menit)**

- a. Salam, berdoa dan bertegur sapa (implementasi nilai religious)
- b. Mengecek kehadiran dan mengkondisikan siswa (implementasi nilai disiplin)
- c. Memberikan brainstorming berupa lagu yang diperdengarkan yang sesuai dengan materi yang akan disampaikan, seperti:
 - If I were a cowboy, I would trail you.
 - I would have all the money in the world if I was a wealthy girl
 - Would you go alone with someone like me if you knew my story word for word?
- d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (By the end of the lesson, you will be able to use conditional sentences type II).
- e. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. (Materi Conditional sentences type II)

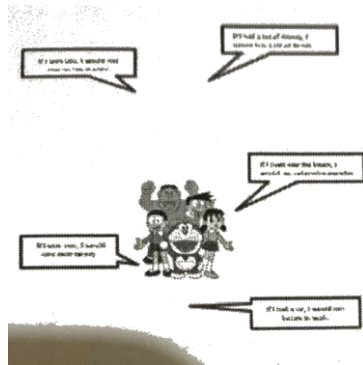
Figure 4.1
Lesson plan

2. Kegiatan Inti (40 Menit)

Mengamati

a. Siswa menyimak dan membaca kalimat tentang pengandaian terjadinya/dilakukannya yang tidak nyata pada saat ini.

Task 1



b. Siswa menirukan contoh-contoh kalimat dengan bimbingan dan arahan guru

c. Siswa mengidentifikasi ciri kalimat yang menyatakan kalimat pengandaian tipe II, sesuai dengan konteks penggunaannya. dengan bimbingan dan arahan guru.

1. If I were you, I would not stay up late at night
S to be would + not + V1
2. If I were you, I would save more money
S to be would+ V1
3. If I had a lot of money, I would buy a lot of things
V2 would+ V1
4. If I lived near the beach, I would go swimming everyday
V2 would+ V1
5. If I had a car, I would not be late to work.
V2 would+not + be

Menanya

a. Dengan bimbingan dan arahan guru, siswa mempertanyakan hal-hal seputar kalimat pengandaian, perbedaan antara kalimat conditional tipe 1 dan 2

Mengeksplorasi

- Siswa menonton video tentang materi conditional sentence
- Siswa diminta mencari kalimat-kalimat pengandaian dari berbagai sumber.
- Siswa mengidentifikasi kalimat pengandaian tipe 1 atau tipe 2 dari kalimat yang diucapkan oleh guru.

TASK 2

Identify the following sentences whether it is conditional type 1 or type?

1. If you're vegetarian, you will not eat meat
 2. They would do their homework if the teacher gave homework
 3. If I won a lot of money, I would buy a big house.
 4. I would help him if he asked me
 5. If I don't get enough sleep, I will feel tired.
- a. Siswa diminta untuk menganalisis kalimat pengandaian yang terdapat dalam kalimat
 - b. Siswa diminta untuk hangar dan bersama sama guru melakukan jeda, agar siswa berkonsentrasi kembali dalam proses pembelajaran.
 - c. Siswa diminta untuk mengerjakan latihan untuk melengkapi kalimat menjadi kalimat pengandaian yang benar.

Figure 4.2
Lesson plan

1. If the weather is nice tomorrow, We _____ (drive) to the coast.
2. If Elizabeth didn't have to work in the evening, she, _____ (go) to concerts
3. You _____ (learn) a lot if you take this course.
4. If you run very fast, you _____ (catch) the bus
5. If Mark wanted to be healthy, he _____ (not/smoke)
6. I _____ (go) to the doctor's if I _____ (not/feel) better tomorrow
7. Paula would learn French if she _____ (get) a job in France
8. Susan wouldn't go to work by car if she _____ (live) near a train station
9. If they _____ (win) this game, they will be the champions.
10. Fred would read more if he _____ (not/work) so hard.

d. Siswa mengisi kalimat yang kosong sesuai dengan konteks kalimatnya.

e. Siswa bersama-sama diskusi tentang hasil diskusi mengenai task 4.

Mengkonfirmasi

3. Penutup (15 Menit)

a. Melakukan proses penilaian

b. memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation.

You did a good job today.

c. Melakukan refleksi pembelajaran

- *What material have you studied today?*

f. Menyimpulkan kegiatan pembelajaran.

g. Menyampaikan tugas yang dilakukan untuk pertemuan selanjutnya dan menyampaikan materi apa yang akan dipelajari selanjutnya

h. Salam

H. Penilaian Hasil Pembelajaran

1. Jenis/Teknik penilaian

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan

Sikap

- Observasi, penilaian diri, teman sejawat

(Capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian yang disertai rubric.)

- Jurnal, di dalam dan diluar kelas, berupa catatan pendidik

(Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya.)

Pengetahuan.

Pengetahuan siswa tentang struktur teks, unsure kebahasaan di evaluasi dengan menggunakan tes tulis/lisan dan penugasan (PR)

Keterampilan

- Unjuk Kerja/Praktik, jurnal

Cibinong, 8 Agustus 2017

Mengetahui

Kepala SMA PLUS PGRI CIBINONG

Guru Mata Pelajaran

Dr. H. Basyarudin Thayib, M.Pd

Ika Septiana Wati. S.Pd

Figure 4.3
Lesson plan

The teacher made the lesson plan with scientific approach as the focus on the teaching learning process on August 8 and 15th 2017. The basic competence of the lesson plan is to analyze the social function, the structure of the text, and the linguistic element to state and inquire about the presuppositions or the doing of something unreal at this time, in accordance with the context of its use.

Data from the lesson shows that in pre-activity the teacher gives brainstorming in the form of songs that are played to the students in accordance with the material to be delivered as follows: 'If I were a cowboy, I would trail you', 'I would have all the money in the world, I was a wealthy girl', 'Would you go alone with someone like me if you knew my story word for word?'. Then explain the basic objectives and competencies to be achieved about the material of conditional sentence type II.

Next, in whilst activity where the students observe the video about an example of conditional sentence type II and also identify sentence characteristics that express conditional sentence type II, according to the context of its use. On the next task the teacher gives the task of fill the blank, so the students answer the sentences are incomplete with the correct sentence and in accordance with the context of the sentence. Then, guiding students to conclude the material of conditional sentence type II and discussed the correct answer together.

Last, in the post activity the teacher did the following steps. First, the teacher and the students made a conclusion related to the material. Second, the teacher did the reflection related to the learning process that had been done that

day. At the end, the teacher told the students about what they would learn for next day.

3. The Result of Interview

To check the validity of the data gained from the observation, document and interview was conducted to the teacher. The interview was conducted on Friday, August 8th 2017. Questions consisting of 13 items were given to the. She answered all of the questions. After conducting the interview, the writer knows that in the classroom, the teacher acted as a facilitator, mediator and motivator. This is in accordance with what the teacher said as follows:

Excerpt#1:

Saya membawa alat belajar sesuai dengan kebutuhan, artinya jika itu diperlukan maka saya membawa alat peraga nya seperti, laptop, speaker dan lain-lain.

[I bring the learning tools as needed, meaning that if needed I need it bring props then I take it, such as laptop, speaker and others.

Excerpt#2:

Sebelum saya memulai proses pembelajaran, terkadang saya memberikan motivasi kepada siswa sehingga mereka memiliki semangat untuk belajar dan saya pikir ini sangat penting.

[Before I start learning process, sometimes I give motivation to the students, so they have spirit to learn and I think this is very important.]

The teacher tells the writer about quantum strategy and how to apply in the classroom. It said as follows:

Excerpt#3

Ya oke, strategi kuantum adalah metode belajar dimana siswa merasa nyaman ketika belajar bahasa Inggris. Sebagai guru, saya harus dapat menyesuaikan proses pembelajaran yang sesuai dengan kondisi siswa di kelas. Apakah gaya belajar mereka adalah auditorial, kinestetik. Saat belajar saya memperbolehkan siswa untuk makan dan minum serta wajib menulis dengan menggunakan pulpen warna-warni.

[Ya ok, quantum strategy is a method of learning where students feel comfortable when learning English. As a teacher I have to be able to adjust the learning process according to the condition of the students in the class. Whether their learning style is auditorial, visual and kinesthetic. While studying I allows students to eat and drink and use are required to use colorful pens.]

The teacher allowed students to eat and drink in the classroom, listen to

music, and write with colourful pen. It is mentioned as follows:

Excerpt#4

Saya hanya memperbolehkan hanya untuk makanan snack, jika minum ya itu harus jadi mereka tidak merasa kehausan.

[I just allow for the snack only, if drinking ya it should be so they do not feel thirsty]

Excerpt#5

Pada saat mengerjakan tugas individu saya memperbolehkan siswa untuk mendengarkan lagu, beberapa siswa menikmatinya dan merasa nyaman ketika belajar mereka mendengarkan lagu.

[At the time of individual assignment, I allow the students to listen the music because, there are some students very enjoy and comfortable when learning while listen to music.]

Itu dianjurkan agar semua siswa menulis dengan pulpen warna-warni, untuk mereka yang belajar dengan gaya visual Kembali akan sangat tertarik dalam catatan dan mempelajarinya

[It is recommended that all students write in colorful pens, for those visual learning style they will be very interested in]

In the learning process with quantum strategy, the teacher allowed students to use mobile phone as one of the learning aids. It said as follows:

Excerpt#6

Ya, saya mengizinkan siswa untuk menggunakan handphone sebagai salah satu alat bantu belajar. Misalnya, untuk memahami materi yang akan saya ajarkan pada awal pertemuan mereka tentang jenis-jenis conditional sentence, contoh kalimat, dan rumus lalu ditulis dalam bentuk CTS (catat tulis susun) dengan pulpen warna-warni. Sebagai guru, kita juga harus berkeliling memeriksa apakah mereka menggunakan handphone untuk belajar atau lainnya.

[Ya, I allow the students to use mobile phone as one of the learning aids. For example, to understand the material to be taught at the beginning of their meeting about conditional sentence there are several types, sample sentence, and formula then write in CTS (catat tulis susun) with colorful pen. As the teacher we have to check around whether they use mobile phone to learning or other]

Teacher feels that when the students learn in groups in every lesson it very useful. It said follows:

Excerpt#7

Terkadang saya membagi siswa menjadi beberapa kelompok kerja, tetappi tidak pada setiap pelajaran. Dan ya, bekerja dalam kelompok sangat bergun a kayaran. Dan ya, beckeria nwa mereka memiliki tanggung jawab untul kelompok kerja mereka agar mendapatkan nilai yang bagus.

[Sometimes I devide the students into several groups working, but not on every lesson. And yes, working in groups is very useful because they feel that they have responsibility for their work groups to get a good score]

Each student's working group is given an opportunity by the teacher to demonstrate the best result of group discussion to get a good score. It is mentioned as follows:

Excerpt#8

Ya sangat diperlukan, sebagai umpan balik apakah siswa telah menerima pelajaran dengan baik atau tidak dan demontrasi juga akan memberikan siswa kesempatan untuk mengembangkan kreativitas mereka.

[Yes. Very necessary, as feedback whether the students have received the lesson well or not and demonstrate will also give students the opportunity to developed their creativity]

Teacher gave appreciation to students in every effort made by individual tasks as well as the group tasks. It is mentioned as follows:

Excerpt#9

lya... tentu saya memberikan apresiasi atau usaha yang sudah mereka lakukan dalam menvelesaikan tugas dan memberikan apresiasi itu sangat penting untuk membangun motivasi belajar mereka untuk lebih baik lagi nantinya.

[Yes. I certainly give an appreciation for the efforts they make in completing the task and give the appreciation is very important to build their learning motivation to better it later]

To avoid students' boredom during the lesson the teacher gave some ice breaking. It is mentioned as follows:

Excerpt#10

Ice breaking atau istirahat sejenak sangat diperlukan agar mereka tidak merasa bosan. Untuk jeda waktu dapat dilakukan dengan bermain, bernyanyi, atau menggerakkan tubuh yang membuat siswa mejadi segar kembali untuk melanjutkan belajarnya.

[Ice breaking or break time is necessary so they do not feel bored. For the pause time can be done playing, singing, or moving the body that makes fresh the students to continue learning]

The teacher reviews and give conclusions about the material that has been learned by students, as it is stated as follows:

Excerpt#11

Ya itu penting untuk meninjau kembali pemahaman mereka mengenai materi yang sudah dipelajari dengan cara mereview dan bertanya kepada siswa untuk memberikan contohnya.

[Ya, it is important to review the extent to which their understanding of the material; is learned by reviewing and asking the students to give an example]

At the end, students and teacher celebrated the lesson because they had been done the teaching and learning process. It is said as follows:

Excerpt#12

Merayakannya dengan beberapa pertanyaan untuk memastikan mereka mengerti atau tidak. Memberikan tepuk tangan dan hargai apa yang sudah mereka lakukan.

[Celebrating with a few questions to make sure they understand or not. Give applause and appreciate what they've done.]

Teacher's opinion on the application of quantum strategy in the classroom. It is mentioned as follows:

Excerpt#13

Strategi kuantum sangat membantu guru mengatasi gaya belajar siswa. Kita dapat menggunakan strategi kuantum yang berbeda untuk kelas yang berbeda juga. Poin nya adalah bagus untuk diaplikasikan.

[The quantum strategy is very helpful for teacher to overcome the learning style of students. We can use different strategy for different class. The point is good to apply.]

The students feel overwhelmed or interested in the strategy of teaching delivered. It is said as follows:

Excerpt#14

Saya melihat mereka senang, tidak merasa bosan dan tetap semangat belajar.

[I see them happy, do not feel bored and keep the spirit of learning.]

Teacher's evaluation after teaches by using quantum strategy. It is said as follows:

Excerpt#15

Saya melihat mereka senang, tidak merasa bosan dan tetap semangat belajar.

Seperti yang sudah saya katakana sebelumnya, mengajar Bahasa Inggris khususnya tentang conditional sentence type II, melalui kuantum strategy sangat membantu guru untuk mencapai target pembelajaran dengan baik.

[We as the teacher must actively create creations that make students happy and enjoy in learning. This important for the teacher, why? as I have said before teaching English especially teaching conditional sentence type II through quantum strategy really helps the teacher to achieve well the target of learning.]

B. Data Analysis

In accordance with the data obtained from the observation, the teachers performed several steps in using quantum strategies to teach conditional sentences type II in the classroom. In the quantum learning process cycle, teachers ensure that the lessons taught to students are different at each level. This is based on the teaching steps of the Quantum Teaching Method proposed by Deporter et al: (1999).

The instruction in this strategy not only offers the material to be learned by the students, but also creates a good emotional connection. When teachers understand the role of emotions in learning and teaching, and how individual and shared emotional states can affect the dynamics of the learning environment and experience, they can design more effective learning experiences. A good emotional connection includes interest, curiosity, wonder, passion, creativity, engagement and excitement. These emotions activate the reward system in the brain, make the experience desirable, and aid focus and attention. A positive emotional state can enable students to broaden their perspectives, see alternatives, persevere through challenges, and respond effectively to criticism and failure. A good emotional connection is the key to effective learning. Based on the teaching steps of the Quantum Teaching Method proposed by Deporter et al; (1999), the first step is enrolled. From this step it is implied that the introduction of learning the teacher shows the video as well as clear goals and give meaning to the students, causing curiosity and then asking questions to stimulate the students. So, the students knew what they were going to learn. Capture the attention of students before beginning work. Ensure that they're focused and ready to learn. Hook the students with an intriguing opening

statement and global picture of the lesson. Pique their curiosity. Give them a glimpse of what is to come without revealing too much. Enrolling students establishes rapport and ignites a desire to explore.

The second, is when applied in teaching conditional sentence type II the teacher created common experiences that all students can understand, by giving students learning experience, and fostering the need to know. That is the second steps based on the teaching steps of the Quantum Teaching Method proposed by Deporter et al; (1999). In this step the teacher asked the students to answer and write down some questions and identify the structure of conditional sentence type II from video. An extension of the "learn by doing" model; give students an experience or common knowledge on which to build. Give students an experience or activity that demonstrates the lesson. Create a need to know. An experience creates curiosity and emotional engagement. It allows students to tap into prior knowledge and make connections, adding meaning and relevance to the content.

Third, explaining the lesson after the experience taps into students' natural desire to label, sequence and define new learning. Present core material, expanding students' knowledge. Incorporate "data" at times when students are interested and discuss its relevance to students' lives. Students make meaning and transfer new content into long-term memory by connecting it to existing schemas. Learning is best facilitated when students experience information in some aspect before they acquire a label for what is being learned. Dryden and Vos (2001) state that students' previous experiences are useful for teachers in teaching new related concepts (Wena, 2009: 165).

Fourth, the teacher guided the students to understand this step is in what way can students demonstrate in front of the class to show the result of their works. The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence, the teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students toward better understanding of the concept.

Fifth step is review, the teacher guided the students to conclude material of conditional sentence type II and provide practice questions that are taken on the students' package to further strengthen students' understanding. Reviewing the material can strengthen students' memory. In addition, it also helps students to make inferences from the topics they have learned about conditional sentences type II. Realizing that every effort counts in every teaching and learning process, students deserve recognition for their achievements and confidence. Applied in the classroom, teachers must be able to reward or recognize every effort made by students. If the student's effort is clearly wrong the teacher should still give credit or recognition even though the student is wrong, and slowly correct the student's wrong answer. The teacher should not kill the student's enthusiasm for learning. In addition, it also helps students to make conclusions from the material they have learned about conditional sentence type II.

The last is that if it is worth learning, it is also worth celebrating, meaning that celebrations can provide feedback on progress and increase positive associations with learning. Implemented in the classroom, teachers have strategies to provide positive feedback that can encourage student enthusiasm for learning. Give positive feedback on every student's effort, both

in groups and individually. In classroom learning activities, the Quantum Learning model uses a variety of methods, namely: questions and answers, discussions, demonstrations, group work, experiments, and assignments. The teacher discusses the material together and informs the topic for the next meeting. At the end of the lesson, the teacher invites all students to clap their hands because they have shown a positive attitude during the learning process.

From documentation which is lesson plan, there were several steps mentioned in lesson plan. The first is apperception the teacher gave sample questions to stimulate the students. The second, the teacher gives brainstorming in the form of songs that are played to the students. The third, the teacher gives the task of fill the blank, so the students answer the sentences are incomplete with the correct sentence and in accordance with the context of the sentence. The last, the teacher and the students made a conclusion related to the material.

From the interview conducted to the teacher, it was known that the teacher teaches conditional sentence type II through quantum strategy. Before starting the lesson, the teacher prepares the learning media such as laptop, speakers, and others if needed. In whilst activity, the teacher allowed the students to learn by listening music, eating snacks, drinking water, moving freely and writing notes with colourful pens it is done so that the students feel comfortable and enjoy to learn, because each students has their own learning style.

Based on the data taken from observation, documentation and interview, is expected to use the quantum strategy in teaching conditional sentence type II, students will be used to build their own knowledge that is useful to solve

problems and will bring up types of students learning activities. Through the application of the quantum strategy the learning activities become focused on the students. Students are given freedom to build on their knowledge to build their own concept taught. Deporter et.al. (1999) says, "Teaching using quantum strategies has a positive impact on students, it can provide a different learning atmosphere where interaction in the classroom is more dominant among the students themselves with the teacher's role as a facilitator".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion is initiated from the aim of the research which is to describe how the process of teaching conditional sentence type II through quantum strategy in eleventh grade of Unggulan science class of SMA Plus PGRI Cibinong. The research was conducted in three cycle there are observation, documentation, and interview. The subject of the research was the total number of the class members which are 30 students. Based on the data have been collected from the result of the observation, documentation, and interview analysis, the writer concludes that. First, the strategy of quantum teaching consists of TANDUR namely foster interest, create and bring common experience that all students can understand. Naming is with providing key words, concepts, models, formulas, strategies as input for students. Demonstrating by giving opportunity to each student to show their experience, show students how to repeat the material and giving recognition and reward to the students' ability.

Second, the quantum learning strategy takes the form of almost the same as a symphony, which divides the constituent elements of symphony into two categories, namely: context and content. Context is a condition that prepared for the organization of quality learning based on quantum learning framework. These elements are often mentioned with the term body, spirit and soul. In the

education process, third elements should get a balanced portion of education. That is exactly what the process wants and does learning in quantum strategy.

Third, using quantum strategy in teaching grammar, in this case conditional sentence type II have influence on students' achievement. All the students have good enthusiastic in learning about grammar, and they are very interested in. The quantum strategy used by the teacher in teaching grammar, in this case Conditional Sentence Type II make the students easy to understand the lesson and not bored.

Based on research question "How is the Quantum Strategy applied in the teaching conditional sentence type II?", quantum strategy is an indication, the strategy and the whole process of learning that can sharpen the understanding and memory. As well as making learning as a process that is fun and rewarding. Where this strategy has five purposes so follow: to create an effective learning environment, to create a fun learning process, the brain's ability, to help improve the life and career success, and to help speed up the learning.

B. Suggestion

As closing to this study, the writer feels necessary to write several points below to face some problems in teaching conditional sentence type II through quantum strategy: First, it is suggested that the teacher prepare more interactive media such as picture or flash card to make the learning process more interesting, it can help the students to get a depth understanding to the subject they learn. Second, the teacher should involve the students as much as possible by not only asking them some question but also giving them chances to ask some question about the material that they do not understand yet. Third, the teacher should choose the right story based on students' moment to reach the

audiences' attention. So, both student and teacher can share knowledge and authority. And it makes students feel responsible in their own learning. The last, the teacher should discuss students' difficulties about the material in the of the class.

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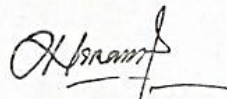
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Dalam rangka seminar proposal skripsi, dengan ini kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa:

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Atas perhatian dan bantuan Bapak/Ibu, kami mengucapkan terima kasih

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adalah benar yang bersangkutan telah melakukan penelitian di lingkungan SMA Plus PGRI Cibinong Kabupaten Bogor pada tanggal 08 s.d 15 Agustus 2017 dengan judul skripsi: "*Teaching Conditional Sentence Type II Through Quantum Strategy.*"

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