

**THE EFFECT OF QUANTUM TEACHING MODEL ON STUDENTS'  
ABILITY IN MASTERING CONDITIONAL SENTENCES AT THE  
THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT  
FACULTY OF TEACHERS TRAINING AND EDUCATION OF HKBP  
NOMMENSEN UNIVERSITY MEDAN**

**A RESEARCH REPORT**

**BY :**

**YESSY OCTAVIANNA, M.Pd**



**PROGRAM STUDI BAHASA INGGRIS  
FAKULTAS KEGURUAN ILMU PENDIDIKAN  
UNIVERSITAS HKBP NOMMENSEN  
MEDAN**

**2014/2015**



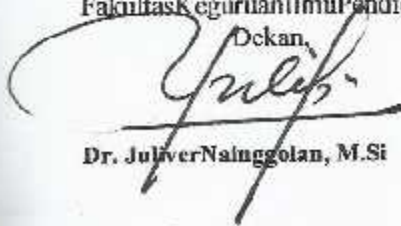
## Pengesahan Hasil Penelitian

### (Penelitian Intern)

1. a. Judul Penelitian : The Effect of quantum Teaching model on students' ability in Mastering Conditional Sentences at the Third Semester Students of English Department Faculty of Teacher Training and Education of HKBP Nommensen University Medan.
- (Pengaruh Model Quantum terhadap kemampuan Mahasiswa di dalam menguasai kalimat Pengandaian pada Mahasiswa Semester tiga FKIP HKBP Nommensen Medan.
- b. Bidang Ilmu : Bahasa Inggris
- c. Kategori Penelitian : Penelitian Intern untuk mengembangkan fungsi Perguruan Tinggi.
2. Peneliti
- a. Nama Lengkap : Yessy Octavianna, M.Pd
- b. Jenis Kelamin : Perempuan
- c. Golongan Pangkat dan NIDN : - /
- d. Jabatan Fungsional : -
- e. Jabatan Struktural : -
- f. Fakultas/Jurusan : FKIP / Bahasa Inggris
3. Lokasi Penelitian : Medan
4. Lama Penelitian : 4 bulan ( September 2014 s/d February 2015 )
5. Biaya Penelitian : Rp. 4.000.000 (empat juta rupiah)
6. Sumber Biaya Penelitian : Universitas HKBP Nommensen

Medan, 14 Februari 2015

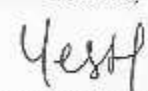
Mengetahui,  
Fakultas Keguruan Ilmu Pendidikan  
Dekan,

  
Dr. Juliver Nalngolan, M.Si

Menyetujui,  
Lembaga Penelitian  
Ketua,

  
Prof. Dr. Moutang Sitornas,  
M.Si

Peneliti,

  
Yessy Octavianna,  
M.Pd



## ACKNOWLEDGEMENT

First of all, the writer would say thanks to Jesus Christ for the immeasurable spirit that given to her to accomplish this research with entitled "The Effect of quantum Teaching model on students' ability in Mastering Conditional Sentences at the Third Semester Students of English Department Faculty of Teacher Training and Education of HKBP Nommensen University Medan. She is a lecturer of Teacher Training and Education of HKBP Nommensen. As lecturer doing research is a must so this activity is one of the routine in her department.

She explored the effect of quantum teaching model in mastering conditional sentences on students' ability. It is expected that the finding would be significant for describing the effect of quantum teaching model on students' ability in mastering conditional sentences. Hopefully this research will be a motivation for writer to improve another linguistics research.

The writer also addresses her gratitude to the dean of FKIP, to the UHN Research Institution and to Rector of UFIN who have supported this research financially.

The writer realizes that this research is still has many weaknesses, hence, criticism and suggestions would be appreciated. Finally, the writer expects that this research report can give significances to the readers.

Medan, 14 Februari 2015

  
Yessy Octavianna, M.Pd

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## ABSTRACT

**Oetavianna, Yessy. The Effect of quantum Teaching model on students' ability in Mastering Conditional Sentences at the Third Semester Students of English Department Faculty of Teacher Training and Education of HKBP Nommensen University Medan. A Research Report. Faculty of Teaching Training and Education. University of HKBP Nommensen Medan, 2014.**

This study was intended to study the effect of quantum Teaching model on students' ability in Mastering Conditional Sentences. The objective of this study is to study the use of Quantum Teaching Model effect on the Students' Ability in Mastering Conditional Sentences.

This study uses quantitative that was conducted by using experimental design which is to find the effect of Quantum Teaching Model. The population of this study is the third semester students of FKIP UNIV. HKBP Nommensen Medan which consists of 3 classes. Random Sampling technique is taken to get representative sample and the students in group A and B as the sample of this study where in group A, the writer only chosen 19 students and group B only chosen 21 students. Finally the result of the study shows the result of the calculation of t-test is that t-observed value 3.913 with the degree of freedom (df) = 39 is higher than the value of t-table (2.042) at the level of significance 0,05. Students' achievement taught by using Quantum teaching model was higher than students' achievement taught without using Quantum teaching model in which the mean score obtained from both of the experimental group (81.05) and the control group (66.14). the researcher gets the conclusion that Quantum teaching model is one of the ways that can be used to improve the students' ability in mastering conditional sentences in teaching and learning process, besides that also motivates and encourages them to deliver their ideas. In conclusion, those findings imply that the alternative hypothesis ( $H_a$ ): Quantum Teaching Model effects on the students' ability in mastering Conditional Sentence is accepted. This research report is suggested for the English teacher to apply various media learning in the class and also for the students in English Department to improve their English grammar well.

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

Language is one of tools in communication that human need to communicate each other in their daily life. Language is very important because it means of communication that human being to share their feeling, thought, opinion, suggestion, and used to express what they feel to each other. Language make people understand what they speak, what they want, what they hear, and what they see each other. Every country has a national language as a language association that understood their citizens and they must be able to speak their national language. In education, language is very important as a tool to interact between teachers and learners or students.

English language is very important. There are many reasons that make English language is essential, such as to improve their language skills with foreigner, to get better job, make it easier to access information from both outside and from within the country, especially in technology.

The government of Indonesia decided that English is a second language in education. The government's decision make that the students ought to learn English, furthermore the others take private to improve their English language. The national education department has made competence standard in curriculum 2004, states that the students in Indonesia have to have capability in understanding and giving information, idea, and improving knowledge,



technology, and culture by using English. Therefore, English language not only has function as tool to exchange information but also plays an important role in education. It is not easy to study English language, because there many things that must be understood and learn, such as vocabulary, grammar, etc. According to Harmer (2001:12) stated that grammar of language is the description of the ways in which words can change the forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although creating a good grammar rule is extremely difficult). The grammar of language has many sentence that a sentence needs at least a subject and verb, which can be followed by an object (as in She reads a book), by a complement (She is British), or by an adverbial (She lives in South Africa). There are so many grammars that they have to learn. One of them is conditional sentence.

Conditional sentence is a require sentence. Conditional sentences are a big obstacle to overcome for teachers and students of English as a second or foreign language (ESL/EFL). A Conditional Sentence contains two clauses, namely Main Clause/ Result clause (independent clause) and Sub – ordinate Clause (dependent clause, beginning with *if*). There are three types of conditional sentence, the first is type I open conditional (real present/ future condition), the second is type II present condition (Present unreal condition), and the last type III past condition (Past unreal condition). However, it is not easy to study conditional sentence for some students of Indonesia, because conditional sentences consists of two clauses and they are more complex syntactically than many other structures. Moreover,

the semantics of all the various types of conditional sentences are subtle and hard to understand even for native speakers.

In this modern world, there are many professions that can be done. One of them is teaching. Teaching can be considered as a simple one. Like any other professions, that gives satisfactions, happiness and challenging. However, it does not happen to some teachers. Teaching students is not easy and make stress for some teachers. Some of them less in manage the class, less in creative idea and in lesson media. It shows that teachers have some difficulties in doing their profession. In another side, the education system, especially the teaching learning process can be one of the causes.

Based on the writer's experience when she did her Teaching in the class, she found that it was difficult to make students understand English grammar in reading texts well. They were confused how to differ the three types of Conditional Sentences in the texts and what is the meaning of that sentences. Consider to the situation, the researcher chooses an approach that is based on the use model of teaching as the core unit of planning and instruction in teaching grammar.

By the development of education, Quantum teaching model was presented by Bobby De Porter (The author of the best seller books Quantum Learning and Business), Mark Reardon and Sarah Singer-Nourieto help the teacher s in doing their profession. De Porter, et.al(2004:3) stated that, "Quantum Teaching shows the teachers to be the better ones". It gives new ways that ease the teacher' teaching learning process through the combination of art and guided achievement

whatever subject is taught. The model given to students should be clear and authentic to the life reality and have some information transfer so the students connect it to their real life. It is expected that by applying this model, students can interact in English that is not only as an academic subject but also as a real means of interaction. Therefore, the researcher interesting to know whether Quantum Teaching Models effects on the Students' Ability in Mastering Conditional Sentences.

### **1.2 The Problem of the Study**

As related to the background of the study, the problem of the study is formulated as following:

“Does Quantum Teaching Model give any significantly effect on the students' ability in mastering Conditional Sentences?”

### **1.3 The Objective of the Study**

The objective of the study is to find out and to ascertain whether the use of Quantum Teaching Model effect on the Students' Ability in Mastering Conditional Sentences.

### **1.4 The Scope of the Study**

There are three types of conditional sentences, namely, real conditional which refers to the situation in the future, present unreal condition which refers to



the situations in the present and past unreal conditional which refers to the situations in the past. In this study was focused on Quantum Teaching framework that by applying teaching learning process, namely: Enrol Experiences, Label, Demonstrate, Review and Celebrate.

### 1.5 The Significances of the Study

The finding of this study is expected to be useful for:

1. English teachers, to apply Quantum Teaching Model in their teaching learning process and expected to give contributions to help and develop their creativity and quality of teaching and learning.
2. The students, expected to be useful to increase their ability in using Conditional sentence and to motivate them in studying English, especially in conditional sentences.
3. All the readers, to increase their knowledge about Quantum Teaching Model and Conditional Sentences in English and will be used as a reference and also can be used as input for those who want to conduct a research in English teaching process.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

In conducting research, the terms and theories are needed to clarify in order to have clear concept of the implementation in this field and to explain some concepts or terms applied in the research concerned. The terms may function to give a limited concept that is specially meant in particular context. Therefore, the researcher and the reader may have same perception of them.

##### 2.1.1 Students' Ability in Conditional

Activity and effort to accomplish change in behaviour are parts of learning process, while change in behaviour that can be observed and measured is called learning ability. Learning ability and process are connected to each other. In learning process, someone arrange connection between parts of received information as a meaning of understanding, this is what we call ability.

In this study, the intended ability is students' ability in grammar, especially conditional sentence. Grammar is very important to learn because it is the basic to comprehend a language as a whole. The students should be able to comprehend conditional by using right forms and tenses. Therefore, the researcher concludes that the students' ability in conditional sentences is the performance of

the students to use conditional sentences correctly. This can help them in many tests that they take in the school included grammar.

### 2.1.2 Classification of Sentences

According to Hurtik (1981:41) states, that there are four types of sentences based on the kinds and contents, namely:

1. **The Simple Sentence:** consists solely of one main clause. It is subject, verb, or complement may be compound, of course; but the simple sentence cannot be divided into two separate clauses, either main or subordinate.
2. **The Compound Sentence:** has two more main clauses but not subordinate clause. can be divided into two more simple sentence.
3. **The Complex Sentence:** consists of one main clause and one or more subordinate clause.
4. **The Compound-Complex Sentence:** has two or more main clause and like the complex sentence, it has one or more subordinate clause, occurs frequently both in conversation and writing.

According Murthy (1998:235-236) states that there are five kinds of sentences, namely:

1. **Declarative Sentence,** which a sentence that states or declares something.
2. **Interrogative Sentence,** which a sentence that ask a question.
3. **Imperative Sentence,** which a sentence that expresses a command, a request, an entreaty or suggestion.



4. Exclamatory Sentence, which a sentence that some strong or sudden feeling
  5. Optative Sentence, which a sentence that expresses a wish, probability or
- Oshima and Hogue (1997:15) stated that a sentence is a group of words that contains at least one subject and one verb. A sentence expresses a complete thought. A sentence may also have complement. The complement completes the meaning of the verb or adds more information to the sentence.

According to Murthy (1997:235) stated that a sentence is a group of words which makes complete sense. There are two classification of sentence, namely based on the kinds and from structural point of view.

1. Based on the kinds, sentences are divided into five kinds, namely:

- a) Declarative Sentence: A sentence that states or declares something and also called as Assertive. For example: The earth moves round the sun.
- b) Interrogative Sentence: A sentence that ask a question. For example: Do you know English?
- c) Imperative Sentence: A sentence that expresses a command, a request, an entreaty or suggestion. For example: Please post the letter.
- d) Exclamatory Sentence: A sentence that expresses some strong or sudden feeling. For example: How difficult the question paper is!
- e) Optative Sentence: A sentence that expresses a wish, probability, or supposition. For example: We wish she would be with us.

2. Based on the structural point of view, there are four classes, namely:

- a) Simple Sentence: A sentence that has only one subject and one predicate. For example: The sun rises in the east.

- b) **Compound Sentence:** A sentence that consists of two or more coordinate clauses. For example: The film ended and the audience went away.
- c) **Complex Sentence:** A sentence that consists of main clause and one or more subordinate clauses. For example: If you know about it, please tell me.
- d) **Compound-Complex Sentence:** A sentence that consists of two or more main clauses and at least one subordinate clause or double sentence. For example: My friend believes that she can do anything if she has a lot of money, but I cannot agree with her.

Sentences are generally classified in two types. They are based on types and number of formal predications.

- 1) Classifications of sentences based on types are declarative sentences (Statements), interrogative sentences (questions), imperative sentences (command, request) and exclamatory sentences (exclamation)
- 2) Classifications of sentences based on number of formal predications are simple sentences, complex sentences, complex and compound- complex sentence.

### **2.1.3 Conditional Sentences**

A conditional sentence describes the condition that is necessary for a particular result to occur, it consist of two clauses, namely: a dependent clause usually begins with "if" (or another conjunction performing the same general

function) which expresses a condition and the independent clause as a main clause which expresses the result.

**For Examples:**

If the students study hard, they will pass the final examination

Condition

Result

The example above shows that the result will be fulfilled if the condition happens.

According to Harmer Jeremy (1998:46) says that, "Conditional sentences: these are formed when the conjunction (if) is used to preface a condition". For example, "If it rains (condition), you will get wet (result)". There are three conditional forms of conditional sentence that it is useful to understand whether they are real (=possible/likely) or hypothetical (= unlikely/impossible) and whether they refer to the present, future or past.

**Table 2.1 Conditional Sentence**

		<b>Real</b>	<b>Hypothetical</b>
Talking about the present	the	If you pay by cash, you get a discount.	If I had a dog, I would take it for walks.
Talking about the future	the	If you work hard, you will pass the exam.	If I were you, I would get a new jacket.



Talking about the	If it was very warm, we	If I had known about
past	ate outside.	the rail strike, I would
		have come by car.

According to Murthy (1997:177), there are three types of Conditional Sentences. Each type is composed of different combination of tenses. They are type I, type II, and type III. Type I is called future possible conditional. It describes a situation, which may or may not take place in the future. The if clause use the verb of present tense and the main clause use the verb of future tense. Type II is called present unreal conditional. It describes a situation that does not exist or unreal. The "if clause" use the verb of past tense and the main clause use the past modal. Type III is called past unreal conditional. It indicates past time and treats an unreal unfulfilled situation. The verb of perfect tense and the main clause uses the verb of modal perfect.

### 2.1.3.1 Conditional Type I (Future Possible Condition)

It tells us that something will take place, if a certain condition is fulfilled. Conditional sentence type I is usually used when the speaker expresses an action or situation that usually occurs, or will occur if the circumstances in the main clause are met.

According to Thomson and Martinet (1985:197) stated that each kind of conditional sentences contains a different pair of tenses which certain variations are possible. According to Murthy (2003:177) states that, "this kind of conditional

sentences expresses a future possible condition which refers to an action that may or may not take place in the future." The present tense of the verb is used in the if-clause and the future tense is used in the main clause as these following examples shown:

"If he comes, I will give him the message"

The sentence means that he does not come.

"If I have enough money, I will go to buy some books today"

The sentence means that I do not have money

"He will not go to the picnic if it rains"

The sentence means that it does not rain.

"I will buy you a bicycle if you pass the exam"

The sentence means that you do not pass the exam.

The general pattern of conditional type I as follows:

**Table 2.2 The Pattern for Conditional Type I**

**If + subject + simple present tense +  $\left\{ \begin{array}{l} \textit{will} \\ \textit{can} \\ \textit{may} \\ \textit{must} \end{array} \right\}$  + verb in simple form**

The examples are:

"If you come early, we shall begin the work".

The sentence means that you do not come early.

"If she loves him, she will marry him".

The sentence means that she does not love him.

The form of conditional can be found differently from the general form. Sometime, "if clause" and "main clause" are in the present tense. According to Hayden-Pilgrim-Hangard (1956:123) when a situation is habitually or customarily realized under the circumstances stated in the "if clause", the simple present tense or an equivalent is ordinarily use in the main clause. For example:

1. If he has plenty of time, he usually does very well on his exam.
2. If she has several appointments in the morning, she goes out to lunch at 1.30 pm.

Open Conditional is a sentence used to indicate where something is done in the main clause can occur if the conditions in the (if clause) filled. According to Essential English Course (2002:40) stated that, "open conditionals are also used to indicate habitual and command conditional sentences".

1. **Habitual Conditional Sentence**, both of main clause and if clause are in simple present. The pattern of habitual conditional sentence as following:

#### HABITUAL

**Main Clause**

**If Clause**

**Simple Present**

**Simple Present**

For examples:

- 1) Mother goes to the market if she needs some vegetables.



2) Mira usually walks to school if she has enough time.

2. **Command Conditional Sentence**, use to command sentence. The pattern of command conditional sentence as following:

### COMMAND

**Main Clause**

**If Clause**

**Command Form**

**Simple Present**

For examples:

- 1) If you see Andi, tell him the news.
- 2) Please call me if you hear from Andi.
- 3) If you go to the post office, please mail this letter for me.

#### 2.1.3.2 Conditional Type II (Present – Unreal Condition)

Conditional sentence type II is tell what we expect may not take place. Conditional sentences type II refers to situation in the present. The past tense of the verb is used in the if-clause, and the modals would, should and could are used in the main or answer clause.

Table 2.3 The Pattern for Conditional Type II

If + subject + simple past tense +  $\left. \begin{array}{l} \textit{would} \\ \textit{could} \\ \textit{might} \end{array} \right\}$  + verb in simple form

Example:

1. If I found her address, I would send her an invitation.

The sentences mean that I do not find her address.

2. If John had the money, he would buy a big house.

The sentences mean that John does not have money.

Conditional sentences type II is sometimes called the hypothetical or unreal conditional. It is used to refer or to speculate about something that is (or what we perceive to be) impossible or contrary to fact.

Example:

- 1) If I taught this class, I would not give test.

The sentences mean that I do not teach this class so I do not give test.

- 2) If he were right now, he would help us.

The sentences mean that he is not here so he does not help us.

**NOTE:** In IF Clause Type II, we usually use 'were' – even if the pronoun is, I, he, she or it. Example, If I were you, I would not do this. (I am not you so I do not do this).

According to Thomson and A.V.Martinet (1986:198) stated that there are three usages of conditional sentence type 2, they are:

- a) When the supposition is contrary to known facts
- b) When we do not expect the action in the if clause to take place
- c) Sometimes, as alternative to type I

### 2.1.3.3 Conditional Type III (Past – Unreal Condition)

Conditional sentence is that something did not take place because a particular condition was not fulfilled. Conditional sentence type III indicates past time and treats an unreal and fulfilled situation. The past perfect tense is used in the if-clause, and could have, would have, or should have is used in the main or answer clause.

Table 2.4 The Pattern for Conditional Type III

If + subject + past perfect + ..., +  $\left. \begin{array}{l} \text{would} \\ \text{could} \\ \text{might} \end{array} \right\}$  + have + verb in past participle

The examples are:

"If he had known that you were there, I would not have come yesterday."

The means that I did not know that you were here so I came yesterday.

"If we had not lost our way, we would have arrived sooner".

The means that we lost our way so we did not arrive early.

Conditional sentences Type III is also used to speculate about past events and about how things that happened or did not happen might have affected other things.

Example: If you had not driven so fast, you would never have the accident. (You drove so fast so you had the accident).

Sometimes Type III is may be used to make excuses (we consider this within the overall category of regret).

Example: They would have passed the exam if they had studied hard. (They did not study hard. Therefore, they failed the exam).

Note. Had can be place first and the if omitted.

Example: If you had obeyed orders this disaster would not have happened

= Had you obeyed orders this disaster would not have happened.

#### **2.1.4 Approach, Method, Technique and Model of Teaching**

According to Harmer (2001:78) stated that there are three terminologies connected to the teaching learning process, they are approach, method and technique.

##### **2.1.4.1 Method**

Method is an overall plan for the orderly presentation of language to students. The term method according to Harmer (2001:78) is "the practical realization of an approach". Method talks about types of activities, the roles of teachers and students. In other words, methods include various procedures and technique.

##### **2.1.4.2 Approach**

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. There are grammar, translation approach, direct



approach, audio-lingual approach and cognitive approach. An approach is an axiomatic and describes the nature of the subject matter to be taught. By using approach, it will make the teaching more effective because an approach is a very important element managing the students in classroom.

#### **2.1.4.3 Technique**

A technique is the implementation, which actually takes place in classroom. Technique must be consistent with a method, and therefore in harmony with an approach as well. Technique depends on the teacher, his/her individual artistry, and on the composition of the class.

#### **2.1.4.4 Model of Teaching**

Model is serving as or capable of serving as a pattern. Therefore, model is description of something. Models of teaching are really models of learning. The most important long-term outcome of instruction may be the students' increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered the learning process. That implies that a major role in teaching is to create powerful learners. A model of teaching is a description of learning environment. The descriptions have been designed for a variety of different settings and can be adjusted to the learning styles of the students and to the requirements of the subject matter.

## 2.2 Quantum Teaching

De Porter et.al (2004:5) stated that, "Quantum is an interaction that changes energy into light". They conclude that Quantum Teaching is orchestrating various interactions that are in teaching learning process. These interactions, then change the ability and the talent of the students into "light" that will be useful for them and others. They add the quantum teaching is the arrangement of a merry studying with its nuance. It focuses on the dynamic relationship in the class environment- interaction that builds and the design- to study.

It is stated that Quantum Teaching shows teachers how to orchestrate their student's success by taking into account "everything" (the students, the teachers, the technique of teaching used by the teacher, or interaction among teacher and students) in the classroom along with the environment, the design of the curriculum and how it is presented.

According to Istarani (2012:175) states that, "Quantum is an interaction that changes energy into light". She adds that a learning process a student is depend to environment or place of the student which give positive or negative effects.

According to A'la (2010:19) states that, "quantum teaching is one of program that allows the teacher to understand the different of style of each student in classroom". The purpose of quantum teaching is to teach how the person and why the student acting and interact something. It is showing to the teacher how to

imagine and create the success of the student through write anything in class that related to the environment, curriculum design and how to present it.

### **2.2.1. The Principles of Quantum Teaching**

De Porter et.al (2004:6) says that, "the concepts of the Quantum Teaching is bringing their world into ours and deliver our world into theirs". According to De Porter et.al (2004:7-8) stated that the provide that tenets of Quantum Teaching:

- a. Everything- the classroom environment, body language, the design of the lesson and handouts influences the success of students in studying.
- b. Everything is on purpose, teachers carefully orchestrate their lesson.
- 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 risk and build their competence and confidence.
- e. If it is worth learning, it is worth celebrating, with appropriate feedback that increases emotional association with learning.

### **2.3 Quantum Teaching Framework**

According to De Porter et al (2004:8) stated Quantum Teaching frameworks is whatever the subject, the class level or the hearers, this framework guarantees that students will be interested and attracted on the subject and it

guarantees that they experience the learning, the topic is so obvious that they get success. According to De Porter et.al (2004:10) stated that framework of Quantum Teaching as follows:

**1) Enroll**

Attracting the students by telling "what" the purpose to learn this for them. This stage can be applied in teaching learning process by giving some pictures, giving statements that related to the topic that will be taught.

**2) Experience**

Creating and giving an experience that can be understood by the students. In others words giving "a need to know". This stage can be applied in teaching learning process by doing some actions, telling someone's life or asking their own experiences related to the topic given.

**3) Label**

Giving a key word, concept, model, formula and strategy; an input from the topic that is learned. Moreover, the aim is to make the students easier to learn the topic. The teacher explains the topic in stage that aim to make the students easier to learn the topic.



**4) Demonstrate**

Providing a chance for them "to show that they know". This stage can be applied in teaching learning process by practicing again the action from stage "experience."

**5) Review**

Showing the students to review and affirm, "I know that I really know this". This stage can be applied in teaching learning process by retelling a keyword or formula together or doing exercises related to the topic.

**6) Celebrate**

Acknowledgement for the completion, participation and obtaining the skill and science. This stage can applied in teaching learning process by giving applause and approval responses, saying "hore!, hore!, hore!" and praising the students.

**2.4 Conceptual Framework**

Conditional sentences contains dependent and independent clause. The dependent clause usually begins with "if" which express a condition. The independent clause expresses a result of a condition. It has three kinds, namely Real Condition that refers to the situation in the future, Present Unreal Conditional, which refers to the situation in the present and past unreal Conditional, which refers to the situation in the past. This topic becomes one of

the difficulties faced by the students in learning English. Most of students feel conditional sentences are quite complex because they must learn form and the meaning also. The students need a good grasp of the English tense system as well as the modal auxiliaries before they can cope with full range of conditional sentences in English.

One of the students' factors to be interested in studying is the teacher' method that used in teaching learning process that will influence the students' ability in studying. Applying Quantum Teaching Model will be solved the surfeit of conventional technique that fits to all subjects that are taught. Quantum Teaching Models is a learning model that contains some theories with the application. According to De Porter, et.al (2004:5) stated that Quantum Teaching is orchestrating various interactions that are in teaching learning process. These interactions become an effective way to study that will influence student's success. According to De Porter, et.al (2004:10) stated that the framework of Quantum Teaching Model, namely: Enroll, Experience, Label, Demonstrate, Review and Celebrate guarantees that the students will be interested and attracted to the subject. Moreover, it guarantees that the students experience the learning: the topic is so obvious that they get success. In conclusion, Quantum Teaching Model expected to be affected on the students' ability in Mastering Conditional Sentences. According to A'la (2010:18) stated that by applying the Quantum Teaching Model, the teacher will be combine the learning special toward a good plan for students' achievement,. It is means that the teachers must be increase teaching learning process through relationship growth, improvises learning, create

the creative environment, design the curriculum, tell the content and make ease the teaching learning process.

## **2.5 Hypothesis**

According to Arikunto (2010:113) states that hypothesis means a tentative assumption of a research problem until it is proved through the data gained. Based on the theoretical and conceptual framework previous, the hypothesis is formulated as follows:

(Ha): There is affect significantly of Quantum Teaching Model on the students' Ability in Mastering Conditional Sentences

(Ho): There is no affect significantly of Quantum Teaching Model on the Students' Ability in Mastering Conditional Sentences.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The design of this research is quantitative that was conducted by using experimental design which is to find the effect of Quantum Teaching Model. According to Arikunto (2010:161-162) states that variable is an object of the research. In experiment research, there are two variables that called independent or affect variable and dependent variable. According to Creswell (1994:63) says that, "Independent variables-cause, influence, or affect outcomes. Dependent variables-are dependent on the independent variables, they are the outcomes or results of the influence of the independent variable."

In this research design, there are two groups of students, namely experimental group and control group. Both of groups are given pre-test and post-test. The experimental group teach by using Quantum Teaching Model while the control group is teaching by using convcational model teaching. The design is apply in order to investigate the effect of Quantum Teaching on the students' Ability in Mastering Conditional Sentences. The research design is figure out as following:



**Table 3.1 Research Design**

Groups	Types	Treatment	Types
Experimental	X	✓	X2
Control	Y	-	Y2

Where:

- X = Pre-test of the experimental group
- Y = Pre-test of the control group
- X2 = Post-test of the experimental group
- Y2 = Post-test of the control group
- ✓ = Teaching by using Quantum Teaching Model
- = Teaching without using Quantum Teaching Model

### **3.2 Location of the Research**

This research was conducted at Universitas HKBP Nommensen Medan. This campus is located at Jln. Sutomo No.4 Medan.

### **3.3 Population and Sample**

In this study the population and sample were the third semester students of English Department faculty of teacher training and education of HKBP

Nommensen University Medan which consist of three classes but the researcher only chosen two classes, there are group A and B.

### **3.3.1 Population**

Arikunto (2010:173) stated that a population is all members of well-defined class of people or object. According to Best and Khan (2002:13), a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. In this study, population was the third semester students of English Department faculty of teacher training and education of HKBP Nommensen University Medan 2014/2015.

### **3.3.2 Sample**

Sample is a portion of population. According to Arikunto (2010:174) states that, "sample is a part or representative of population which is observed". In selecting the sample, the researcher used Random Sampling Technique as the sampling technique. According to Arikunto (2010:180) says that there are three techniques of random sampling namely: Lottery (Speculative), Ordinal (Same Level) and using Random Number Table. But, in this study the researcher used Lottery (Speculative) Sampling that using a shorts of paper that has written number of subject, after that the researcher roll the paper and then it is given to students.

In this study, the samples had taken two classes of all students of third semester students of English Department faculty of teacher training and education

of HKBP Nommensen University Medan. They are group A and B, where the group A consist of 19 students and group B consists of 21 students. In this study, the writer did not choose all the students in the class, the writer chosen the sample randomly. One group is the experimental and the other is the control group.

#### **3.4 The Instrument for Collecting Data**

The researcher used test as an instrument concern with conditional sentences, which given the same test in pre-test and post-test to both of groups. The researcher used objective test in form multiple choices that the number of test consist of 20 items. The students were instructed to answer the questions about conditional sentences.

#### **3.5 Procedure for Collecting Data**

In order to get the data in this study, three procedures were taken by the researcher, namely: pre-test, treatment (teaching presentation), and post-test. The score of the students in pre-test is a measurement of their competence in mastery conditional sentences. After getting the score in the pre-test, the researcher was given treatments to both of groups. After the researcher sure that students have understood, finally the students were given post test to see the effect of Quantum Teaching.

### 3.5.1 Pre -Test

The pre-test was given to both of groups (experimental group and control group) before the treatment. The pre-test was used to know the mean scores of the two groups before receiving treatment. The students were asked to answer the objective tests which are multiple choices. Then the students' answer was calculated to get the score both of groups.

### 3.5.2 The Procedure of the Treatment

After the pre-test was carried out to both experimental and control group, the treatment had given to experimental group by using Quantum Teaching Model. The treatment had given to experimental group, while in control group is apply conventional teaching model for several meetings. The meeting procedures of control group can be seen in below table.

#### a. For Control Group

**Table 3.2 Teaching Learning Process for Control Group**

#### TEACHING LEARNING PROCESS

NO	Teacher Activities	NO	Students Activities
1.	Pre test	1.	Pre test
	<ul style="list-style-type: none"><li>• Greeting the students.</li><li>• Giving apperception.</li></ul>		<ul style="list-style-type: none"><li>• Responding the teacher.</li><li>• Answering the teacher.</li></ul>



- Giving exercises that consists of multiple choices.
- After time was out, collected the papers.

- Students answer the exercise.
- Students collected their exercise.

2. Treatment

2.

- Explaining about conditional sentence: the meaning and the function.

- Listening and paying attention.

3. • Explaining the pattern if conditional sentences

3.

- Listening and paying attention.

4. • Giving time to the students to ask about conditional sentences which are not understood yet and answering the question.

4.

- Asking the question related to the material until understand.

5. • Administrating assignment about

5.

- Doing the assignment.

conditional sentences.

- |    |                                     |    |                          |
|----|-------------------------------------|----|--------------------------|
| 6. | • Asking to collect students' works | 6. | • Collecting their works |
|----|-------------------------------------|----|--------------------------|

**b. For Experimental Group**

**Table 3.3 Teaching Learning Process for Experimental Group**

**TEACHING LEARNING PROCESS**

No	Teacher's Activities	Students' Activities
1.	<ul style="list-style-type: none"><li>• <b>ENROLL</b></li></ul> <p>Attracting them by giving example, or stating some statements which make them interested to the topic that was taught.</p>	1. <i>Listening and paying attention</i>
2.	<ul style="list-style-type: none"><li>• <b>EXPERIENCE</b></li></ul> <p>Practicing an activity that related to the taught topic, telling about their own experience or inventor's life based on the topic</p>	2. Looking at the practises activity carefully, telling their experience based on the topic and listening to the inventors' life.

- |   |   |
|---|---|
| <p>3.     •   <b>LABEL</b></p> <p>Explaining about conditional sentences, giving keywords and asking the students to tell them together</p>   | <p>3. Listening, paying attention, and telling the keywords together</p>  |
| <p>4.     •   <b>DEMONSTRATE</b></p> <p>Asking the students to practise the activity in "experience" stage again, making the examples of conditional sentences orally and asking them to tell their own experiences</p> | <p>4. Practicing the activity, making examples of conditional sentences orally and telling their own experiences.</p> |
| <p>5.     •   <b>REVIEW</b></p> <p>Asking the students to say the keywords together and asking them to answer the question about the conditional sentences</p>  | <p>5. Saying the keywords together and answering the question about conditional sentences</p>                         |
| <p>6.     •   <b>CELEBRATE</b></p> <p>Giving applause and approval responses, saying "hore!, hore!,</p>   | <p>6. Saying "hore!,hore!, hore!"</p>   |

hore!" and praising the students

### 3.5.3 Post Test

After giving the treatment, the researcher was given test to control and experimental group then the researcher was collected their scores in order to get the mean score between experimental and control group. Moreover, it purposes to know whether Quantum Teaching Model has a significant effect on the students' ability in mastering conditional sentences or not.

### 3.6 Scoring the Test

In scoring the test, the researcher was used score ranging from 0-100 by counting the correct answer and applying the formula:

$$S = \frac{R}{N} \times 100$$

Where,

S = Score of the test

R = Number of the right answer

N = Number of question

### 3.7 The Validity and the Reliability of the Test

The validity and reliability of the test are very important in a research. The purpose of the tests are to know both the accuracy of measurement and the



consistency of the test. Before administering the test, firstly the instrument or test should be tried out the other students. It is better to know whether the test is valid and reliable or not to be tested to the sample.

### **3.7.1 The Validity of the Test**

The concept of validity is referred to test measured. The study used content validity that concern with how well the test measures the subject matter and learning outcomes cover during instructional period. According to Arikunto (2010:211) states that, "validity is a measure that shows the valid levels of one instrument or test that can show data from variable which accurate investigated. Validity can establish only by observation and theoretical justification". According to Sudijono (2011:182) states that, "validity is the measurement accurate that has one of a test".

### **3.7.2 The Reliability of the Test**

According to Arikunto (2010:221) states that, reliability is necessary characteristic of any good test and can be trust to collect that data from one of tests. The concept of reliability refers to the consistency of measurement. Rest (1981:154) says that, "Reliability is the quality of consistency that the instrument or procedure demonstrates over a period of time. Whatever it determines, it does so consistently".

There are many procedures to measure the reliability of the test, and in this study used Kuder-Richardson 21 (K-R: 21) formulated as following:

$$r = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{k V_t} \right)$$

Where:

$r$  = The reliability of test

$k$  = Sum of question or test

$M$  = Mean of score

$V_t$  = Total variants

According to Aruan (in Pardede, 2008) states that the reliability of the test can be categorized as follows:

0,00 – 0,20 – very low reliability

0,21 – 0,40 – low reliability

0,41 – 0,60 – fair reliability

0,61 – 0,80 – high reliability

0,81 – 1,00 – very high reliability

### 3.8 The Technique of Analysing Data

In order to find out the difference mean of the two groups, a comparative analysis technique used by applying the t-test formula as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{dx^2 + dy^2}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

$M_x$  = the mean of experimental group

$M_y$  = the mean of control group

$D_x^2$  = the standard deviation of experimental group

$D_y^2$  = the standard deviation of control group

$N_x$  = the total number of samples of experimental group

$N_y$  = the total number of samples of control group

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### 4.1 The Data

This research was conducted by using experimental group. There were two randomized groups used namely experimental group and the control group. The experimental group was taught by using Quantum Teaching while the control group was taught without using Quantum Teaching. The population of this research was the third semester students of English Department faculty of teacher training and education of HKBP Nommensen Medan. By using random samples, the samples were taken two classes namely group A for experimental group and group B for control group.

After applying the pre-test and the post-test to the experimental and control group, the researcher gained the students' score from the data which had been collected. The highest and the lowest pre-test scores in experimental group are 80 and 40; while in post-test are 100 and 65.

Whereas the highest and the lowest scores in control groups are 80 and 40, while in the post-test are 90 and 45.

#### 4.2 Data Analysis

The data analysis of pre-test and post-test in both group, experimental and control are computed by applying t-test formula to prove hypothesis in this study. The following are scores of the pre-test and the post-test of experimental and control group:



Table 4.1 The Scores of the Pre-test and Post-test Experimental Group.

No	Students' name	Pre-test ( $x_1$ )	Post-test ( $x_2$ )	$x_2 - x_1$ (d)	dx (d - mx)	dx <sup>2</sup>
1	Hotdina sari Uli S	60	80	20	2.9	8.41
2	Diana Siagian	80	100	20	2.9	8.41
3	Rufina Romauli P	75	90	15	-2.1	4.41
4	Ance Evalina H	60	80	20	2.9	8.41
5	Ronny Imawan S	75	90	15	-2.1	4.41
6	Crystalina S Sihite	60	85	25	7.9	62.41
7	Lasria Sinaga	55	80	25	7.9	62.41
8	Rotua M Sianipar	65	85	20	2.9	8.41
9	Rasni Adelina S	75	85	10	-7.1	50.41
10	Naomi D S Simamora	80	95	15	-2.1	4.41
11	Helminaria Girsang	60	85	25	7.9	62.41
12	Alfonso Sihombing	60	70	10	-7.1	50.41
13	Yuli Ananda Tarigan	60	70	10	-7.1	50.41
14	Anita Dueli	60	85	25	7.9	62.41
15	Mardiana Marpaung	50	70	20	2.9	8.41
16	Riris	40	65	25	7.9	62.41

17	Dina Manurung	60	70	10	-7.1	50.41
18	YessyGustiSinaga	80	90	10	-7.1	50.41
19	EvaniaSitepu	60	65	5	-12.1	146.41
	<b>Total</b>	1220	1540	325		765.79
	<b>Mean</b>	63.94	81.05			

$$Mx = \frac{\sum d}{N}$$

Where:

Mx = The mean of the experimental group

$\sum^d$  =The standard deviation of experimental group

N =The total number of samples

$$Mx = \frac{325}{19} = 17.1$$

The table shows that the total score in experimental group of pre-test (1220) and the mean score was (63.94), the total score in experimental group of post-test was (1540) and the mean score was (81.05), and the gap between the means of the score of pre-test and post-test was 17.1. The range data of this data indicated that there was significant progress during teaching and learning using Quantum Teaching Model.

**Table 4.2 Total Score of Pre-test and Post-test of Control Group**

No	Students' Name	Pre-test	Post-test	$y_2 - y_1$ (d)	Dy (d - my)	$dy^2$
----	----------------	----------	-----------	--------------------	----------------	--------

		(y <sub>1</sub> )	(y <sub>2</sub> )			
1	Melda Lestari	60	70	10	3.6	12.96
2	SaulinaHandayani	60	60	0	-6.4	40.96
3	YuniNovalita	75	80	5	-1.4	1.96
4	Nelly	60	65	5	-1.4	1.96
5	Andina Giladys P	70	75	5	-1.4	1.96
6	Suriani P	55	60	5	-1.4	1.96
7	PosmaSiregar	70	75	5	-1.4	1.96
8	Dina Istani P	65	70	5	-1.4	1.96
9	HennyMarbun	50	50	0	-6.4	40.96
10	TurmaSiboro	55	60	5	-1.4	1.96
11	Ryo Christian S	80	90	10	3.6	12.96
12	ErpinaSiburian	60	65	5	-1.4	1.96
13	JolisahSihombing	60	60	0	-6.4	40.96
14	SprianusSimarmata	50	60	10	3.6	12.96
15	RiccanEfendi P	65	70	5	-1.4	1.96
16	Melisa Sitanggang	80	85	5	-1.4	1.96
17	BinaMayhoney B	80	80	0	-6.4	40.96
18	SuryaniTambunan	40	45	5	-1.4	1.96
19	Benny Dian Sihotang	60	60	0	-6.4	40.96

20	TinerSihite	50	50	0	-6.4	40.96
21	AyuAndira S		50	50	43.6	1900.96
22	MitraMarlina	65	70	5	-1.4	1.96
	<b>Total</b>	1315	1455	140		2209.12
	<b>Mean</b>	62.62	66.14			

$$My = \frac{\sum^d}{N}$$

Where:

My = The mean of control group

$\sum^d$  = The standard deviation of control group

N = The total number of samples

$$My = \frac{140}{22} = 6.4$$

The table shows that in control group, the total score in the pre-test was (1315) and the mean score was (62.62) while the total score in post-test was (1455) and the mean score was (66.14). The gap between the means score of pre-test and post-test was 3.52. The range of this data indicated that there was not improve significantly.

The result of the test is calculated by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$



Where:

$M_x$  = the mean of experimental group

$M_y$  = the mean of control group

$D_x^2$  = the standard deviation of experimental group

$D_y^2$  = the standard deviation of control group

$N_x$  = the total number of samples of experimental group

$N_y$  = the total number of samples of control group

$$t = \frac{17.1 - 6.4}{\sqrt{\left(\frac{765.79 + 2209.12}{19+22-2}\right) \left(\frac{1}{19} + \frac{1}{22}\right)}}$$

$$t = \frac{10.7}{\sqrt{\left(\frac{2974.9}{39}\right) (0.098)}}$$

$$t = \frac{10.7}{\sqrt{(76.2794)(0.098)}}$$

$$t = \frac{10.7}{\sqrt{7.4753812}}$$

$$t = \frac{10.7}{2.734} = 3.913$$

Where:

$M_x$  : 17.1

$D_x^2$  : 765.79

$M_y$  : 6.4

$D_y^2$  : 2209.12

$N_x$  : 19

$$N_y = 22$$

$$N_{table} = 41$$

$$Df = N - 2$$

$$= 39 \quad (\text{t-table at the level of significance } 0.05 \text{ is } (2.042))$$

From the criteria of the hypothesis,  $H_a$  is accepted if  $t_{observed} > t_{table}$ . From the calculation above, it is found the  $t_{observed}$  higher than  $t_{table}$  or can be seen as follows:

$$t_{observed} > t_{table} (p = 0, 01; df = 39)$$

$$3.913 > 2.042 (p = 0, 01; df = 39)$$

Thus, the alternative hypothesis ( $H_a$ ) is accepted at the level of significance 0.01 for two tailed test and degree of freedom ( $df$ ) =  $N_x + N_y - 2 = 39$ . It means that "There is a significant effect of using Quantum Teaching Model on the students' ability in mastering conditional sentences."

#### 4.2.1 The Validity of the Test

This study applied content validity which concern with how well the test measure the subject matter and learning outcomes covered during the instruction period. In content validity, the test is representative to the content of curriculum.

#### 4.2.2 The Reliability of the Test

To obtain the reliability of the test, the researcher used Formula of RK-21,

$$r = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{kVt} \right)$$

Where:

$r$  = The reliability of test

k = Sum of question or test

M = Mean of score

Vt = Total variants

According to Arikunto (2002:160) states that  $V_t$  equal to  $S^2$ , because variants is squared of standard deviation of the test.

$$V_t = S^2$$

$$S = \frac{\sqrt{\sum(x)^2}}{N}$$

Where:

$V_t$  = Total variants

$S^2$  = Squared of standard deviation of test

S = Deviation standard of test

$\sum(x)^2$  = Total Squared of standard deviation of test

N = Number of cases

By this calculation, the reliability of the test was 0.65. So based on the opinion of Aruan, the reliability of the test is high. (See appendix I)

#### 4.3 Testing Hypothesis

In this testing hypothesis, the formulas of t-test and distribution table of the critical values are applied. The formulas of t-test and distribution table of the critical values are used to see whether the hypothesis accepted. The calculation of t-test shows that  $t_{obs}$  is 3.913. The  $t_{table}$  in (df) 39 at the level significance 0.05 with the critical value is 2.042.

The result shows that  $t_{obs}$  is higher than  $t_{table}$ , it can be seen as follows:

$$t_{obs} > t_{table}(\alpha = ) \text{ with df } (\alpha=0.01; \text{df} = 39)$$

$$3.913 > 2.042(\alpha = 0.05) \text{ with df } (\alpha=0.01; \text{df} = 39)$$

Therefore, the hypothesis of study is accepted.

#### 4.4 Research Findings and Discussion

Based on the data analysis, the result of the research shows that mean score of the experimental group is higher than control group. The difference was tested by using t-test formula. After collecting and analyzing the data by using t-test formula, the researcher found that the value of t-test (3.913) exceeds the value of t-table (2.042) with  $\text{df}=39$  and the level of significance = 0.05, and the result of the reliability of the test is 0.65 which is in the high level. It indicates that the students' ability in mastering conditional sentences by using Quantum Teaching Model is higher than those taught without using Quantum Teaching Model.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

After applying Quantum Teaching Model in this research, it is known that based on data analysis, the result of the calculation of t-test is that t-observed value 3.913 with the degree of freedom (df) = 39 is higher than the value of t-table (2.042) at the level of significance 0,05. Students' achievement taught by using Quantum teaching model was higher than students' achievement taught without using Quantum teaching model in which the mean score obtained from both of the experimental group (81.05) and the control group (66.14). Based on the previous discussion, the researcher gets the conclusion that Quantum teaching model is one of the ways that can be used to improve the students' ability in mastering conditional sentences in teaching and learning process, besides that also motivates and encourages them to deliver their ideas. In conclusion, those findings imply that the alternative hypothesis (H<sub>a</sub>): Quantum Teaching Model affects on the students' ability in mastering Conditional Sentence is accepted.

#### 5.2 Suggestions

The result of this study shows that the application of Quantum Teaching Model is significantly affect on the students' ability in mastering conditional sentences.

Based on the conclusion above, it is suggested to:

1. The teacher in order to get teaching successful, it is suggested the teachers to use Quantum Teaching Model on teaching Conditional Sentences because Quantum Teaching Model Shows the teacher to be the better ones. By applying Quantum Teaching Model the students can be more enjoyable in learning grammar, especially conditional sentences. It gives the ease new ways for the teachers in teaching learning process through the combination of art and guided achievement whatever subject is taught. Quantum Teaching helps the teachers in doing their profession.
2. Students: to learn more about grammar especially Conditional Sentences, because grammar is important to be learnt because it is the basic that makes it is possible for us to talk about language.
3. The other researchers: to develop studying the Quantum Teaching Model on other skill in conducting further research as it significantly affect on the students mastery in learning grammar.

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