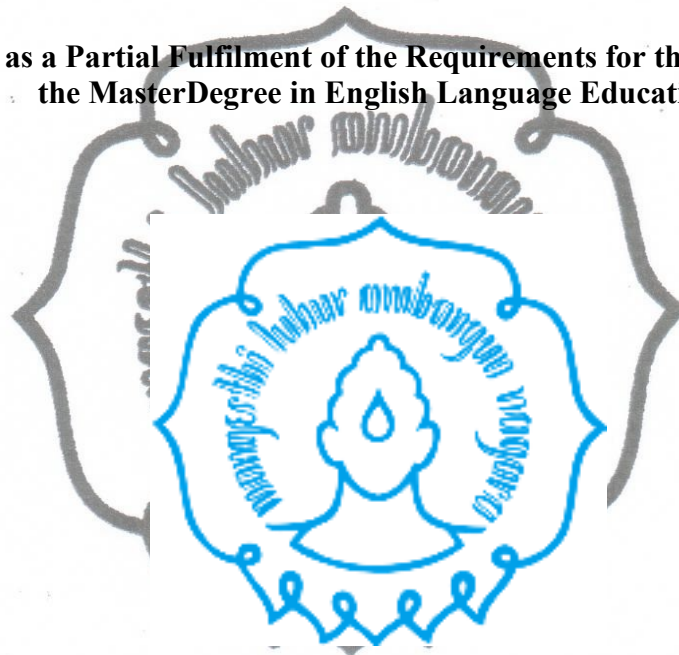


**The Effectiveness of Quantum Teaching Learning (QTL) to Teach Grammar
Viewed from Students' Self-Esteem
(An Experimental Research at SMP Negeri 3 Sragen)**

A Thesis

**Presented as a Partial Fulfilment of the Requirements for the Attainment of
the MasterDegree in English Language Education**



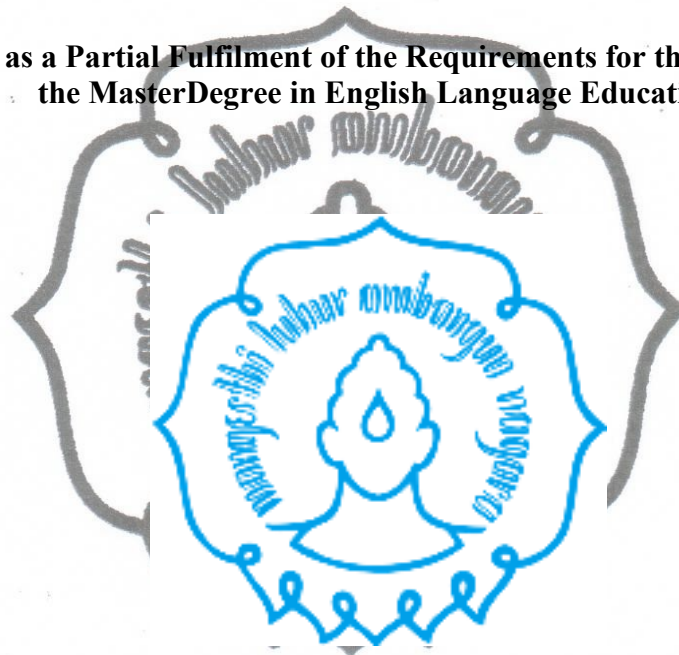
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**DEPARTMENT OF ENGLISH EDUCATION
MASTER DEGREE PROGRAM
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201**

APPROVAL

**THE EFFECTIVENESS OF QUANTUM TEACHING LEARNING (QTL) TO
TEACH GRAMMAR VIEWED FROM STUDENTS' SELF-ESTEEM
(An Experimental Research at SMP Negeri 3 Sragen)**

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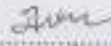

LEGITIMATION

**The Effectiveness of Quantum Teaching Learning (QTL) to Teach Grammar
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By:

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S891408031**

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "*The Effectiveness of Quantum Teaching Learning (QTL) to Teach Grammar Viewed from Students' Self-Esteem (An Experimental Research at SMP Negeri 3 Sragen)*". It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancelation of my academic degree.

Surakarta, 21st November 2016



Monika Putri Arlaningtyas

ABSTRACT

Monika Putri Ardaningtyas. S891408031. 2016. *“The Effectiveness of Quantum Teaching Learning (QTL) to Teach Grammar Viewed from Students’ Self-Esteem (An Experimental Research at SMP Negeri 3 Sragen)”*. A Thesis. First Consultant Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.; Second Consultant: Dr. Slamet Supriyadi, M.Pd. English Education Department, Graduate Program, Sebelas Maret University.

This research is aimed to reveal whether: (1) Teaching grammar using QTL is more effective than GTM; (2) There is significant difference in grammar skill between the students having high self-esteem and the students having low self-esteem; The students having higher self-esteem have better grammar ability than those having lower self-esteem; and (3) There is an interaction between teaching methods and students’ self-esteems in teaching grammar. This experimental research was conducted at the third grade of SMP N 3 Sragen in the academic year of 2016/2017. From seven classes, the researcher took two classes as the sample, namely experimental class which was taught by using QTL and control class which was taught by using GTM. To find out the sample, a cluster random sampling was implemented. Each class was divided into two groups; each consisted of students who have high self-esteem and those who have low self-esteem. To gain the data, test and questionnaire were used. They are learning style test to find out the students’ preference of learning style as the reference to arrange the suitable teaching techniques and materials, grammar test to find out the score of students’ grammar ability and self-esteem questionnaire to find out the score of students’ self-esteem. The data were, then, analyzed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey Test. Before conducting the ANOVA test, pre-requisite test such normality and homogeneity test were conducted.

There are some research findings which can be taken: (1) The students who are taught using QTL have better grammar ability than those who are taught using GTM. The result of this study implies that QTL is more effective than GTM as teaching method to teach grammar; (2) There is significant difference in grammar skill between the students having high self-esteem and the students having low self-esteem; and (3) There is no an interaction between teaching methods and students’ self-esteem in teaching grammar.

According to the results of this research, it implies that QTL is an effective method to teach grammar to the third grade of SMP N 3 Sragen. However, to support the using of QTL which serves the students whose different learning style by giving them the best teaching method which can answer their different need and preferred skill in the process of learning grammar, a teacher is recommended to combine this method with any teaching strategy, so it will boost the students achievement and goals of learning during the process of teaching grammar in the classroom.

Keywords: *Quantum Teaching Learning (QTL), Grammar Translation Method (GTM), Grammar ability, Self-esteem, Experimental study*

MOTTO

“Do my best, so that I can't blame myself for anything”

(Magdalena Neuner)



DEDICATION

With deep profound love, this thesis is fully dedicated to:

My beloved parents

Mardowo and Dyah Ekowati, S. Pd

The great people in my life: This entire process has been an incredible source of inspiration and encouragement. Praise is to God that I have the privilege of being your daughter.

My dear brother

Buyung Prasetyo Adi, S.Pd

Thanks for giving me the spirit while you even need it more. As you have been there for me, I'll be there for you to know that you need me the most.

My dear future husband

I do not know who you are, I do not know where you are. But while I'm waiting, *even before I knew your name*, it is not in vain. Since being a lady in waiting, someday you will know how I'm specially praying and saving myself for you. In the same time you will know what I'm learning from God in this season, along with how I'm doing good thing while I'm struggling for being my best version of me. After all this time, God is teaching me to be a good woman, in addition God is preparing me to be a good wife, so that I will love you and pray for you. I'm not anxious, but patiently and believingly in waiting, because I trust in the Lord that He is faithful and has every detail already scripted.

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Thank you to my Lord and Savior Jesus Christ, the Almighty, the Most Beneficial, the All-Loving, and the Most Merciful, who has bestowed upon me more blessings than I will ever deserve. With His love, blessing and grant, finally the researcher has accomplished this thesis. I would like to express my sincere appreciation to those brilliant people who have influenced and supported me in my entire life, especially in this thesis writing to the following people:

I want to express my cordial thank for **Dra. Dewi Rochsantiningsih, M.Ed., Ph.D** as the first consultant for her warm encouragement both on academic and spiritual support, thoughtful guidance, offering critical comment and insightful advice, detailed review and solution for various problems during the thesis preparation. Furthermore, thank to her since she helped me come up with the thesis topic and guided me almost a year of development, and during the most difficult time when I was writing this thesis, she gave me the moral support and the freedom I needed to move on. I could not have imagined having a better advisor and mentor for my graduate program. Also, I want to give my profound gratitude to my second consultant, **Dr. Slamet Supriyadi, M. Hum.** for his continuous support, motivation, excellent advice and immense knowledge. Besides, I also want to thank for correcting my thesis carefully and offered me inspiring suggestion in the oral defense.

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I place on record, my sincere thank you to my family. Words cannot express how grateful I am to be their member family, as their daughter and as his sister. Deeply thank for all of the sacrifices that they've made on my behalf. Their prayer for me was that sustained me thus far.

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At the end I want to acknowledge all the other people and along the way who helped me. I cannot name each person or group here, but I am very grateful of all their assistance. At last, I admit that this piece of writing is far for being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The researcher hopes that this thesis would provide a positive contribution to the educational development and the readers.

Surakarta, 21st November 2016

Monika Putri Ardaningtyas

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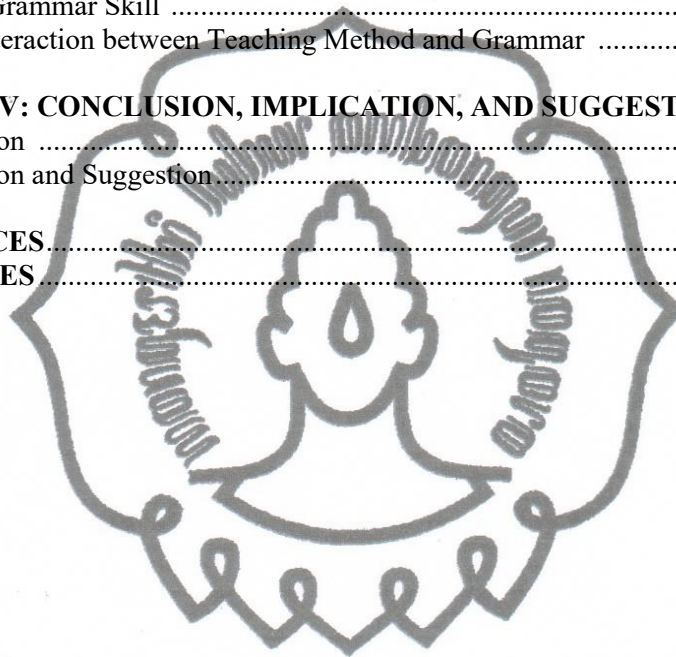
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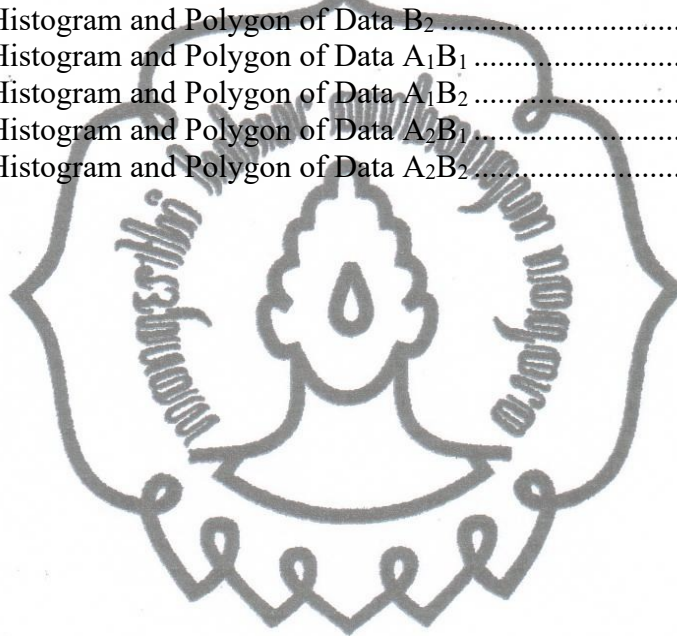


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