

APPLYING QUANTUM TECHNIQUE IN TEACHING GRAMMAR TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Tujuan penulisan artikel ini adalah untuk menjelaskan bagaimana cara menggunakan teknik Quantum dalam mengajar *simple past tense* kepada siswa SMA. Di dalam prosesnya, teknik ini meliputi menumbuhkan (*enroll*), mengalami (*experience*), menamakan (*label*), mempertunjukkan (*demonstrate*), memeriksa (*review*), and merayakan (*celebrate*). Di awal pembelajaran (*enroll*), guru memberikan gambar dan beberapa pertanyaan tentang gambar tersebut. Kemudian guru memberikan teks recount yang berisi beberapa kalimat *simple past tense* sesuai gambar. Pada tahap *experience*, guru menceritakan pengalamannya atau orang lain berdasarkan topik yang diberikan yang mengandung *simple past tense*. Kemudian pada tahap *label* guru menjelaskan tentang penggunaan *Simple past tense*. Pada tahap *demonstrate* guru menyuruh siswa membuat contoh penggunaan *simple past tense*. Selanjutnya, pada tahap *review* guru memeriksa pemahaman siswa tentang *simple past tense*. Di akhir pembelajaran (*celebrate*) guru memberi tepuk tangan, kata-kata motivasi, dan memuji siswa. Melalui teknik ini siswa akan mampu menggunakan *simple past tense* dengan lebih baik dan benar.

Key words: simple past tense, mengajar grammar, teks recount, teknik Quantum

A. Introduction

Grammar plays a crucial role in building one's language competence. Grammar, which can change meaning, can be seen as an important aspect in mastering a foreign language. However, grammar that is full of regulation and strict rules appears to be a hard part in conquering a foreign language.

Based on Indonesia curriculum, grammar is not taught specifically in Senior High School. On the other hand, grammar is very important to be learnt because it is the basic in creating sentences to express ideas. There are a lot of aspects of grammar such as tense, part of speech, passive voice, and the like.

Actually the word "grammar" has several meanings and descriptions attempted by linguists. Ur (2000: 75) proposes that grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language. It means grammar is the way words are put together to make correct sentences, because it is impossible to create a good sentence without grammar. It is supported by Harmer (2003: 12) who defines that

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the term grammar as the explanation of the rules in changing their form from words and combined into sentences in the language. In other words, Weaver and Bush (2008: 12) also said that grammar is the structural elements and patterns of a language with communicating meaning. So, grammar is some rules of language get the changing and combining of words into the sentence which has appropriate forms and meanings.

Moreover, grammar is taught to complete the basis for a set of language skills; listening, speaking, reading, and writing. In listening and speaking, grammar plays a crucial part in understanding and expressing spoken language. Thus, learning grammar of a language is considered necessary to get the capability of producing grammatically acceptable utterances in the language. Besides, in reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage, and a text. In context of writing, grammar allows the learners to put their ideas into comprehensible sentence so that the learners can successfully communicate in a written form (Rokni, 2009: 5).

Simple past tense is a part of grammar. According to Weiner (2002: 74), the simple past tense describes an action or situation that began and ended in the past. In addition, Hall (1993: 173) stated that simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not. It is in line with Thomson and Martinet (1986: 147) who defined the simple past as the action completed in the past at definite time.

According to Werner and Nelson (2002: 106), the simple past tense is classified into two types. They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb *be*. The formula of each type consists of three parts: affirmative, negative, and interrogative.

Recount text is one of the genres learned in Senior High School at the eight students. Recount text is the text which composed by the writer to tell the past events or past experience. It might be closely linked to actual or various experiences. Coogan (2006: 3) stated that “recount text is written to retell event with the purpose of informing or entertaining their audience or reader”. In line with that idea, Derewianka (1991: 14) confirmed that “recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past.” In addition, Roison et al (2004: 5) said that “a recount is the retelling or recounting past experiences.” Recount text is generally based on the direct experiences of the author but may also be imaginative or outside the author’s experience. In recount text, a writer tells a reader about his / her personal experience or tells others’ experiences to readers. In other words, recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Roison et al (2004: 45) explained that “the text organization of recount text is orientation and followed by series of events. Sometimes a recount text has evaluation or re-orientation at the end of the text.” In line with that idea, Coogan (2006: 4) revealed that “a recount text consists of three parts, they are: orientation, series of events, and re-orientation.”

A good teacher have to follow all of these regulations. Firstly, the teaching activities are started from pre-teaching activities. In this phase the teacher's role is to prepare the students physically and mentally in learning process, such as: checking the students' attendance and the students' readiness before begin the learning process. If the students seem not ready to study, the teacher has to motivate the students. after that, the teacher starts to introduce the topic by building students' basic understanding about the topic. The teacher can ask students about things that related with the topic that will be learnt. Then, teacher tells lesson objective to the students.

The second, teacher applies whilst-teaching activities. It is the main learning process which purposes to raise learning basic competence stated. It can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self development.

There are three activities in whilst-teaching activities as stated in *Permendiknas No. 41 Tahun 2007*; exploration, elaboration and confirmation. In exploration, the teacher involves the students in the learning activity to explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher just functions as a facilitator. The students are given opportunity to think, create and produce things from exercises and assignments given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience.

Finally, the last activity is post-teaching activities. In this phase, the teacher and the students conclude the lesson well individually or cooperatively. There are also activities in which the teacher evaluates the students learning progression. At the end of the lesson, the teacher should convey lesson plan for next meeting in order that the students can prepare themselves at home.

In teaching simple past tense, teacher can use several techniques. One of the techniques is Quantum technique. De Porter et. al. (2010: 34) explains that Quantum is the interactions that convert energy into light. They conclude that Quantum technique 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.

De Porter et.al. (2010: 39) also explain the framework of Quantum technique as follows:

- a. 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 a picture, a statement, or a text that related to the topic that will be taught.
- b. Experience
Creating and giving an experience that can be understood by the students. In another word, 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.
- c. Label

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

- d. **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’.
- e. **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.
- f. **Celebrate**
Appreciating for the completion, participation, and obtaining the skill and science. This stage can be applied in teaching learning process by giving applause and approval responses, giving motivation words, and praising the students.

B. Discussion

A teacher must have a good preparation before coming to the classroom to make teaching and learning process of simple past tense by using Quantum technique run well. A good preparation is extremely needed in order that using Quantum technique can help senior high school students in teaching simple past tense. The teaching technique cannot run effectively without good preparation. The preparation includes selecting the material, providing the media, and designing the lesson plan.

Teaching simple past tense through applying Quantum technique can be applied at the tenth of senior high school students. There are three stages of teaching namely pre-teaching activities, whilst-teaching activities and post-teaching activities.

1. Pre-Teaching Activities

Pre-teaching is the first stage in teaching and learning process. In this stage, the teacher checks the students’ readiness to study and guide them to the topic that they are going to learn. First, the teacher greets the students to get their attention. It is only several minutes. After that, the teacher can check the students’ attendance. The teacher also checks the learning environment such as asks the students to clean up the rubbish in the class, clean up the white board, and prepare learning equipments such as marker, eraser, and ink. However, the most important thing here is the teacher has also to review the last lesson if it is related to the lesson on that day. In short, these pre- teaching activities will only need around 5 or 10 minutes from all of the time that class have.

2. Whilst-Teaching Activities

Whilst-teaching is the core of the teaching and learning process because in this part the teacher does some stages in order to explain the topic deeply. They are exploration, elaboration, and confirmation.

a. Exploration

Firstly, the teacher emphasizes the topic that they are going to learn today (brainstorming), such as showing a picture first, for example *Borobudur Temples* picture and asking the students some questions about the picture.

This stage is called *enroll* (first stage). Then the teacher gives a recount text related to the picture and consists of some **simple past tense** sentences. Students identify **simple past tense** sentences by teacher's guides. This section will only need around 5 to 10 minutes.

b. Elaboration

The second stage in whilst-teaching is elaboration. This stage is the main stage in the teaching and learning process. In this stage, teacher will give some materials related to the topic. The students must understand all of the aspects of **simple past tense**.

In this stage, teacher creates and gives experience that can be understood by students. This stage can be applied in teaching learning process by doing some actions, telling someone's life or teacher's own experience related to the topic given. Teacher can deliver a story about his/her experience that simple past tense. Here, the teacher chooses the topic about *holiday*. Teacher tells about her holiday in Borobudur Temples. After that the teacher can also ask students to tell their life stories or experiences related to the topic in front of the class and other students listen to another student's experience. Then students may tell about their holiday visited some nice places (beaches, mountains, etc.) or did some enjoyable activities (went hiking, cooking, etc.). This stage is called *experience* (second stage).

After that, teacher explains about **simple past tense**, giving keywords for each kinds of simple past tense in the sentences, and asking the students to tell them together. This stage is called *label* (third stage). In this stage, teacher explains that there are two types classification of simple past tense.

Then teacher comes to the next stage which is called *demonstrate* (fourth stage). Students are asked to create some examples of using simple past tense. Teacher evaluates the sentences. Then students are asked to write the story about their experience that contains simple past tense. After writing story the students are asked to show simple past tense in their writing in front of the classroom. Students are asked to find simple past tense in the text as well. Students are grouped to the tasks and the texts are given by teacher.

c. Confirmation

Confirmation is the last stage of whilst-teaching activity. Teacher asks the students to say the keywords together and asking them to answer the questions about **simple past tense**. Then the students actively respond all the teacher's orders. This stage is called *review* (fifth stage). Then teacher comes to the last stage of Quantum technique named *celebrate* (sixth stage). This stage can be applied in teaching learning process by giving applause and approval responses, giving motivation words, and praising the students.

3. Post-Teaching Activities

In this activity, teacher checks the students understanding about the lessons by giving the students some questions or tasks that relates to the topic they have learned. Then students do the tasks.

Finally, teacher also needs to make a conclusion about the materials by telling the students all of the aspects that students need to understand all about simple past tense. After that, teacher gives students homework before closing the lesson.

The Advantages and the Disadvantages of Applying Quantum Technique in Teaching Simple Past Tense

Based on the explanation above, the advantages of applying Quantum technique are:

- a. Students are motivated to be active.
- b. Students have enough opportunities to produce the language; they can express their mind during the lesson without worrying of making mistake.
- c. Students are able to participate in every learning activity.
- d. Quantum technique is applicable for the teaching of English at Senior High School level because it can provide such kind of activities that make the students naturally engage in.

On the other hand, the disadvantages are:

- a. Quantum technique needs good preparation and much time.
- b. It can cause noise and not serious classroom.

C. Conclusions and Suggestions

Based on the discussion in the previous chapter, it can be concluded that grammar is some rules of language get the changing and combining of words into the sentence which has appropriate forms and meanings. Simple past tense is a part of grammar. There are two types of simple past tense: simple past tense in regular verb and simple past tense in irregular verb. The general form of simple past tense: **S + V2 + O + Adverb**.

Moreover, Quantum technique is a technique can be used in teaching simple past tense. There are six stages in teaching simple past tense by using Quantum technique: *enroll, experience, label, demonstrate, review, and celebrate*. Besides, the teacher also follows the three stages of teaching in the classroom: pre-teaching activities, whilst-teaching activities (exploration, elaboration, and confirmation), and post-teaching activities.

Teaching simple past tense in the classroom can be interesting if the teacher is creative in choosing the appropriate strategy which can work well in teaching simple past tense. Quantum technique is a right strategy to be used in teaching simple past tense to senior high school students. Therefore, the writer suggests the following points:

1. It is suggested to the teacher to give the materials and chosen topic that can be easily understood by the students.

2. It is suggested to the teacher to create his or her class situation more cooperatively in using Quantum technique to increase students' ability in mastering grammar, especially simple past tense.

3.

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