



**THE EFFECT OF WHOLE BRAIN TEACHING STRATEGY
ON THE STUDENTS' SIMPLE PRESENT TENSE MASTERY
AT THE EIGHTH GRADE OF SMP NEGERI 5 TAKENGON**

*Submitted to Faculty of Tarbiyah and Teachers' Training UINSU Medan as
Partial Fulfillment of the Requirements for S-1 Program*

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**DEPARTMENT OF ENGLISH EDUCATION
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MEDAN**

2021



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A THESIS

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SURAT PENGESAHAN

Skripsi ini yang berjudul "THE EFFECT OF WHOLE BRAIN TEACHING STRATEGY ON THE STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE EIGHTH GRADE OF SMP NEGERI 5 TAKENGON", disusun oleh: **Didik Arya Putra** telah dimunaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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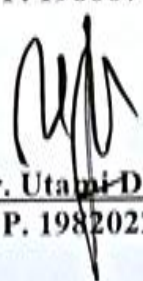
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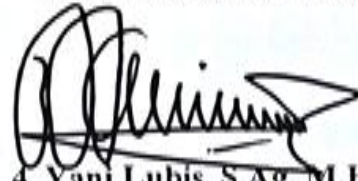

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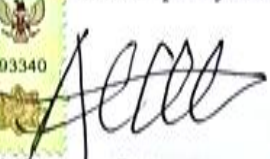
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Yang membuat pernyataan




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ABSTRACT

Didik Arya Putra. Registration Number: 0304161024. The Effect of Whole Brain Teaching Strategy on The Students' Simple Present Tense Mastery at the Eighth Grade of SMP Negeri 5 Takengon. A Thesis, English Education Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, 2021.

This research aims to find out whether the whole brain teaching strategy has a significant difference in students' simple present tense mastery between students who taught by whole brain teaching strategy and those who taught by using the conventional strategy at eighth grade of SMP Negeri 5 Takengon. This research uses the quantitative research method (quasi-experimental research). The population of this research was the eighth grade of SMP Negeri 5 Takengon. There were four classes in the eighth grade and the researcher took two classes for the sample. There were 16 students for the experimental class and there were also 16 students for the control class. The instrument for collecting the data in this research was tested in the multiple-choice form. Before conducting the treatment, the researcher gave a pre-test and a post-test. In treatment, students in the experimental class were taught by using the whole brain teaching strategy and students in the control class were taught by lecture or conventional strategy. The experimental class got improvement as much as 37.5 points (pre-test=31.25 while post-test=68.75). The whole brain teaching strategy has a significant effect on the students' vocabulary mastery. The result of the independent samples test shows that the t value is 0.580 while the t table was 2.128 ($t_{\text{observed}} < t_{\text{table}}$, $0.580 < 2.128$). Therefore, H_0 is accepted and H_a is rejected. So, it can be concluded that there is no significant difference in students' simple present tense mastery between students who taught by the whole-brain teaching strategy and the conventional strategy at eighth grade of SMP Negeri 5 Takengon.

Keywords: *Whole Brain Teaching Strategy, Conventional Strategy, Simple Present Tense Mastery*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The English language is an international language that is used in many countries in the world. Some countries used English as a second language and even their mother language. Seeing the extensive use of the English language, the researcher finds how important learning language to face the international world, increasing human resources, and Indonesian competitiveness in the International world.

Mastering English Language is not as simple as can speak using English. To be completely mastering English, four skills must be learned such as writing, reading, speaking, and listening. To mastering each skill, students have to pay attention to pronunciation, meaning, and especially grammar that has so many formulas followed by verbs, nouns, adjectives, and others that must be adjusted to the formulas themselves.

Simply learning English will not make students master the language nor use it fluently in their daily activity. To mastering English well, the students need to do much practice in reading skills, writing skills, speaking skills, and also listening skills in English.

For the students that still a beginner in learning English, practicing the English language in their daily life must be difficult. For that, the students must start learning some simple sentences that easy to understand, form, and use in

their daily life. In this case, one of the grammars that easy to learn was tenses or specifically simple present tense.

The simple present tense is one of the basic tenses where the students only need to combine the subject, the verb, and the object to form a sentence. The other reason is simple present tense also matches in daily use in every event that happens at the same time. Using simple present tense repetitively will also make information that students get directly send to the long-term memory in the brain. It's appropriate with the theories of long-term memory and short-term memory that contained in neurology.

In terms of neurology, there is long-term and short-term memory. Short-term memory is part of the brain that saved sort period information and usually this memory very easy to lost and forgotten. While when the information is used constantly, this information would be part of long-term memory and usually hard to lost and forgotten.

One material of the students in the eighth grade of junior high school is simple present tense. For the students that have learned simple present tense, they should be able to use the simple present tense in their conversation to be familiar with English. But, from the observation at SMP Negeri 5 Takengon, still many students in the eighth grade that have difficulty in using simple present tense in their daily activity. The problem above is caused by several factors such as lack of interest, media, teaching and learning strategy, material, and others, especially in teaching strategy.

From the observation, the researcher realized that students need to learn simple present tense in an active and fun learning activity. They needed an effective way to comprehend the simple present tense easily and they can save the memory well in their long-term memory. Then, a teacher also needed to make a fun learning activity and implemented an appropriate strategy to help the students. Teachers also had to pay attention to every student. They might not give their attention just to the smart students.

To overcome the problem mentioned above, the researcher believes that the Whole Brain Teaching strategy would be a good strategy to face this problem. It's because, in Whole Brain Teaching Strategy, the teacher would combine two different strategies: Direct Instruction and Cooperative Learning. In one session the teacher would be the center of the learning and in the other session, the students would also be the center of the learning. This type of learning would make the class more active and fun so the students' interest would be increasing and not boring.

The other aspect of the Whole Brain Teaching Strategy is the teacher not only focus on one aspect in learning such as knowledge only. It's because when the teacher implementing the Whole Brain Teaching Strategy, Directly or not, the teacher also reaches all the three aspects of learning, namely cognitive, affective, and psychomotor. With the Whole Brain Teaching Strategy, students would be smart, active, and have good behavior.

Based on the background of the study, the researcher was concerned in simple present tense mastery of students and interested in research: "**The Effect of Whole Brain Teaching Strategy on the Students' Simple Present Tense Mastery at SMP Negeri 5 Takengon**".

B. Identification of the Problem

Based on the background of the study, several problems show in teaching simple present tense, such as:

1. The students' low ability at simple present tense.
2. The teacher has to make the other variation in teaching simple present tense.
3. The students need to learn simple present tense in an active and fun learning

C. Formulation of the Study

Based on the background of the study, the researcher formulated the question of the research: "Is there a significant difference of students' simple present tense mastery between students who taught by whole brain teaching strategy and the conventional strategy at the eighth grade of SMP Negeri 5 Takengon?".

D. Objective of the Study

Based on the formulation of the study, the objective of the study is to find the significant difference of students' simple present tense mastery between students who taught by whole brain teaching strategy and those who taught by using conventional strategy.

E. Significances of the Study

The result of this research is expected to some groups:

1. Theoretically

The results of this study would increase the horizons of education in learning simple present tense and the results of thoughts could be additional data for teachers to make leaps in students' simple present tense mastery.

2. Practically

a. For Teacher

It was hoped that the teacher could provide fun teaching and learning in simple present tense learning. The teacher would help students easily use the whole-brain teaching strategies so that it was easier for them to memorize and understand in simple present tense.

b. For Students

It is hoped that the result of this study could increase student motivation in learning English, especially simple present tense in daily activity.

c. For Other Researcher

This research is expected to be a source for further research on teaching simple present tense or whole-brain teaching strategies.

F. Limitation of the Study

The researcher limits this research on the effect of whole brain teaching strategy and conventional strategy (lecture strategy) on the students' simple present tense mastery.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories in explaining some concepts in conducting the research.

A. Review of Literature

1. Grammar as a Part of Language Skill

a. The Concept of Grammar

To mastering the English Language, four skills should be learned. Four of them are reading, writing, speaking, and listening. So, how about grammar? Although grammar is not included as one of the skills in the English language, without knowing or understanding grammar, the student will get difficult to mastering all four skills. It is because grammar is one of the keys to produce and understand the English language. We also can say that grammar is the backbone of language that supports all the skills that should be learned in the English language.

Grammar is not language skills. They are language components that are essential to the mastery of all four skills. You cannot use any language skills without using grammar and vocabulary. Grammar is the backbone of a language and without it, the produced text, whether it is spoken or written, will be classified with many labels: broken, uneducated, incomprehensible, or simply not belonging to the English language.¹

¹ Isakhanova Zarina Saidvaliyevna. 2018. "The Role of Grammar in Learning English Language. Pedagogical Sciences Magazine: *Eurasian Scientific Journal*. <http://journalpro.ru> on 05 January 2021

Understanding English would help students to get more knowledge. As we know, much of the latest books or journals are written in English. That is why students should improve their grammar in order students could find more information, knowledge, or anything they need from the latest information that is written in English.

. In the other surah, Allah said (QS. Al-Qamar: 53):

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَقَرٌّ ﴿٥٣﴾

"And every small and great thing is recorded by written"

The verse above explains that Allah has written all of the events in lauhul mahfuz. Based on both verses above, it can be concluded that Allah though the human of writing, and all of the events (small events or large events) have been written by Allah.²

Rasulullah *shallallahu 'alaihi wa sallam* said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

"Bind knowledge with writing" (H.R Thobrani)

The means of the hadits intended that writing is a medium for connecting knowledge, so you'll not forget the knowledge quickly.

In Al-Qur'an surah An-Nisa verse 126, it is stated that all things in the heavens and on earth belong to Allah include knowledge, as in the Al-Qur'an Allah SWT said:

² M. Muhsin, (2016), *The Nobel Quran English Translation of Meaning and the Commentary*, Madinah: King Fahd Complex of the Holy Quran, p. 824

وَلِلَّهِ مَا فِي السَّمٰوٰتِ وَمَا فِي الْاَرْضِ وَكَانَ اللّٰهُ بِكُلِّ شَيْءٍ مُّحِيْطًا

"Unto Allah belongeth whatsoever in the heavens and on the earth: And Allah ever surroundeth all things."

Syaikh Abdurrahman bin Nashir as-Sa'di explains that Allah encompasses everything, belongs to Him and His servants everything in the heavens and on earth. He owns them and He governs them. His knowledge encompasses all things, His sight includes everything that is seen and His hearing includes everything that is heard. His will and power apply to everything in the universe. His vast graces reach the inhabitants of heaven and on earth, and with His glory and might all creatures submit.³

From the explanation above we can conclude that everything in the heavens and on earth belongs to Allah including knowledge. To understand the knowledge that was given by Allah, we should mastering language. As an international language that is used in many countries, learn English is very important. Then, to get the best comprehension of information that is written in English, Students' ability in grammar would be a great help. And it shows the importance of grammar in improving students' knowledge.

b. The Important of Tenses

Grammar is one of the components that very important in support students' skills in learning the English language. With good grammar, students could

³ Syaikh Abdurrahman bin Nashir as-Sa'di. 2012. *Tafsir Al-Qur'an*. Jakarta: Darul Haq. P 275

produce or build the language on their own. With this exercise, students would be easier to remember and understand both in vocabulary or pronounce that as important as grammar.

Quoted from the lingualinkdc.net, English is a chronological language It means that whenever you want to speak in English, you should know when some action or event took place. In this case, some action or event that happening could be expressed through verb tenses by the speakers. There are 16 tenses and each tense have their role. Each tense also shows the different connections between two or more periods or the specific time of the activity of the event, which underline the importance of English grammar tenses.

For the beginner in English, there are four basic tenses such as simple present tense, simple past tense, simple future tense, and simple perfect tense. All four basic tenses are the most appropriate grammar that beginners could be learned as a basic foundation in learning English.

Because of it, simple present tense, as one of simple grammar that learned in the eighth grade of junior high school should be mastered well. Learning simple present tense also a good foundation before students learn the other kinds of grammar that more complex.

2. Simple Present Tense

Tenses are one of the grammars that contain all levels of grammar from the easiest one to the hardest one. It is divided into 16 different forms which each form represents its every use. The different difficulties from the simple one to the

complex one could help students to learn grammar step by step. In this case, students should learn and master all kinds of tenses well to be a good support in all of the skills that should be learned in the English language.

In the eighth grade of junior high school, the simple present tense is one of the materials that should be learned by students. The simple present tense is very simple which students only need to combine subject, verb/to be, and object to build a sentence. This simplicity could help beginner students that still have difficulty in learning the English language. They could use it in their daily life and routines so the student would get used to the English language.

In the study of grammar in the language of English, we will see a lot of rules that must be understood one of them is tense. In it, many rules of writing are associated with the time of occurrence of an event.

Tense according to Fitriani is the characteristics of verbs that indicate the time of the action or state of being described.⁴

The term tense is used only for time reference which is marked grammatically by purely grammatical elements such as affixes, auxiliaries, or particles. There is the form of a verb whose changing depends on time and time and the kind of action.⁵

In the English languages, descriptions of time that different can affect the form of a sentence, especially against the said works. And changes in the form of the word work in a sentence that is caused by changes in information time are referred to as a change of tenses.

⁴ R. Fitriani.(2010). *English Grammar*. Bandung: Cipta Pustaka Media Printis, p.109

⁵ S. H. Daulay. (2008) *Let's Study English*. Bandung: Cipta Custaka Media, p.50

In English, simple present tense verbs after of third personal pronoun subject will have an addition of s/es. Typical time expressions with the simple present are always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc⁶.

There are 16 forms of tenses, one of which is the simple present tense. The function of the simple present tense is divided into two as follows:⁷

a. Verbal Sentence

Verbal sentences in the form of the simple present tense are used for:

- 1) State an act that has become a habit or performed at the specified times.

Example:

- I read a newspaper every morning.
- I always visit the library three times a month.

- 2) State the truth or general reality . In this case do not use the adverb of time.

Example

- The sun rises in the east.

⁶J. Eastwood. (2008). *Oxford Learner's Pocket Grammar*. New York: New York University Press. p.53.

⁷ G. Wilkinson and D. Hariyanto. (2004), *Complete English Grammar; Special Edition*. Jakarta: Pustaka Indonesia.

Table 2.1

Verbal Sentence Formula

Form	Formula
Positive	S + Verb 1(-s/-es) +O
Negative	S +Do/does +no t+ Verb 1+O
Interrogative	Do/does + S + Verb 1+O
Negative Question	Do/does + not + S + Verb 1+O

b. Nominal Sentence

Nominal sentences in the simple present tense are used for:

- 1) Declare a situation that is happening now.

Example:

- I am a student.
- They are teachers.

- 2) State the truth or general reality. In this case do not use the adverb of time.

Example:

- Fire is hot.
- Tiger is an animal.

Table 2.2

Nominal Sentence Formula

Form	Formula
Positive	S + to be + non verb
Negative	S + to be + not + non verb
Interrogative	to be + S + non Verb
Negative Question	to be + not + S + non Verb

3. Whole Brain Teaching Strategy

a. Definition of Strategy

The term 'strategy' comes from Greek. These terms can be categorized into two, namely as a verb and as a noun. As a noun 'stetegos' is a combination of the words 'stragos' means 'military' and 'ago' means 'to lead'. Meanwhile, as a verb, strategy means 'to plan' Furthermore, Ahmad Rohani, quoting Nana Sudjana's opinion stated that the strategy of teaching is a tactic in running the learning process used by the teacher to make the learning more effective and efficient.⁸

Based on the explanation above, we conclude that teacher uses strategy to help students achieve the goal of learning effectively and efficiently.

b. Definition of WBT

The active and fun learning make student interest in following the learning process. One teaching method that supports it is a whole-brain teaching strategy which the strategy that combines 2 different methods both direct instruction and

⁸ A. Rohani, (2007), *Pengelolaan Pengajaran*, Jakarta : Rineka Cipta, p. 34

cooperative learning. It makes both teacher and student could be the center of the learning process. The whole-brain learning strategy also combines 3 different aspects in the learning process such as cognitive, affective, and psychomotor.

Angela and Brian Macias, Whole Brain Teaching (WBT) board members, state, "Whole Brain Teaching is a set of strategies that combines the best attributes of Direct Instruction and Cooperative Learning to create an engaging classroom environment for students and an enjoyable workday for teachers. WBT combines both classroom management as well as a sound teaching pedagogy in one system".⁹ In their work, the Macias refer to Kousar's definition of direction learning as an "Academically focused, teacher-directed classroom instruction using sequenced and structured materials".¹⁰

In his book, *Whole Brain Teaching for Challenging Kids*, Chris Biffle, the director of Whole Brain Teachers of America and one of the developers of WBT, states, "Isn't it obvious what every pupil wants? Kids want to laugh and play games. Our system produces classrooms that are full of orderly fun".¹¹ Chris Biffle highlights fun learning activities known as The Big Seven. The Big Seven includes Class-Yes, Five Classroom Rules, Teach-Okay, the Scoreboard, Hands and Eyes, Switch, and Mirror.

Whole Brain Teaching is not only a multisensory teaching strategy, it is a brain-based learning strategy. Young children, especially those within early childhood, learn best when multiple areas of the brain are involved in their

⁹ A. Macias & B. Macias. (2013) *Whole brain teaching and learning research*. In C. Biffle (Ed.), *Whole Brain Teaching for Challenging Kids* (pp. 178-189). NA: Whole Brain Teaching. Page 178

¹⁰ R. Kousar. (2010). *The Effect of Direct Instruction Model on Intermediate Class Achievement and Attitudes Toward English Grammar*. Journal of College Teaching & Learning, v7n2p99.

¹¹ Biffle, C. (2013). *Whole Brain Teaching for Challenging Kids*. NA: Whole Brain Teaching. Page 2

learning. WBT incorporates gestures into all areas of learning as well as The Big Seven.

c. Teaching Strategy of WBT

In the whole brain teaching strategy, The Big Seven is the most popular method used. The Big Seven includes Class-Yes, Five Classroom Rules, Teach-Okay, the Scoreboard, Hands and Eyes, Switch, and Mirror.

1) Step 1: Class-Yes

The teacher of a whole-brain classroom (WBC) uses this attention-getter before beginning every class. The teacher begins class by saying "class" any way he/she likes, and in turn, the class is responsible for mimicking the teachers' voice by responding yes. Therefore, if the teacher says, "class, class, class, classy class!" The class must say "yes, yes, yes, yes, yes!" Once this step has been accomplished, the teacher moves on to step 2.

2) Step 2: Classroom Rules

Before beginning the actual "informative" part of each lesson, the teacher goes over the five classroom rules with the entire class. This is to ensure that everyone understands the rules, but it will also help the teacher in the end, if a student is not following rules. The rules and gestures are as follows; 1) follow directions quickly! (Make your hand shoot forward like a fish), 2) raise your hand for permission to speak (raise the hand, bring down to head and make a talking motion), 3) raise your hand to leave your seat (raise the hand, make a walking

motion with fingers), 4) Make smart choices! (tap one finger to your temple as you say each word), 5) Keep your dear teacher happy! (hold up each thumb and index finger out like an "L" framing your face; bob your head back and forth with each word and smile really big!)

3) Step 3: Teach-OK

This is the informative part of the lesson. Before beginning the teacher must divide the class into two groups, 1's and 2's the teacher in each pair will rotate each time. Then the teacher begins to teach small sections of information while incorporating gestures, songs, movements, and chants. When the teacher has finished a small portion of information he/she says to the class "Teach" and the class responds "OK!" In turn, the students turn to teach each other, mimicking the "lesson" taught by the teacher. During this time the teacher observes the students' comprehension, if the teacher is not convinced the students understand the lesson, repeat this process. Otherwise, move to "class-yes" and begin another short lesson.

4) Step 4: Scoreboard Game

Depending on the age of the students there are two different scoreboard games. Students receive smileys or frownys in return for procedures performed well or procedures performed badly. There should never be a difference of more than 3 smileys to frownys, if this happens the students will become disinterested. However, the main motivator is the reward. When students receive a smiley the teacher exclaims "One second party!" and while making the smiley points to the students who exclaim "Oh Yeah!" As opposed to when students receive a frowny

and the teacher says "Mighty groan!" and the students lie and drop their shoulders while groaning loudly.

Students use the Teacher vs Student model. Similarly to the smiley and frowny system, students receive a point when they perform a procedure well, and they also receive the "One second party!," and response. If students do not perform a procedure well, the teacher gives himself/herself a point and the "Mighty Groan!," response takes place. The same "rule of 3" applies here, the teacher vs student tally should never reach a difference of more than 3 points, because it will lead to student disinterest.

5) Step 5: Hands and Eyes

This step is used at any point during the lesson when you want students to pay "extra attention" to what you are saying/doing. To begin this process the teacher says, "Hands and Eyes!," and the students respond by mimicking the words and movements of the teacher.

6) Step 6: Mirror

Similar to "Hands and Eyes," the mirror allows the teacher to gain control of the classroom as well as have students mimic the motions and speech of the teacher. This is the main part of the lesson where teachers are expected to contribute their own "silliness" and movements into the lesson. Teachers will incorporate their gestures, songs, or chants in this portion of the lesson, and the students are expected to "mirror" the teacher after the teacher says "Teach" and the class responds "OK."

7) Step 7: Switch!

This step is to be used with the "Teach-OK" step, while students are teaching it is imperative that the same student, not teacher every time. Therefore, to get every student involved in the lesson, the teacher will direct the students to "Switch!," the students will respond by saying "switch" and the "teacher" of the group will rotate.

2. Conventional Strategy (Lecture Strategy)

a. Lecture as Teaching Strategy

The lecture is an instructional strategy that allows the instructor to transmit information to a large group. The lecture is often the method college instructors use most because it is an efficient way to get across a large amount of information. However, it is important to ensure students are actively involved in the lecture; otherwise, not much learning usually takes place. Try some of the following methods to ensure active learning: Questioning or polling the group to assess understanding; providing graphic organizers for note-taking or organizing of ideas/questions; and chunk your lesson into small, 10 minutes lectures with active work for students in between, such as writing a reflection, discussing a question with a peer or taking a short, self-assessed quiz.

Pattison and Day also suggest lecture may be suitable if:

- The basic instructional task is to give information
- The information is not readily available some other way
- There is established learner interest in the subject
- The material is intended for short-term retention

- Introduction a subject or giving directions for learning task that will be developed through other techniques.¹²

Instructor's Role

- Present the information
- Provide visuals to support lecture
- Allow and encourage participation

Learner's Role

- Actively participate (take notes, ask questions)

b. Teaching Strategy of Lecture Strategy

In implementing lecture Strategy, the teacher could use the following steps in learning process:

1) Preparation for the lecture

This includes silent points like appropriate language and manner of presentation according to the nature of students, selection of audio-visual aids and instructional materials, planning the motivational technique; anticipating certain difficulties and problems during the lecture, finding suitable solutions and alternatives to these barriers to a successful lecture.

¹² P. Pattison, & R. Day. (2006). Instruction Skills Workshop (ISW) Handbook for Participants. Vancouver: The Instructional Skills Workshop International Advisory Committee. p. 75

2) Introduction to the lecture

It should be done briefly and if it is executed poorly, it can initially kill off the enthusiasm of the student.

3) Giving the body of the lecture

The teacher should have a given cognitive framework upon which he relies to achieve a more logical presentation.

4) Conclusion of the lecture

Following technique can be used to wrap up the lecture. Summarizing the major points presented, forming generalization,; giving implications.

From both the whole brain teaching strategy and lecture method, the researcher used the lecture method in teaching simple present tense in the control class. This strategy will be a comparison to the whole brain teaching strategy to know the effect of the whole brain teaching strategy.

B. Conceptual Framework

The purpose of language teaching is to help students develop communication skills, both orally and in writing. The simple present tense is one of the sixteen tenses that state an act that has become a habit or performed at the specified times and declare a situation that is happening now. It could be a good exercise to practise English every day.

The students are expected to get practice as good as the theory of the Whole Brain Teaching Strategy. The teacher has to be a facilitator who can support and develop the ability of all of the students. The Big Seven technique is one of the innovative learning techniques. The students are invited to be creative and active with every part of this technique. They will also be easier to get and share the ideas creatively. The use of The Big Seven technique is intended to train them to develop creative ability in sharing their knowledge.

The Big Seven of Whole Brain Teaching is expected to be able to raise the idea in the brain and then transfer it through both gesture and orally. Whole Brain Teaching is a set of strategies that combines the best attributes of Direct Instruction and Cooperative Learning to create an engaging classroom environment for students and an enjoyable workday for teachers.

C. Related Study

The quality and effectiveness of classroom instruction are imperative to lessen problems associated to teaching and learning mathematics.¹³ Thus, it is the role of the teacher to look for a classroom instruction that would address this need.

Brain based learning is a new pedagogy that maximizes students' brain capacity for emotional, social, cognitive, physical and reflective learning.¹⁴ Teachers should use brain-based instructional activities that are proven to increase

¹³ Andaya, O. F. (2014). Factors that Affect Mathematics Achievement of Students of Philippine Normal University- Isabela Campus. *International Refereed Research Journal*, 5(4).

¹⁴ Z. Sesmiarni. (2015). Brain Based Teaching Model as Transformation of Learning Paradigm in Higher Education. *Al-Ta lim Journal*, 22(3), 266-275. <https://doi.org/10.15548/jt.v22i3.141>

students' capacity to gather and store knowledge and increase students' academic performance.¹⁵

There are some related study that showed the significant effect of Whole Brain Teaching as follows:

1. The first related study was conducted by Awolola "Effect of Brain Based Learning Strategy on Students' Achievement in Senior Secondary School Mathematics in Oyo State, Nigeria". The purpose of this study is to know the effect of braind based learning strategy on students' achievement in senior secondary school mamthematics in Oyo State, Nigeria. From this study, the writer proved that proved that Brain based learning and teaching method enhanced students' achievement in mathematics more than the conventional teaching method.¹⁶
2. The second study was conducted by Sontillano "Impact of Whole Brain Teaching Based Intruction on Academic Performance of Grade 8 students in Algebra: Compendium of WBT-Based Lesson Plans". The purpose of this study is to determine the impact of Whole Brain Teaching or WBT on academic performance of grade 8 students in Algebra. From this study, the writer proved that the students' academic performance increased

¹⁵ H. Sanchez. (2017). The Education Revolution: How to Apply Brain Science to Improve Instruction and School Climate. Thousand Oaks, California: Corwin, a Sage Company.

¹⁶S. A. Awolola. (2011). Effect of Brain Based Learning Strategy on Students' Achievement in Senior Secondary School Mathematics in Oyo State, Nigeria. Cypriot Journal of Education Science, 2, 91-106.

significantly after implementing WBT techniques more than conventional teaching strategy.¹⁷

The fact that there are only a number of recorded studies on Whole brain teaching implies that this teaching pedagogy has not yet captured much attention. With these the researcher sees the solution with the utilization of WBT techniques as revealed by various studies.

D. Hypothesis

In this study, the researcher hypothesized:

H_a : There is a significant difference in students' simple present tense mastery between students who are taught by whole brain teaching strategy and those who are taught by using conventional strategy.

H_0 : There is no significant difference in students' simple present tense mastery between students who are taught by whole brain teaching strategy and those who are taught by using conventional strategy.

¹⁷ R. D. Sontillano. (2018). *Impact of Whole Brain Teaching Based Instruction on Academic Performance of Grade 8 students in Algebra: Compendium of WBT-Based Lesson Plans*. International Journal of Teaching, Education and Learning, 2(2), 98-114.

CHAPTER III

THE METHOD OF RESEARCH

This chapter would discuss the basic information of the study include type of research, the variable, population and sample, time and place, research design, research instrument, validity and reliability, data collection procedure, and data analysis technique.

A. Location of The Research

The researcher conducted the research at SMP Negeri 5 Takengon on the academic year 2020-2021. In choosing this school, the researcher considered some reasons, such as:

1. The researcher had done an observation there before. So, he knew the students' condition there.
2. The school supported and allowed everyone who wanted to conduct research.
3. The researcher was easy to access and obtained data for research.

B. Population and Sample

1. Population

The population is the whole object that will be researched.¹⁸ The population of this study was the eighth-grade students of SMP Negeri 5 Takengon. There were 72 students from 4 classes. It could be seen from the table:

¹⁸ Syahrums and Salim, (2007), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media. p. 113.

Table 3.1

The Population of Research

No	Class	Students
1.	VIII-1	20
2.	VIII-2	20
3.	VIII-3	16
4.	VIII-4	16
Total		72

2. Sample

A sample is smaller group of population.¹⁹ The researcher needed two classes (experimental class and control class) for conducting the research and the number of the class were just two classes. So, the researcher took all the population as a sample.

Table 3.2

The Sample of The Research

Sample	
VIII-3	Eperimental Class
VIII-4	Control Class

C. Research Design

In conducting the research, the researcher used quantitative research with quasi-experimental research. It aimed to find out the effect of the whole-brain

¹⁹ Louis Cohen, Laurence Manion& Keith Morison, (2007), *Research Method in Education*, London: Routledge, p.100

strategy on the students' simple present tense mastery. Therefore, the researcher divided the classes into experimental class and control class. The researcher taught the students in the experimental class by using the whole brain teaching strategy type the big seven. Then, the control class was taught with the conventional strategy (lecture method). The research design could be seen below.

Table 3.3

Pre-test and Post-test Design

Class	Group	Pre-Test	Treatment	Post-Test
VIII-3	Experimental Class	✓	Mnemonic Strategy	✓
VIII-4	Control Class	✓	Lecture Method	✓

Based on the table above, both the classes were given pre-test before doing the treatment. After that, the treatment was done for both classes for 3 meetings. Then, a post-test was given in the last meeting.

D. Definition of Operational Variable

Defining the terms is needed to avoid misunderstanding. So, the researcher serves the definition of variables.

1. Whole Brain Teaching is a strategy that combines 2 different methods both direct instruction and cooperative learning. It makes both teacher and student could be the center of the learning process. The whole-brain learning strategy also combines 3 different aspects in the learning process such as cognitive, affective, and psychomotor.

2. Grammar is not a language skill but it is language components. Without grammar, you can not use any language skill well. It is because grammar is the backbone language that supports all four skills in the English language.

E. Instrument of Data Collection

To obtain the data, the researcher used the instrument of study as a tool to get better data. The instrument of study was a test. The test was used as a method to measure students' ability, knowledge, or performance.²⁰

After conducting the test, the scoring did to rank the students' abilities. The researcher gave score from the highest until the lowest score.

The score was calculated with this formula:

$$\text{Students' Score} = \frac{\text{CorrectAnswer}}{\text{TotalNumbero } f\text{TestItems}} \times 100$$

The researcher used the classification of students' score to rank the students' simple present tense mastery:

Table 3.4

The Achievement of Students' English Grammar

Classification	Score
Excellent	91-100
Very Good	81-90
Good	71-80
Poor	61-70
Failure	Less than 60

²⁰H.D. Brown, (2004), *Language Assessment Principles and Classroom Practice*, p. 3

F. Technique of Collecting the Data

In collecting the data, the researcher gave a pre-test at the beginning of the meeting. Then, the researcher did the treatment for both the experimental class and control class. The last, measuring the improvement of students by conduction post-test.

1. Pre-Test

Before conducting the treatment, the researcher gave a pre-test for both the experimental class and the control class. It was given in the first meeting. The pre-test consists of 20 questions in the form of multiple choices.

2. Treatment

After conducting a pre-test, the researcher conducted the treatment in both the experimental class and control class. Both of them were taught in different ways. Students in the experimental class were taught with a whole brain teaching strategy while students in the control class were taught without a whole brain teaching strategy (lecture method). The researcher gave the same materials in teaching both classes.

3. Post-Test

After conducting the treatment, the researcher gave the post-test to measure the improvement of students' simple present tense mastery. The researcher obtained the post-test score as a result of the treatment. Then, the result

was analyzed to find out the effect of whole brain teaching strategy on the students' simple present tense mastery.

G. Technique of Analyzing Data

In conducting this research, the researcher analyzed the validity and reliability of the test first. The function of the validity and reliability test was to measure whether the test was suitable for the sample of the research. The researcher used SPSS 25 software in analyzing the data. Then, the data from the result of the pretest and post-test were analyzed also by using SPSS 25. The researcher analyzed the normality and the homogeneity of the data. The normality test and homogeneity test was the requirement for testing the t-test. The last, the researcher used a t-test to measure the significant difference between students taught by the whole-brain teaching strategy and without the whole-brain teaching strategy. and to know the effectiveness of the whole-brain teaching strategy in learning simple present tense.

1. Normality Test

The researcher used the normality test to measure whether the data obtained from the test have normally distributed. The normality test used Lilifors test. After getting L_o , it was compared to $L_t \alpha = 0,05$. The characteristic of Lilifors test is:

If $L_o < L_t$ = data is normal

If $L_o > L_t$ = data is not normal

2. Homogeneity Test

The researcher used a homogeneity test to measure whether the data obtained was homogeneous or not. The researcher used Levene test. After getting the F_o , it would be compared to $F_t - 0,05$. The characteristic of Levene test was:

If $F_o < F_t$ = sample is homogenous

If $F_o > F_t$ = sample is heterogeneous

3. Hypothesis Test

The researcher used a t-test to measure whether there was a significant difference between students taught by the whole-brain teaching strategy and students taught without the whole-brain teaching strategy. the researcher used the 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:

Mx: the mean of experimental group

My: the mean of control group

dx^2 : standard deviation of the experimental group

dy^2 : standard deviation of the control group

Nx: the total number of the experimental group

Ny: the total number of the control group

Statistically, the hypotheses are expressed as a follow:

$H_o : \mu A = \mu B$

$H_a : \mu A > \mu B$

In which:

H_o = Null Hypothesis

H_a = Alternative Hypothesis

μ_A = Students' score in test, who are taught by gallery walk strategy.

μ_B = Students' score in test, who are taught without gallery walk strategy.

The statistical hypotheses above means:

- If t-test (t_o) < t-table (t_t) in a significant degree of 0.05 (5%), it means that H_a is rejected and H_o is accepted.
- If t-test (t_o) > t-table (t_t) in a significant degree of 0.05 (5%), it means that H_a is accepted and H_o is rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains findings included data description and analysis of the data (normality test, homogeneity test, t-test, and hypothesis test), and discussion.

A. Findings

1. Data Description

The researcher obtained the data from both experimental class (VIII-3) and control class (VIII-4). The result showed that there were two different data. To obtain the data, the researcher used pre-test and post-test to both experimental class (taught by whole brain teaching strategy, the big seven) and control class (taught by conventional strategy, lecture strategy). The pre-tests in both classes were given before the researcher conducting the treatment to the students. The researcher gave the pre-tests in both classes in the first meeting. Then, after the researcher has done the treatment, the researcher gave a post-test to the students at the end of the meeting.

From the pre-test and post-test of the experiment and control class, the researcher collected the score that was needed. The score of pre-test and post-test (see appendix I and II) showed that 2 students got the lowest score. It was 10 from 100 in the pre-test. Then, there was also a student who got the highest score. It was 55 from 100 in the pre-test. Meanwhile, there was a student who got the lowest score in the post-test. It was 55 from 100. Then, there was a student who got the highest score in the post-test. It was 85 from 100. From the result of the test, the researcher got the mean of the pretest was 30.94 and the mean of the post-

test was 67.03. So, there was an improvement and it could be seen from the mean score of the experimental class that increased 36.09 points.

In the control class, the score of pre-test and post-test (see appendix II) showed that 2 students got the lowest score (the score was 10 from 100) in the pre-test. Then, there was also a student who got the highest score (the score was 55 from 100) in the pre-test. Meanwhile, there was a student who got the lowest score (the score was 45 from 100) in the post-test. Then, 2 students got the highest score (the score was 80 from 100) in the post-test. From the result of the test, the researcher got the mean score of pre-test (30.63) and the mean score of post-test (65.31). So, the mean score of the control class increased by 34.68 points.

In the experimental class, the score of pre-test and post-test (see appendix I) showed that there were students who got the lowest score (the score was 15 from 100) in the pre-test. Then, 2 students got the highest score (the score was 50 from 100) in the pre-test. Meanwhile, there was a student who got the lowest score (the score was 50 from 100) in the post-test. Then, there was a student who got the highest score (the score was 85 from 100) in the post-test. From the result of the test, the researcher got the mean score of pre-test (31.25) and the mean score of post-test (68.75). So, the mean score of the control class increased by 37.25 points.

Based on the explanation above, the result of the test showed that there was an improvement from both the experimental class and the control class. It could be seen from the deference of score mean between pre-test and post-test.

2. Analysis of Data

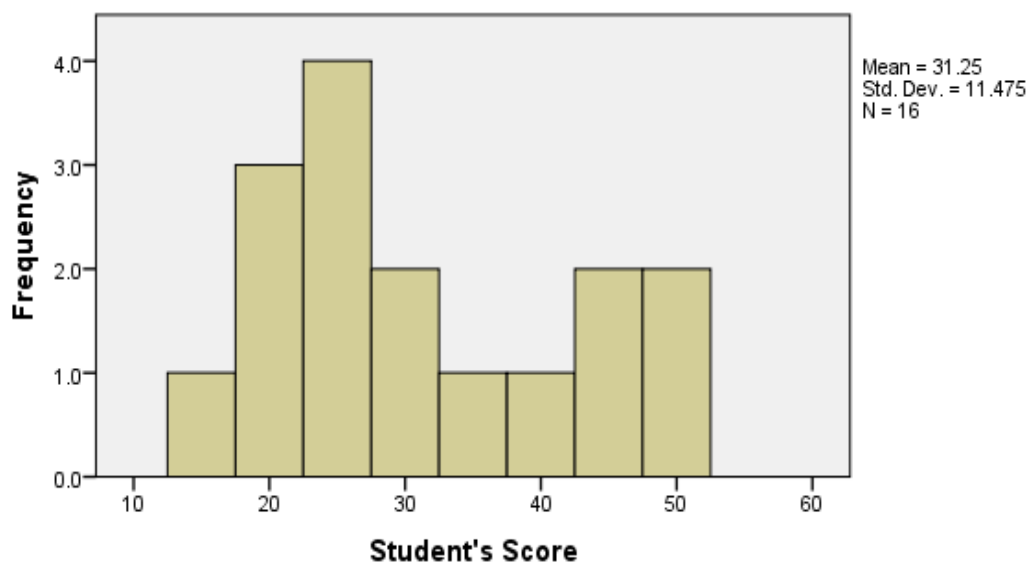
a. Normality Test

Shapiro-Wilk was used to test the normality because the researcher used a small sample or sample less than 50 samples.

1) Normality Test of Experimental Class

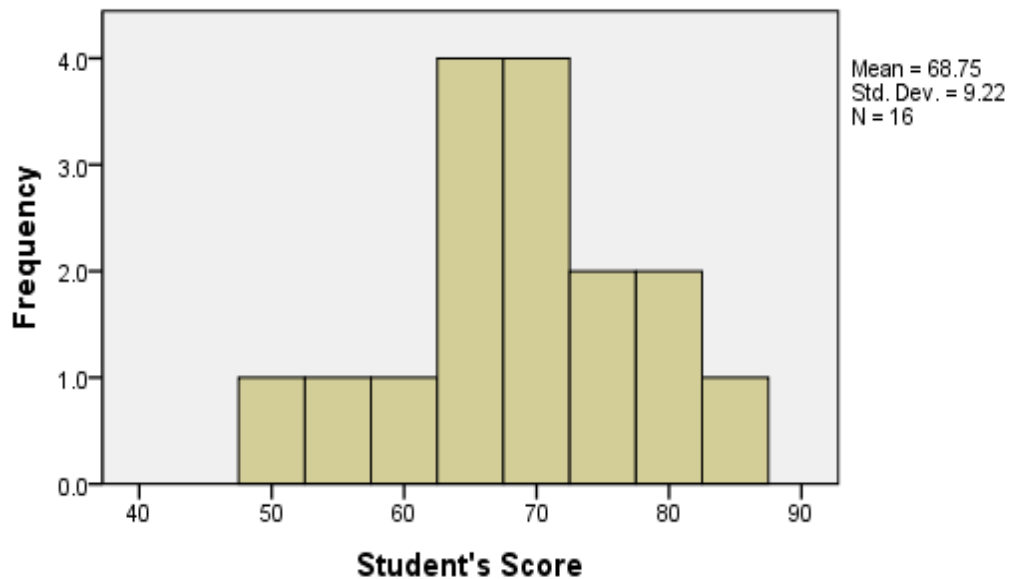
Based on the result of the normality test (see appendix III), the researcher got the significance (Sig.) of the pre-test experimental class by using Shapiro-Wilk. It was 0,098 ($p > 0,05$). So, it meant that the score of the pre-test in the experimental class was normally distributed. The figure could be seen:

Figure 4.1
Pre-Test of Experimental Class



Then, based on appendix (normality test of post-test of experimental class), the significance of normality of post-test score of experimental class in Shapiro-Wilk. It was 0,821 ($p > 0.05$). So, it could be claimed that it was normally distributed. The figure can be seen:

Figure 4.2
Post-Test of Experimental Class

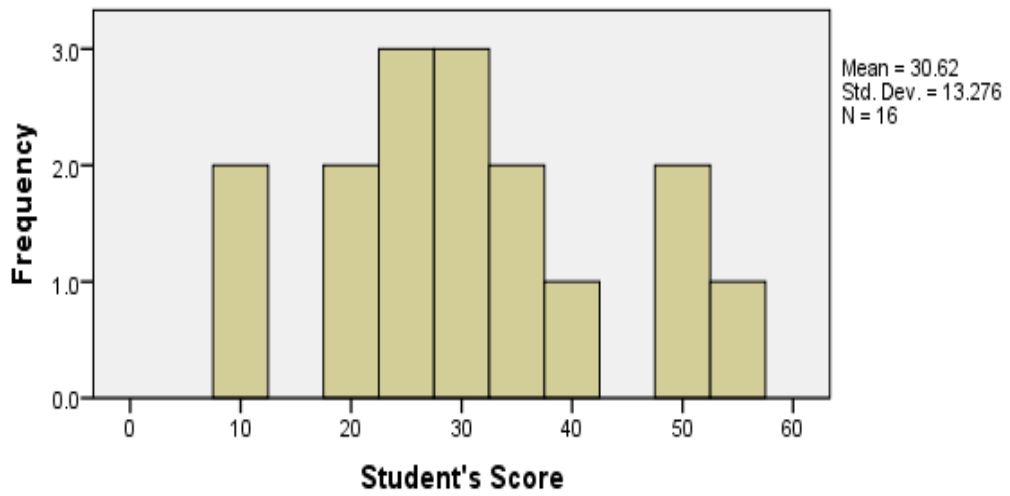


Based on the data above, it could be concluded that the result of the pre-test and post-test of the experimental class were normally distributed.

2) Normality Test of Control Class

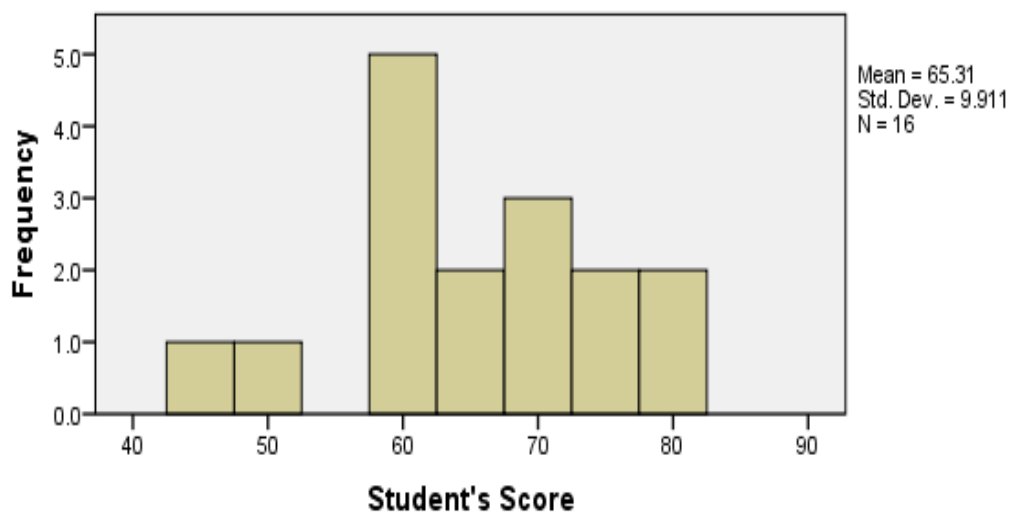
Based on the result of the normality test (see appendix III), the researcher got significance (Sig.) of the pre-test of the control class by using Shapiro-Wilk. It was 0,482 ($p > 0,05$). So, it could be claimed that the the result of pre-test in the control class was normally distributed. The figure could be seen:

Figure 4.3
Pre-Test of Control Class



Then, the normality test of post-test for control class (see appendix III) by using Shapiro-Wilk had 0.651 for significance (Sig.). So, it could be claimed that the result of the post-test for the control class was normally distributed. The figure could be seen:

Figure 4.4
Post-Test of Control Class



From the data above, it could be concluded that the result of the pre-test and post-test of the control class was normally distributed.

b. Homogeneity Test

After testing the normality of the test result, the researcher continued to test the homogeneity. It would be calculated by using SPSS 21 to know while the data variance of post-test in experimental class and variance of post-test in control class were homogeneous or heterogeneous. In this calculation, the researcher used Levene statistic test. If $p > 0,05$, the variance data of post-test (experimental class and control class) would be homogeneous. The result of test homogeneity of variance could be seen in the table below:

Table 4.1
Test Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student's Score	Based on Mean	.953	1	30	.337
	Based on Median	.818	1	30	.373
	Based on Median and with adjusted df	.818	1	28.545	.373
	Based on trimmed mean	.950	1	30	.337

Based on the table above, the significance (Sig.) Based on Mean was 0,337. It meant that $0,337 > 0,05$. So, it could be concluded that the data variance of post-test (experimental class and control class) was homogeneous.

c. T-test

After calculating the normality test and homogeneity test and gained the result that shows the data was normally distributed and homogeneous, the researcher measured the t-test by using SPSS 21 to find out the significant difference between simple present tense taught by whole brain teaching strategy and taught by lecture strategy. To measure the data, the researcher used an independent sample t-test while if the result of Sig. (2-tailed) < 0,05, so there was a significant difference between the result of the study in the experimental class and control class.

Based on the t-test result (see Appendix IV), it showed that the result of Sig. (2-tailed) was 0,566. It meant that $0,566 > 0,05$. So, it could be concluded that there was not a significant difference between the result of the study in the experimental class and control class.

Then, the researcher would find out whether the whole-brain teaching strategy was effective toward students' simple present tense mastery or not. The researcher used paired sample t-test. If the result of Sig. (2-tailed) < 0.05. it means that there was a significant difference. Based on the result of paired sample test (see appendix V), it showed that the result of Sig. (2-tailed) was 0,000. It meant that $\text{Sig. (2-tailed)} = 0,000 < 0,05$. It showed there was a significant difference. It could be concluded that the whole-brain teaching strategy is effective toward students' simple present tense mastery.

d. Hypothesis Test

To know the answer of the research question: "Is there any significant difference in simple present tense mastery between the eighth-grade students of SMP Negeri 5 Takengon taught using the whole brain teaching strategy and those who are taught not using the whole brain teaching strategy?", the researcher tests the hypothesis with criteria as follow:

- a. H_a is accepted if $t_o > t_{table}$ or if the Sig. (2-tailed) < 0.05 .
- b. H_0 is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

H_a : There is a significant difference in students' simple present tense mastery between students who are taught by whole brain teaching strategy and those who are taught by using conventional strategy.

H_0 : There is no significant difference in students' simple present tense mastery between students who are taught by whole brain teaching strategy and those who are taught by using conventional strategy.

Based on the t-test result of post-test in both experimental class and control class, it could be found that the sign. (2-tailed) is $0.566 > 0.05$. Therefore, H_0 is accepted which means that both whole brain teaching strategy and conventional strategy are effective on students' simple present tense mastery.

B. Discussion

Based on the findings above, it indicated that there was a significant effect of whole brain teaching strategy on the students' simple present tense mastery at eighth grade of SMP Negeri 5 Takengon. And it showed that there was no

significant difference between the students taught by whole brain teaching strategy and without whole brain teaching strategy (conventional strategy).

In conclusion, it was proven that there was a significant effect of using whole brain teaching strategy on students' simple present tense mastery at eighth grade of SMP Negeri 5 Takengon and the students' simple present tense mastery taught by whole brain teaching strategy has no significant difference with the students who taught by using conventional strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion of the result in using the whole-brain teaching strategy on students' simple present tense mastery.

A. Conclusion

After conducting the research and based on the result of the tests, the researcher found that there was a significant improvement in students' simple present tense mastery when taught by using the whole-brain teaching strategy. The result shows that the t_{value} is 21,958 while the t_{table} was 2.128 ($t_{\text{observed}} > t_{\text{table}}$, $21,958 > 2.128$). Therefore, H_a is accepted and H_0 is rejected. So, it can be concluded that there is a significant effect of whole brain teaching strategy on the students' simple present tense mastery at eighth grade of SMP Negeri 5 Takengon.

The data from the independent sample test that the t_{value} is 0.580 while the t_{table} was 2.128 ($t_{\text{observed}} < t_{\text{table}}$, $0.580 < 2.128$). Therefore, H_0 is accepted and H_a is rejected. So, it concluded that the students' simple present tense mastery taught by whole brain teaching strategy has no significant difference with the students who taught by using conventional strategy.

B. Suggestion

Based on the conclusion of the research, the researcher serves some suggestions as follow:

1. As English teachers, they should find a creative strategy to teach grammar.

Many strategies can be used by the teachers. One of them is the whole-

brain teaching strategy. The teachers are recommended to use the whole-brain teaching strategy to improve student's ability in memorizing and understanding grammar. It was found that it's effective on students' simple present tense mastery.

2. The data shows that both the whole brain teaching strategy and the conventional strategy (lecture strategy) have significance effect toward students' simple present tense mastery. So the teacher could combine or just use both strategy to make variations of learning
3. The other researchers that interested in conducting the research related to this study can use whole brain teaching strategy as variable of their study. They can conduct the research in the different level of the students, with bigger sample, or another in order to measure the effect of whole brain teaching strategy on the students' simple present tense mastery.

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APPENDICES

APENDIX I
EXPERIMENTAL CLASS

Table Score

No.	INITIAL	PRE-TEST	POST-TEST
1.	AF	45	75
2.	AM	20	65
3.	BA	20	65
4.	DA	30	70
5.	HH	20	60
6.	JM	25	65
7.	M	25	70
8.	NS	35	70
9.	NGA	50	80
10.	N	50	85
11.	RB	40	80
12.	R	15	55
13.	R	45	70
14.	RD	25	65
15.	RG	25	50
16.	RP	30	75

APENDIX II
CONTROL CLASS

Table Score

No.	INITIAL	PRE-TEST	POST-TEST
1.	S	30	60
2.	TB	35	60
3.	SA	35	70
4.	Y	10	50
5.	ZMB	40	75
6.	R	10	45
7.	S	25	70
8.	SRS	25	60
9.	S	20	65
10.	Z	50	85
11.	VSP	30	70
12.	YAL	50	80
13.	SH	20	60
14.	SW	55	90
15.	SA	30	60
16.	VDY	25	65

APPENDIX III NORMALITY TEST

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student's score	Pre-Test Experiment (WBT)	.207	16	.065	.905	16	.098
	Post-Test Experiment (WBT)	.155	16	.200 [*]	.969	16	.821
	Pre-Test Control (Lecture Method)	.144	16	.200 [*]	.950	16	.482
	Post-Test Control (Lecture Method)	.166	16	.200 [*]	.959	16	.651

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX IV **INDEPENDENT T-TEST**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's Score	Equal variances assumed	.953	.337	.580	30	.566	2.188	3.770	-5.512	9.887
	Equal variances not assumed			.580	28.203	.566	2.188	3.770	-5.532	9.907

APPENDIX V
PAIRED SAMPLE T-TEST

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-37.500	6.831	1.708	-41.140	-33.860	-21.958	15	.000
Pair 2	Pre-Test Control - Post-Test Control	-34.688	6.700	1.675	-38.258	-31.117	-20.708	15	.000

APPENDIX VI

Table of Liliefors

N	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

APPENDIX VII

T-TABLE

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68455	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65885	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX VIII

PRE-TEST

Name :

Class :

Answer These Questions!

1. She ... good girl
 - a. is having
 - b. has
 - c. was having
 - d. is
2. I ... Indonesian
 - a. am
 - b. is
 - c. are
 - d. was
3. An architect ... a person who plans a new building
 - a. is
 - b. are
 - c. were
 - d. was
4. I have a friend. He is Jonathan from Jakarta. He ... an actor
 - a. is
 - b. was
 - c. were
 - d. are
5. Andi: Hello Rina, are you in your uncle's house?
Rina: I ... in my uncle's house.
 - a. is not
 - b. was not
 - c. am not
 - d. are not
6. He ... a police
 - a. aren't
 - b. am
 - c. isn't
 - d. weren't
7. I ... not a teacher
 - a. am
 - b. is
 - c. are
 - d. were
8. She ... happy
 - a. isn't
 - b. aren't
 - c. weren't
 - d. wasn't

9. ... Mrs. Dewi an Arabic teacher?
- | | |
|--------|---------|
| a. are | c. is |
| b. do | d. does |
10. ... Anton a student?
- | | |
|--------|---------|
| a. are | c. were |
| b. is | d. was |
11. Where ... you from?
- | | |
|-------|---------|
| a. is | c. does |
| b. do | d. are |
12. ... she a police woman?
- | | |
|--------|--------|
| a. are | c. do |
| b. is | d. did |
13. ... your father a smokes?
- | | |
|-----------|------------|
| a. aren't | c. weren't |
| b. isn't | d. didn't |
14. ... she a former?
- | | |
|----------|----------|
| a. isn't | c. was |
| b. am | d. don't |
15. the earth ... around the sun.
- | | |
|----------|---------------|
| a. move | c. moves |
| b. moved | d. was moving |
16. ... you a good boy?
- | | |
|-----------|-----------|
| a. aren't | c. wasn't |
| b. isn't | d. don't |
17. My friend and I ... English at English course everyday.
- | | |
|-------------|------------|
| a. learn | c. learns |
| b. learning | d. learned |
18. Susanty ... mathematics every night.
- | | |
|------------|-------------|
| a. study | c. studying |
| b. studies | d. studied |

19. She ... cooking.

- | | |
|------------------|-----------------|
| a. don't like | c. don't liked |
| b. doesn't likes | d. doesn't like |

20. The old man ... is the farm every morning.

- | | |
|------------|-----------|
| a. work | c. works |
| b. working | d. worked |

APPENDIX IX
POST-TEST

Name :

Class :

Answer These Questions!

1. Every year Michael doesn't ... a medal from Olympiad in Greece.
a. gotten c. gonna
b. got d. get
2. She ... not go to school every day.
a. does c. do
b. go d. did
3. Does Anita ... to campus?
a. goes c. gone
b. go d. went
4. She doesn't ... every Sunday.
a. work c. worked
b. works d. working
5. ... you work everyday?
a. do c. does
b. done d. did
6. ... you watch movie every 7 pm?
a. don't c. didn't
b. doesn't d. does
7. .. they play football?
a. doesn't c. isn't
b. don't d. aren't
8. ... your mom ... every morning
a. doesn't, cooks c. doesn't, cooked
b. doesn't, cook d. doesn't, cooking

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19. She does not go to the party....

- | | |
|----------------|----------|
| a. every month | c. month |
| b. every | d. back |

20. Do they ... study Arabic?

- | | |
|-----------|--------------|
| a. seldom | c. be seldom |
| b. be | d. not now |

**APPENDIX X
KEY ANSWER**

A. Pre-Test

- | | |
|-------|-------|
| 1. D | 11. D |
| 2. C | 12. B |
| 3. A | 13. B |
| 4. A | 14. A |
| 5. C | 15. C |
| 6. C | 16. A |
| 7. A | 17. A |
| 8. A | 18. B |
| 9. C | 19. D |
| 10. B | 20. C |

B. Post=Test

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. A | 12. D |
| 3. B | 13. B |
| 4. A | 14. B |
| 5. A | 15. B |
| 6. A | 16. B |
| 7. B | 17. A |
| 8. B | 18. B |
| 9. B | 19. A |
| 10. A | 20. A |

APPENDIX XI

LESSON PLAN I (EXPERIMENTAL CLASS)

School : SMP Negeri 5 Takengon

Subject : English

Class/ Semester : VIII/II

Topic : Simple Present Tense

Time Allocation : 2 x 40 Minutes

Skill Aspect : Simple Present Tense Mastery

A. Learning Objectives

At the end of learning process, students will able to:

- Know the simple present tense, its meaning, function, and formula, and how to build it.
- Memorize the structure of simple present tense and used it.

B. Media, Method, Tools of Learning

- Media : Students' Worksheet and Assesment Sheet
- Method : Whole Brain Teaching Strategy (Big Seven)
- Tools of Learning : Ruler, Marker, and Whiteboard

C. Learning Procedure

Preliminary Activities (15 Minutes)
Teacher-Students greeting each other and start learning process by saying basmallah and then praying together before start learning process
Teacher checks the attendance of students
Teacher motivates the students and explore the knowledge of students
Teaher explains the learning objective of this material
Core Activities (50 Minutes)
Teacher Introduces simple present tense and method that will use in learning
Teacher implements the method of whole brain teaching strategy (big seven)
Teacher says "class, class, class" and student answers "yes, yes, yes"
Teacher tells the classroom rules to the students.
Teacher divides the class into some groups of pairs.
Teacher says "Teach" and student answer "Ok". Then student will teach each other, mimicking the "lesson" taught by the teacher..

Teacher makes a scoreboard game
Teacher asks students mimic the motions and speech of the teacher.
Teacher says “Switch” and the teacher of the group will rotate.
Closing Activities (15 Minutes)
Students recall their memory
Teacher conclude the material for closing the meeting

D. Assessment and Learning Outcomes

- **Knowledge assessment** are in the form of written tests and oral tests, observation of question and answer discussions and conversations and assignments.
- **Skills assessment** is in the form of assessing the application of material to the practice.

LESSON PLAN II (EXPERIMENTAL CLASS)

School : SMP Negeri 5 Takengon
Subject : English
Class/ Semester : VIII/II
Topic : Simple Present Tense
Time Allocation : 2 x 40 Minutes
Skill Aspect : Simple Present Tense Mastery

E. Learning Objectives

At the end of learning process, students will able to:

- Know the simple present tense, its meaning, function, and formula, and how to build it.
- Memorize the structure of simple present tense and used it.

F. Media, Method, Tools of Learning

- Media : Students' Worksheet and Assesment Sheet
- Method : Whole Brain Teaching Strategy (Big Seven)
- Tools of Learning : Ruler, Marker, and Whiteboard

G. Learning Procedure

Preliminary Activities (15 Minutes)
Teacher-Students greeting each other and start learning process by saying basmallah and then praying together before start learning process
Teacher checks the attendance of students
Teacher motivates the students and explore the knowledge of students
Teaher explains the learning objective of this material
Core Activities (50 Minutes)
Teacher Introduces simple present tense and method that will use in learning
Teacher implements the method of whole brain teaching strategy (big seven)
Teacher says "class, class, class" and student answers "yes, yes, yes"
Teacher tells the classroom rules to the students.
Teacher divides the class into some groups of pairs.
Teacher says "Teach" and student answer "Ok". Then student will teach each other, mimicking the "lesson" taught by the teacher..
Teacher makes a scoreboard game
Teacher asks students mimic the motions and speech of the teacher.

Teacher says “Switch” and the teacher of the group will rotate.
Closing Activities (15 Minutes)
Students recall their memory
Teacher conclude the material for closing the meeting

H. Assessment and Learning Outcomes

- **Knowledge assessment** are in the form of written tests and oral tests, observation of question and answer discussions and conversations and assignments.
- **Skills assessment** is in the form of assessing the application of material to the practice.

LESSON PLAN I (CONTROL CLASS)

School : SMP Negeri 5 Takengon
Subject : English
Class/ Semester : VIII/II
Topic : Simple Present Tense
Time Allocation : 2 x 40 Minutes
Skill Aspect : Simple Present Tense Mastery

A. Learning Objectives

At the end of learning process, students will able to:

- Understand the meaning of simple present tense
- Know the structure of simple present tense
- Build the simple present tense sentence.

B. Media, Method, Tools of Learning

- Media : Students' Worksheet and Assesment Sheet
- Method : Lecturing Strategy
- Tools of Learning : Ruler, Marker, and Whiteboard

C. Learning Procedure

Preliminary Activities (15 Minutes)
Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess.
Teacher checks the attendance of students
Teacher motivates the students and explore the knowledge of students
Teaher explains the learning objective of this material
Core Activities (60 Minutes)
Teacher explains meaning of simple present tense
Teacher gives the structure and the example of simple present tense
Teacher asks the student to make the other example of simple present tense
Teacher asks the students to perform their example in front of class one by one.
Teacher correct the example made by students
Closing Activities (15 Minutes)
Students recall their memory

Teacher conclude the material for closing the meeting

D. Assessment and Learning Outcomes

- **Knowledge assessment** are in the form of written tests and oral tests, observation of question and answer discussions and conversations and assignments.
- **Skills assessment** is in the form of assessing the application of material to the practice.

LESSON PLAN II (CONTROL CLASS)

School	: SMP Negeri 5 Takengon
Subject	: English
Class/ Semester	: VIII/II
Topic	: Simple Present Tense
Time Allocation	: 2 x 40 Minutes
Skill Aspect	: Simple Present Tense Mastery

E. Learning Objectives

At the end of learning process, students will able to:

- Understand the meaning of simple present tense
- Know the structure of simple present tense
- Build the simple present tense sentence.

F. Media, Method, Tools of Learning

- Media : Students' Worksheet and Assesment Sheet
- Method : Lecturing Strategy
- Tools of Learning : Ruler, Marker, and Whiteboard

G. Learning Procedure

Preliminary Activities (15 Minutes)
Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess.
Teacher checks the attendance of students
Teacher motivates the students and explore the knowledge of students
Teaher explains the learning objective of this material
Core Activities (60 Minutes)
Teacher explains meaning of simple present tense
Teacher gives the structure and the example of simple present tense
Teacher asks the student to make the other example of simple present tense
Teacher asks the students to perform their example in front of class one by one.
Teacher corrects the example made by students
Closing Activities (15 Minutes)
Students recall their memory

Teacher conclude the material for closing the meeting

H. Assessment and Learning Outcomes

- **Knowledge assessment** are in the form of written tests and oral tests, observation of question and answer discussions and conversations and assignments.
- **Skills assessment** is in the form of assessing the application of material to the practice.

APPENDIX XII

LOWEST AND HIGHER SCORE OF CLASS EXPERIMENT

APENDIX II

TEST

A. Pre-Test

Name : RAMA DARSYAH

Class : VII³

Answer These Questions!

☒ She ... good girl

☒ is having c. was having

☐ b. has d. is

☒ I ... Indonesian

☐ a. am c. are

☒ is d. was

☒ An architect ... a person who plans a new building

☐ a. is ☒ were

☐ b. are d. was

☒ I have a friend. He is Jonathan from Jakarta. He ... an actor

☐ a. is c. were

☐ b. was ☒ are

☒ Andi: Hello Rina, are you in your uncle's house?

Rina: I ... in my uncle's house.

☐ a. is not c. am not

☒ was not d. are not

☒ He ... a police

☐ a. aren't c. isn't

☐ b. am ☒ weren't

☒ I ... not a teacher

☐ a. am c. are

☒ is d. were

☒ She ... happy

☐ a. isn't c. weren't

☐ b. aren't d. wasn't

☒ ... Mrs. Dewi an Arabic teacher?

☐ a. are c. is

☒ do d. does

B = (3)

Score = (15)

~~10.~~ ... Anton a student?

- ~~a. are~~ c. were
b. is d. was

~~11.~~ Where ... you from?

- a. is ~~b. does~~
b. do d. are

~~12.~~ ... she a police woman?

- a. are c. do
~~b. is~~ d. did

~~13.~~ ... your father a smoker?

- a. aren't c. weren't
b. isn't ~~d. didn't~~

~~14.~~ ... she a former?

- a. isn't c. was
~~b. am~~ d. don't

~~15.~~ the earth ... around the sun.

- ~~a. move~~ c. moves
b. moved d. was moving

~~16.~~ ... you a good boy?

- ~~a. aren't~~ c. wasn't
b. isn't d. don't

~~17.~~ My friend and I ... English at English course everyday.

- a. learn c. learns
b. learning ~~d. learned~~

~~18.~~ Susanty ... mathematics every night.

- a. study c. studying
~~b. studies~~ d. studied

~~19.~~ She ... cooking.

- a. don't like ~~b. don't liked~~
c. doesn't likes d. doesn't like

~~20.~~ The old man ... is the farm every morning.

- a. work c. works
~~b. working~~ d. worked

APENDIX II

TEST

A. Pre-Test

Name : *BOGE ARAMI*

Class : *VIII⁵*

Answer These Questions!

☒ She ... good girl

- | | |
|---|---------------|
| <input checked="" type="checkbox"/> is having | c. was having |
| b. has | d. is |

☒ I ... Indonesian

- | | |
|-------|---|
| a. am | <input checked="" type="checkbox"/> are |
| b. is | d. was |

☒ An architect ... a person who plans a new building

- | | |
|--------|--|
| a. is | <input checked="" type="checkbox"/> were |
| b. are | d. was |

☒ I have a friend. He is Jonathan from Jakarta. He ... an actor

- | | |
|--|---------|
| <input checked="" type="checkbox"/> is | c. were |
| b. was | d. are |

☒ Andi: Hello Rina, are you in your uncle's house?

Rina: I ... in my uncle's house.

- | | |
|---|------------|
| a. is not | c. am not |
| <input checked="" type="checkbox"/> was not | d. are not |

☒ He ... a police

- | | |
|-----------|---|
| a. aren't | c. isn't |
| b. am | <input checked="" type="checkbox"/> weren't |

☒ I ... not a teacher

- | | |
|-------|---|
| a. am | <input checked="" type="checkbox"/> are |
| b. is | d. were |

☒ She ... happy

- | | |
|--|------------|
| a. isn't | c. weren't |
| <input checked="" type="checkbox"/> aren't | d. wasn't |

☒ ... Mrs. Dewi an Arabic teacher?

- | | |
|--------|--|
| a. are | <input checked="" type="checkbox"/> is |
| b. do | d. does |

B = *4*
Score = *20*

- ~~10.~~ ... Anton a student?
 a. are c. were
 b. is ~~X~~ was
- ~~11.~~ Where ... you from?
 a. is c. does
 b. do ~~X~~ are
- ~~12.~~ ... she a police woman?
~~X~~ are c. do
 b. is d. did
- ~~13.~~ ... your father a smokes?
 a. aren't ~~X~~ weren't
 b. isn't d. didn't
- ~~14.~~ ... she a former?
 a. isn't c. was
~~X~~ am d. don't
- ~~15.~~ the earth ... around the sun.
 a. move c. moves
~~X~~ moved d. was moving
- ~~16.~~ ... you a good boy?
~~X~~ aren't c. wasn't
 b. isn't d. don't
- ~~17.~~ My friend and I ... English at English course everyday.
 a. learn ~~X~~ learns
 b. learning d. learned
- ~~18.~~ Susanty ... mathematics every night.
~~X~~ study c. studying
 b. studies d. studied
- ~~19.~~ She ... cooking.
 a. don't like c. don't liked
~~X~~ doesn't likes d. doesn't like
- ~~20.~~ The old man ... is the farm every morning.
 a. work c. works
 b. working ~~X~~ worked

APENDIX II

TEST

A. Pre-Test

Name : IHSAN

Class : IV

Answer These Questions!

B: (4)
Score: (20)

☒ She ... good girl

- a. is having c. was having
b. has d. is

☒ I ... Indonesian

- a. am c. are
b. is d. was

☒ An architect ... a person who plans a new building

- a. is c. were
b. are d. was

☒ I have a friend. He is Jonathan from Jakarta. He ... an actor

- a. is c. were
b. was d. are

☒ Andi: Hello Rina, are you in your uncle's house?

Rina: I ... in my uncle's house.

- a. is not c. am not
b. was not d. are not

☒ He ... a police

- a. aren't c. isn't
b. am d. weren't

☒ I ... not a teacher

- a. am c. are
b. is d. were

☒ She ... happy

- a. isn't c. weren't
b. aren't d. wasn't

☒ ... Mrs. Dewi an Arabic teacher?

- a. are c. is
b. do d. does

~~10.~~ ... Anton a student?

- a. are c. were
b. is d. was

~~11.~~ Where ... you from?

- a. is c. does
b. do d. are

~~12.~~ ... she a police woman?

- a. are c. do
b. is d. did

~~13.~~ ... your father a smoker?

- a. aren't c. weren't
b. isn't d. didn't

~~14.~~ ... she a former?

- a. isn't c. was
b. am d. don't

~~15.~~ the earth ... around the sun.

- a. move c. moves
b. moved d. was moving

~~16.~~ ... you a good boy?

- a. aren't c. wasn't
b. isn't d. don't

~~17.~~ My friend and I ... English at English course everyday.

- a. learn c. learns
b. learning d. learned

~~18.~~ Susanty ... mathematics every night.

- a. study c. studying
b. studies d. studied

~~19.~~ She ... cooking.

- a. don't like c. don't liked
b. doesn't likes d. doesn't like

~~20.~~ The old man ... is the farm every morning.

- a. work c. works
b. working d. worked

B. Post-Test

Name : Maura Sasabua

Class : VIII

80

Answer These Questions!

✓ Every year Michael doesn't ... a medal from Olympiad in Greece.

- a. gotten c. gonna
b. got ~~a.~~ get

✓ She ... not go to school every day.

- ~~a.~~ does c. do
b. go d. did

✓ Does Anita ... to campus?

- a. goes c. gone
~~a.~~ go d. went

✓ She doesn't ... every Sunday.

- ~~a.~~ work c. worked
b. works d. working

✓ ... you work everyday?

- ~~a.~~ do c. does
b. done d. did

✓ ... you watch movie every 7 pm?

- ~~a.~~ don't c. didn't
b. doesn't ~~a.~~ does

✓ ... they play football?

- a. doesn't c. isn't
~~a.~~ don't d. aren't

~~a.~~ ... your mom ... every morning

- ~~a.~~ doesn't, cooks c. doesn't, cooked
b. doesn't, cook d. doesn't, cooking

✓ ... Andri and Shena Like to drink cocacola?

- a. do c. does
~~a.~~ don't d. doesn't

✓ does she breakfast ...?

- a. every ~~a.~~ every morning
b. morning d. tonight

- ✓11. Does she go to school ... ?
 a. study c. last night
~~✗~~ b. everyday d. year
- ✓12. Do you go to the doctor ... ?
 a. every c. hospital
 b. month ~~✗~~ d. every month
- ~~✗~~13. Budi ... comes on time, so he is never late.
 a. never ~~✗~~ often
 b. always d. now
- ✓14. Do you go to café with family ... ?
 a. at Saturday night c. Saturday night
~~✗~~ b. every Saturday night d. in Saturday night
- ~~✗~~15. He ... reads some books everyday.
 a. usually ~~✗~~ chemistry
 b. do d. language
- ✓16. We ... walks to school.
~~✗~~ a. always c. open
 b. ways d. often
- ~~✗~~17. I ... go to Bali, so i don't know about Kuta beach.
 a. often ~~✗~~ sometimes
 b. never d. seldom
- ✓18. She ... studies hard and gets the best score.
~~✗~~ a. always c. do
 b. all d. done
- ✓19. She does not go to the party....
~~✗~~ a. every month c. month
 b. every d. back
- ✓20. Do they ... study Arabic?
~~✗~~ a. seldom c. be seldom
 b. be d. not now

B. Post-Test

Name : *Nida Gusti Ayu*

Class : *VIII³*

(80)

Answer These Questions!

- ✓ 1. Every year Michael doesn't ... a medal from Olympiad in Greece.
a. gotten c. gonna
b. got ~~d. get~~
- ✓ 2. She ... not go to school every day.
~~a. does~~ c. do
b. go d. did
- ~~3. Does Anita ... to campus?~~
~~a. goes~~ c. gone
b. go d. went
- ✓ 4. She doesn't ... every Sunday.
~~a. work~~ c. worked
b. works d. working
- ✓ 5. ... you work everyday?
~~a. do~~ c. does
b. done d. did
- ✓ 6. ... you watch movie every 7 pm?
~~a. don't~~ c. didn't
b. doesn't d. does
- ✓ 7. ... they play football?
a. doesn't c. isn't
~~b. don't~~ d. aren't
- ✓ 8. ... your mom ... every morning
a. doesn't, cooks c. doesn't, cooked
~~b. doesn't, cook~~ d. doesn't, cooking
- ~~9. ... Andri and Shena Like to drink cocacola?~~
a. do ~~a. does~~
b. don't d. doesn't
- ✓ 10. does she breakfast ...?
a. every ~~c. every morning~~
b. morning d. tonight

- ✓1. Does she go to school ...?
 a. study c. last night
~~b. everyday~~ d. year
- ✓2. Do you go to the doctor ...?
~~a. every~~ c. hospital
 b. month d. every month
- ✓3. Budi ... comes on time, so he is never late.
 a. never c. often
~~b. always~~ d. now
- ✓4. Do you go to café with family ... ?
 a. at Saturday night c. Saturday night
~~b. every Saturday night~~ d. in Saturday night
- ✓5. He ... reads some books everyday.
~~a. usually~~ c. chemistry
 b. do d. language
- ✓6. We ... walks to school.
~~a. always~~ c. open
 b. ways d. often
- ✓7. I ... go to Bali, so i don't know about Kuta beach.
 a. often c. sometimes
~~b. never~~ d. seldom
- ✓8. She ... studies hard and gets the best score.
~~a. always~~ c. do
 b. all d. done
- ✓9. She does not go to the party....
~~a. every month~~ c. month
 b. every d. back
- ✓10. Do they ... study Arabic?
 a. seldom c. be seldom
 b. be ~~d. not now~~

B. Post-Test

Name : NURHIDAYATI

Class : VIII 3

Answer These Questions!

1. Every year Michael doesn't ... a medal from Olympiad in Greece.
a. gotten c. gonna
b. got ~~x~~ get
2. She ... not go to school every day.
~~x~~ does c. do
b. go d. did
3. Does Anita ... to campus?
a. goes c. gone
~~x~~ go d. went
4. She doesn't ... every Sunday.
a. work c. worked
~~x~~ works d. working
5. ... you work everyday?
~~x~~ do c. does
b. done d. did
6. ... you watch movie every 7 pm?
~~x~~ don't c. didn't
b. doesn't d. does
7. ... they play football?
a. doesn't c. isn't
~~x~~ don't d. aren't
8. ... your mom ... every morning
~~x~~ doesn't, cooks c. doesn't, cooked
b. doesn't, cook d. doesn't, cooking
9. ... Andri and Shena Like to drink cocacola?
a. do c. does
~~x~~ don't d. doesn't
10. does she breakfast ...?
a. every c. every morning
~~x~~ morning d. tonight

- ✓1. Does she go to school ...?
 a. study c. last night
 ✗ everyday d. year
- ✓2. Do you go to the doctor ...?
 a. every c. hospital
 b. month ✗ every month
- ✓3. Budi ... comes on time, so he is never late.
 a. never c. often
 ✗ always d. now
- ✓4. Do you go to café with family ... ?
 a. at Saturday night c. Saturday night
 ✗ every Saturday night d. in Saturday night
- ✓5. He ... reads some books everyday.
 ✗ usually c. chemistry
 b. do d. language
- ✓6. We ... walks to school.
 ✗ always c. open
 b. ways d. often
- ✓7. I ... go to Bali, so i don't know about Kuta beach.
 a. often c. sometimes
 ✗ never d. seldom
- ✓8. She ... studies hard and gets the best score.
 ✗ always c. do
 b. all d. done
- ✓9. She does not go to the party....
 ✗ every month c. month
 b. every d. back
- ✓10. Do they ... study Arabic?
 ✗ seldom c. be seldom
 b. be d. not now

APPENDIX XIII **LOWEST AND HIGHEST SCORE OF CLASS CONTROL**

APENDIX II

TEST

A. Pre-Test

Name : Vdra Dewa fana
Class : VIII 4

Answer These Questions!

1. She ... good girl
a. is having c. was having
b. has ~~x~~ is

2. I ... Indonesian
~~x~~ am c. are
b. is d. was

~~x~~ An architect ... a person who plans a new building
a. is c. were
~~x~~ are d. was

4. I have a friend. He is Jonathan from Jakarta. He ... an actor
~~x~~ is c. were
b. was d. are

5. Andi: Hello Rina, are you in your uncle's house?
Rina: I ... in my uncle's house.
a. is not ~~x~~ am not
b. was not d. are not

~~x~~ He ... a police
a. aren't c. isn't
~~x~~ am d. weren't

~~x~~ I ... not a teacher
a. am ~~x~~ are
b. is d. were

~~x~~ She ... happy
a. isn't c. weren't
~~x~~ aren't d. wasn't

~~x~~ ... Mrs. Dewi an Arabic teacher?
~~x~~ are c. is
b. do d. does

B = 4
Score = 20

- ~~10.~~ ... Anton a student?
 a. are c. were
 b. is ~~d. was~~
- ~~11.~~ Where ... you from?
 a. is c. does
~~b. do~~ d. are
- ~~12.~~ ... she a police woman?
 a. are c. do
 b. is ~~d. did~~
- ~~13.~~ ... your father a smokes?
 a. aren't ~~c. weren't~~
 b. isn't d. didn't
- ~~14.~~ ... she a former?
 a. isn't c. was
~~b. am~~ d. don't
- ~~15.~~ the earth ... around the sun.
 a. move c. moves
 b. moved ~~d. was moving~~
- ~~16.~~ ... you a good boy?
~~a. aren't~~ c. wasn't
 b. isn't d. don't
- ~~17.~~ My friend and I ... English at English course everyday.
 a. learn c. learns
 b. learning ~~d. learned~~
- ~~18.~~ Susanty ... mathematics every night.
~~a. study~~ c. studying
 b. studies d. studied
- ~~19.~~ She ... cooking.
~~a. don't like~~ c. don't liked
 b. doesn't likes d. doesn't like
- ~~20.~~ The old man ... is the farm every morning.
 a. work c. works
 b. working ~~d. worked~~

APENDIX II

TEST

A. Pre-Test

Name : ~~Rina Rina~~ Riana
 Class : ~~IX~~

Answer These Questions!

☒ She ... good girl

- | | |
|--------------|---------------|
| a. is having | c. was having |
| b. has | d. is |

☒ I ... Indonesian

- | | |
|-------|--------|
| a. am | c. are |
| b. is | d. was |

☒ An architect ... a person who plans a new building

- | | |
|--------|---------|
| a. is | c. were |
| b. are | d. was |

☒ I have a friend. He is Jonathan from Jakarta. He ... an actor

- | | |
|--------|--|
| a. is | <input checked="" type="checkbox"/> were |
| b. was | d. are |

☒ Andi: Hello Rina, are you in your uncle's house?

Rina: I ... in my uncle's house.

- | | |
|------------|------------|
| a. is not | c. am not |
| b. was not | d. are not |

☒ He ... a police

- | | |
|-----------|---|
| a. aren't | c. isn't |
| b. am | <input checked="" type="checkbox"/> weren't |

☒ I ... not a teacher

- | | |
|--|---------|
| <input checked="" type="checkbox"/> am | c. are |
| b. is | d. were |

☒ She ... happy

- | | |
|-----------|--|
| a. isn't | c. weren't |
| b. aren't | <input checked="" type="checkbox"/> wasn't |

☒ ... Mrs. Dewi an Arabic teacher?

- | | |
|--|---------|
| a. are | c. is |
| <input checked="" type="checkbox"/> do | d. does |

B = 2
 Score = 10

~~16~~ ... Anton a student?

- ~~a.~~ are
- b. is
- c. were
- d. was

~~17~~ Where ... you from?

- a. is
- b. do
- ~~c.~~ does
- d. are

~~18~~ ... she a police woman?

- ~~a.~~ are
- b. is
- c. do
- d. did

~~19~~ ... your father a smokes?

- a. aren't
- b. isn't
- c. weren't
- ~~d.~~ didn't

~~20~~ ... she a former?

- a. isn't
- ~~b.~~ am
- c. was
- d. don't

~~21~~ the earth ... around the sun.

- a. move
- ~~b.~~ moved
- c. moves
- d. was moving

~~22~~ ... you a good boy?

- a. aren't
- b. isn't
- ~~c.~~ wasn't
- d. don't

~~23~~ My friend and I ... English at English course everyday.

- ~~a.~~ learn
- b. learning
- c. learns
- d. learned

~~24~~ Susanty ... mathematics every night.

- a. study
- b. studies
- ~~c.~~ studying
- d. studied

~~25~~ She ... cooking.

- a. don't like
- ~~b.~~ doesn't likes
- c. don't liked
- d. doesn't like

~~26~~ The old man ... is the farm every morning.

- a. work
- b. working
- c. works
- ~~d.~~ worked

APENDIX II

TEST

8 = (2)
Score : (10)

A. Pre-Test

Name : YUSBADI
Class : VII^A

Answer These Questions!

☒ She ... good girl

- | | |
|---|---------------|
| <input checked="" type="checkbox"/> is having | c. was having |
| b. has | d. is |

☒ I ... Indonesian

- | | |
|-------|---|
| a. am | <input checked="" type="checkbox"/> are |
| b. is | d. was |

☒ An architect ... a person who plans a new building

- | | |
|---|---------|
| a. is | c. were |
| <input checked="" type="checkbox"/> are | d. was |

☒ I have a friend. He is Jonathan from Jakarta. He ... an actor

- | | |
|---|---------|
| a. is | c. were |
| <input checked="" type="checkbox"/> was | d. are |

☒ Andi: Hello Rina, are you in your uncle's house?

Rina: I ... in my uncle's house.

- | | |
|--|------------|
| <input checked="" type="checkbox"/> is not | c. am not |
| b. was not | d. are not |

☒ He ... a police

- | | |
|-----------|---|
| a. aren't | <input checked="" type="checkbox"/> isn't |
| b. am | d. weren't |

☒ I ... not a teacher

- | | |
|--|---------|
| a. am | c. are |
| <input checked="" type="checkbox"/> is | d. were |

☒ She ... happy

- | | |
|--|------------|
| a. isn't | c. weren't |
| <input checked="" type="checkbox"/> aren't | d. wasn't |

☒ ... Mrs. Dewi an Arabic teacher?

- | | |
|--------|--|
| a. are | <input checked="" type="checkbox"/> is |
| b. do | d. does |

~~10.~~ ... Anton a student?

- a. are ~~11.~~ were
- b. is d. was

~~11.~~ Where ... you from?

- a. is c. does
- ~~12.~~ do d. are

~~12.~~ ... she a police woman?

- a. are c. do
- b. is ~~13.~~ did

~~13.~~ ... your father a smokes?

- a. aren't c. weren't
- ~~14.~~ isn't d. didn't

~~14.~~ ... she a former?

- a. isn't ~~15.~~ was
- b. am d. don't

~~15.~~ the earth ... around the sun.

- ~~16.~~ move c. moves
- b. moved d. was moving

~~16.~~ ... you a good boy?

- a. aren't c. wasn't
- ~~17.~~ isn't d. don't

~~17.~~ My friend and I ... English at English course everyday.

- a. learn c. learns
- ~~18.~~ learning d. learned

~~18.~~ Susanty ... mathematics every night.

- a. study ~~19.~~ studying
- b. studies d. studied

~~19.~~ She ... cooking.

- a. don't like c. don't liked
- ~~20.~~ doesn't likes d. doesn't like

~~20.~~ The old man ... is the farm every morning.

- a. work c. works
- b. working ~~21.~~ worked

B. Post-Test

Name : Susilo Widi

Class : VII

90

Answer These Questions!

- ✓ 1. Every year Michael doesn't ... a medal from Olympiad in Greece.
a. gotten c. gonna
b. got ~~d. get~~
- ✓ 2. She ... not go to school every day.
a. does c. do
~~b. go~~ d. did
- ✓ 3. Does Anita ... to campus?
a. goes c. gone
~~b. go~~ d. went
- ✓ 4. She doesn't ... every Sunday.
~~a. work~~ c. worked
b. works d. working
- ✓ 5. ... you work everyday?
~~a. do~~ c. does
b. done d. did
- ✓ 6. ... you watch movie every 7 pm?
~~a. don't~~ c. didn't
b. doesn't d. does
- ✓ 7. ... they play football?
a. doesn't c. isn't
~~b. don't~~ d. aren't
- ✗ 8. ... your mom ... every morning
~~a. doesn't, cooks~~ c. doesn't, cooked
b. doesn't, cook d. doesn't, cooking
- ✓ 9. ... Andri and Shena Like to drink cocacola?
~~a. do~~ c. does
b. don't d. doesn't
- ✓ 10. does she breakfast ...?
a. every ~~c. every morning~~
b. morning d. tonight

11. Does she go to school ...?
 a. study c. last night
~~b. everyday~~ d. year
12. Do you go to the doctor ...?
 a. every c. hospital
 b. month ~~d. every month~~
13. Budi ... comes on time, so he is never late.
 a. never c. often
~~b. always~~ d. now
14. Do you go to café with family ... ?
~~a. at Saturday night~~ c. Saturday night
 b. every Saturday night d. in Saturday night
15. He ... reads some books everyday.
~~a. usually~~ c. chemistry
 b. do d. language
16. We ... walks to school.
~~a. always~~ c. open
 b. ways d. often
17. I ... go to Bali, so i don't know about Kuta beach.
 a. often c. sometimes
~~b. never~~ d. seldom
18. She ... studies hard and gets the best score.
~~a. always~~ c. do
 b. all d. done
19. She does not go to the party....
~~a. every month~~ c. month
 b. every d. back
20. Do they ... study Arabic?
~~a. seldom~~ c. be seldom
 b. be d. not now

B. Post-Test

Name : Zahrawani

Class : Vth

85

Answer These Questions!

- ✓ 1. Every year Michael doesn't ... a medal from Olympiad in Greece.
a. gotten c. gonna
b. got ~~a~~. get
- ✓ 2. She ... not go to school every day.
~~a~~. does c. do
b. go d. did
- ✓ 3. Does Anita ... to campus?
a. goes c. gone
~~b~~. go d. went
- ✓ 4. She doesn't ... every Sunday.
~~a~~. work c. worked
b. works d. working
- ✓ 5. ... you work everyday?
~~a~~. do c. does
b. done d. did
- ✓ 6. ... you watch movie every 7 pm?
~~a~~. don't c. didn't
b. doesn't d. does
- ✓ 7. ... they play football?
a. doesn't c. isn't
~~a~~. don't d. aren't
- ✓ 8. ... your mom ... every morning
~~a~~. doesn't, cooks c. doesn't, cooked
b. doesn't, cook d. doesn't, cooking
- ✓ 9. ... Andri and Shena Like to drink cocacola?
a. do c. does
~~a~~. don't d. doesn't
- ✓ 10. does she breakfast ...?
a. every ~~a~~. every morning
b. morning d. tonight

11. Does she go to school ... ?
 a. study c. last night
 b. everyday d. year
12. Do you go to the doctor ... ?
 a. every c. hospital
 b. month d. every month
13. Budi ... comes on time, so he is never late.
 a. never c. often
 b. always d. now
14. Do you go to café with family ... ?
 a. at Saturday night c. Saturday night
 b. every Saturday night d. in Saturday night
15. He ... reads some books everyday.
 a. usually c. chemistry
 b. do d. language
16. We ... walks to school.
 a. always c. open
 b. ways d. often
17. I ... go to Bali, so i don't know about Kuta beach.
 a. often c. sometimes
 b. never d. seldom
18. She ... studies hard and gets the best score.
 a. always c. do
 b. all d. done
19. She does not go to the party....
 a. every month c. month
 b. every d. back
20. Do they ... study Arabic?
 a. seldom c. be seldom
 b. be d. not now

B. Post-Test

Name : Adi L W A N L U B I S

Class : VIII⁴

80

Answer These Questions!

✓ 1. Every year Michael doesn't ... a medal from Olympiad in Greece.

- a. gotten c. gonna
b. got ~~✗~~ get

~~✗~~ 2. She ... not go to school every day.

- a. does c. do
~~✗~~ go d. did

~~✗~~ 3. Does Anita ... to campus?

- ~~✗~~ goes c. gone
b. go d. went

✓ 4. She doesn't ... every Sunday.

- ~~✗~~ work c. worked
b. works d. working

✓ 5. ... you work everyday?

- ~~✗~~ do c. does
b. done d. did

✓ 6. ... you watch movie every 7 pm?

- ~~✗~~ don't c. didn't
b. doesn't d. does

~~✗~~ 7. ... they play football?

- a. doesn't ~~✗~~ isn't
b. don't d. aren't

~~✗~~ 8. ... your mom ... every morning

- a. doesn't, cooks c. doesn't, cooked
b. doesn't, cook ~~✗~~ doesn't, cooking

✓ 9. ... Andri and Shena Like to drink cocacola?

- ~~✗~~ do c. does
b. don't d. doesn't

✓ 10. does she breakfast ...?

- a. every ~~✗~~ every morning
b. morning d. tonight

11. Does she go to school ... ?
 a. study c. last night
~~b. everyday~~ d. year
12. Do you go to the doctor ... ?
 a. every c. hospital
 b. month ~~d. every month~~
13. Budi ... comes on time, so he is never late.
 a. never c. often
~~b. always~~ d. now
14. Do you go to café with family ... ?
 a. at Saturday night c. Saturday night
~~b. every Saturday night~~ d. in Saturday night
15. He ... reads some books everyday.
~~a. usually~~ c. chemistry
 b. do d. language
16. We ... walks to school.
~~a. always~~ c. open
 b. ways d. often
17. I ... go to Bali, so i don't know about Kuta beach.
 a. often c. sometimes
~~b. never~~ d. seldom
18. She ... studies hard and gets the best score.
~~a. always~~ c. do
 b. all d. done
19. She does not go to the party....
~~a. every month~~ c. month
 b. every d. back
20. Do they ... study Arabic?
~~a. seldom~~ c. be seldom
 b. be d. not now

APPENDIX XIV DOCUMENTATION







APPENDIX XV

RESEARCH PERMISSION AND RESEARCH RESPONSE LETTER

2/14/2021

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MTkxNzE=>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-56/ITK.V.3/PP.00.9/01/2021
Lampiran : -
Hal : Izin Riset

14 Januari 2021

Yth. Bapak/Ibu Kepala Dinas Pendidikan Kabupaten Aceh Tengah

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Didik Arya Putra
NIM : 0304161024
Tempat/Tanggal Lahir : Takengon, Aceh Tengah, 24 Maret 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Tuamang, Medan no. 69A Kecamatan Medan Tembung

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Negeri 5 Takengon, Aceh Tengah, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Whole Brain Teaching Strategy on the Students' Simple Present Tense Mastery at Eight Grade of SMP Negeri 5 Takengon

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 14 Januari 2021
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MTkxNzE=>

1/1



PEMERINTAH KABUPATEN ACEH TENGAH
DINAS PENDIDIKAN

Jln Takengon- Isak Kp. Kung Pegasing Fax (0643) 7426434 Takengon Email:disdik
Website : <http://disdik.acehtengahkab.go.id>

Takengon, 18 September 2021

Nomor : 421.2/ 24/DISDIK/2020
Lamp. : -
Hal : Izin Penelitian

Kepada Yth :
SMP Negeri 5 Takengon
Di -
Tempat .

Sehubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan, Nomor : B-56/ITK.V.3/PP.9/01/2021, Tanggal 18 Januari 2021, Tentang Pelaksanaan Izin Riset Penelitian (Research) untuk Kelengkapan Penyusunan Skripsi sebagai salah satu syarat menyelesaikan Study untuk mencapai gelar sarjana (S.I), maka Dinas Pendidikan Kabupaten Aceh Tengah tidak menaruh keberatan atas penelitian yang dilakukan oleh mahasiswa :

Nama : **DIDIK ARYA PUTRA**
NPM : 0304161024
Semester : XI (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Tempat penelitian : SMP Negeri 5 Takengon

Mahasiswa/i tersebut di atas akan mengumpulkan data guna mendapatkan informasi untuk Kelengkapan Penyusunan Skripsi dengan Judul:
'The Effec of Wol Brain Teaching Strategy On The Students' Simple Present Tense Mastery at Eigh Grade of SMP Negeri 5 Takengon'

Demikian kami sampaikan untuk dapat dipergunakan seperlunya.

KASI PESERTA DIDIK DAN PENGEMBANGAN
KARAKTER



Eva Qurratuaini
Eva Qurratuaini, M.Pd
NIP. 19691213 199403 2 007



PEMERINTAH KABUPATEN ACEH TENGAH
DINAS PENDIDIKAN
SMP NEGERI 5 TAKENGON

Alamat : Jalan Takengon-Isaq Km. 6,5 Telp. (0643) 7426420

SURAT KETERANGAN PENELITIAN

Nomor : 421/ 346 /SMP-5/ 2021

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Takengon Kecamatan Pegasing Kabupaten Aceh Tengah Provinsi Aceh, berdasarkan surat pengantar Nomor 421.2/211/Disdik/2021 tanggal 10 Januari 2021 maka dengan ini menerangkan bahwa :

Nama : **DIDIK ARYA PUTRA**
NIM : 0304161024
Program Studi : Pendidikan Bahasa Inggris
Judul : **“ The Effect Of Wol Brain Teaching Strategy On The Students Simple Present Tense Mastery at Eight Grade of ” Sekolah Menengah Pertama Negeri 5 Takengon. “**

Benar nama tersebut di atas telah melakukan Penelitian pada Tanggal 19 Januari 2021 sampai dengan 2 Februari 2021 di SMP Negeri 5 Takengon Kecamatan Pegasing Kabupaten Aceh Tengah.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Pegasing
Pada Tanggal : 02 Februari 2021

Kepala
SMP Negeri 5 Takengon

ZAKARIA, S.Pd
Nip. 196409071997021001

