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

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ABSTRACT

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 result of this study shows that 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 Master*

INTRODUCTION

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.

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.

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. Based on the problem mentioned above, the researcher was concerned in simple present tense mastery of students and interested to conduct a research the effect of whole brain teaching strategy on the students' simple present tense mastery, especially at the eighth grade students. This research particularly focuses on the effect of whole brain teaching strategy and conventional strategy (lecture strategy) on the students' simple present tense mastery. To conduct this research, the research focus on the significant difference of students' simple present tense mastery taught by whole brain teaching strategy and by conventional strategy.

LITERATURE REVIEW

Grammar as a Part of Language Skill

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.¹

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.

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

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

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 مُسْتَنْزَعٌ ﴿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:

وَاللَّهُ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَكَانَ اللَّهُ بِكُلِّ شَيْءٍ مُّحِيطًا ﴿١٢٦﴾

"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. (Syaiikh Abdurrahman bin Nashir as-Sa'di. 2012. Tafsir Al-Qur'an. Jakarta: Darul Haq. P 275)

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.

Simple Present Tense

Tense according to Fitriani is the characteristics of verbs that indicate the time of the action or state of being described.³ The term tense is used only for time reference

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

³ R. Fitriani. (2010). *English Grammar*. Bandung: Cipta Pustaka Media Printis, p.109

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. ⁴

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.

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, etc. ⁵

The function of the simple present tense is divided into two as follows:⁶

1. Verbal Sentence

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

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

Example:

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

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

Example

- 1) The sun rises in the east.

2. Nominal Sentence

Nominal sentences in the simple present tense are used for:

- a. Declare a situation that is happening now. Example:

- 1) I am a student.
- 2) They are teachers.

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

Example:

- 1) Fire is hot.
- 2) Tiger is an animal.

Whole Brain Teaching Strategy

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 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.

⁴ S. H. Daulay. (2008) *Let's Study English*. Bandung: Cipta Custaka Media, p.50

⁵ J. Eastwood. (2008). *Oxford Learner's Pocket Grammar*. New York: New York University Press. p.53

⁶ G. Wilkinson and D. Hariyanto. (2004), *Complete English Grammar; Special Edition*. Jakarta: Pustaka Indonesia

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".⁷

In their work, the Macias refer to Kousar's definition of direct learning as an "Academically focused, teacher-directed classroom instruction using sequenced and structured materials".⁸

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

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.

Conventional Strategy (Lecture 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:

1. The basic instructional task is to give information
2. The information is not readily available some other way
3. There is established learner interest in the subject
4. The material is intended for short-term retention
5. Introduction a subject or giving directions for learning task that will be developed through other techniques. ⁹

Instructor's Role

1. Present the information
2. Provide visuals to support lecture
3. Allow and encourage participation

Learner's Role

1. Actively participate (take notes, ask questions)

⁷ 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

⁸ R. Kousar. (2010). *The Effect of Direct Instruction Model on Intermediate Class Achievement and Attitudes Toward English Grammar*. Journal of College Teaching & Learning, v7n2p99.

⁹ P. Pattison, & R. Day. (2006). *Instruction Skills Workshop (ISW) Handbook for Participants*. Vancouver: The Instructional Skills Workshop International Advisory Committee. p. 75

RESEARCH METHOD

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

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.¹⁰

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.

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.

Findings

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 obtained 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

¹⁰ H.D. Brown, (2004), *Language Assessment Principles and Classroom Practice*, p.3

classified 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.

In the control class, the score of pre-test and post-test 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 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 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.

DISCUSSION

During the treatment, the researcher taught both experimental class and control class for 4 meetings. In experimental class, the researcher used the whole-brain teaching strategy in teaching simple present tense. Meanwhile, in the control class, the researcher used the conventional strategy in teaching the same topic. Therefore the researcher found some information as follows:

First, the researcher found that there was a significant effect in both whole brain teaching strategy and conventional strategy on the students' simple present tense mastery at eighth grade of SMP Negeri 5 Takengon. It could be seen from the different scores of the pre-test and the post-test.

Second, it was found that the whole-brain teaching strategy could help student to be more active in learning simple present tense. it's also a great help for the teacher in controlling the class. it's because the student need to give their attention to the teacher so they could give the response quickly and correctly.

Third, it was found that the student had no difficulties in making simple present tense for the daily practice. It would help the students to improve their ability in using English as their second language. In experimental class, they were taught by the whole-brain teaching strategy type 'the big seven' and it make them easier to memorize the formula of the simple present tense.

CONCLUSION AND SUGGESTION

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.

Suggestion

Based on the conclusion of the research, the researcher serves some suggestions as follow: First, as English teachers, they should find a creative strategy to teach simple present tense. 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 simple present tense. It was found that it's effective on students' simple present tense mastery. Second, 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. And the last, 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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