

**THE EFFECTIVENESS OF USING BRAIN BASED LEARNING
STRATEGY IN CLASSROOM INSTRUCTION TO ENHANCE
STUDENTS' WRITING SKILL**

(Pre- Experimental Research of the Eighth Grade in SMPN 01 Makale)



A THESIS

*Submitted to the faculty of Teacher Training and Education Makassar
Muhammadiyah University in part Fulfillment of the Requirement for the
degree of education in English Department*

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03/06/2022

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022



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In Classroom Instruction To Enhance Students' Writing
Skill (Pre-Experimental Research of The Eighth Grade in
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| Day / Date | Chapter | Note | Sign |
|-------------------|---------|--|------|
| Senin, 26/04/2021 | III | get the meaning of BBL in writing skill | HA |
| Kamis, 29/04/2021 | IV | see the characterist. of BBL | HA |
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| Day / Date | Chapter | Note | Sign |
|--------------------|---------|--|------|
| Kamis, 25/03/2021 | IV | see BBL strategy to improve writing | |
| Senin, 26/03/2021 | IV | Review RPP concern with BBL | |
| Senin 05/04/2021 | IV | see the outline BBL 2 writing | |
| selasa, 20/04/2021 | IV | see the connection between BBL 2 writing | |
| Kamis, 22/04/2021 | IV | get the connection between vocab and BBL | |

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| Day / Date | Chapter | Note | Sign |
|--------------------|---------|--|------|
| Selasa, 16/02/2021 | IV | Analyze finding based on problem statement | ✓ |
| Kamis, 25/02/2021 | IV | See the problem statement & finding | ✓ |
| Selasa, 07/02/2021 | IV | How to get the result BBL in writing | ✓ |
| Sabtu, 06/03/2021 | IV | Analyze BBL study | ✓ |
| Dumuh, 12/03/2021 | IV | Connects BBL & writing | ✓ |
| Selasa, 16/03/2021 | IV | Understandly Connect of BBL Connect with writing | ✓ |
| Selasa, 23/03/2021 | IV | See the identification of BBL for writing | ✓ |

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| Day / Date | Chapter | Note | Sign |
|------------------------|---------|---|------|
| Monday, 03 May 2021 | I-V | 1. Abstract 2. Tenses 3. Discussion 4. Suggestion 5. Bibliography | |
| 25/5/21 | I-V | Tenses Discussion | |
| 3/6/21 | I-V | Chapter Tenses Discussion Bibliography | |
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MOTTO

**“Tidak Harus Berhasil
Tidak, Harus Berhasil !”**

-Sertakan Allah SWT didalam setiap langkahmu-

All Is Well

ABSTRACT

Jihadar M.P, 2021. *The Effectiveness of Using Brain Based Learning Strategies in Classroom Instruction to Enhance Students' Writing Skill(Pre- experimental Research of the Eighth Grade Students' of SMP Negeri 1 Makale in the Academic Year of 2020/2021).* A thesis of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Hasnawati Latief and Eka Prabawati Rum.

This research aims to examining the effectiveness of using Brain Based Learning Strategies to improve students' writing skill. In this research, researcher used tests which concerned in writing. In this pre-experimental research, the subjects of the research were the eight class students of SMP Negeri 1 Makale in the academic year of 2020/2021. There was one class of students participated in this research. They were students of VIII F as an experimental. The experimental was given treatments by using BBL strategy.

There were four meetings for the experimental group. One meeting was for a pre-test, two meetings were for treatments using BBL strategy and one meeting for a post-test of BBL. The data collected were analyzed, and the statistical analysis of the results showed that the average of a pre-test for the experimental group was 5,2. After the experimental was given treatments using BBL, the score of the increased, in which mean of the experimental using BBL strategies was 6,8. The improvement of the post-test in the experimental after receiving treatment using BBL strategies was 30%.

The result of applying t-test based on the difference of two means revealed that obtained value (7.5) was higher than t-table value for $df = 17(1.7396)$. It means that there was a significant difference in writing for learn descriptive text material between the pre-test and post-test of the students who were taught using BBL. Results indicate that in the end, BBL strategies is an effective strategy to improve students' writing. It is suggested to the teachers to apply the strategy as one of alternative teaching strategies in writing class.

Keywords: *brain based learning, writing skill, classroom instruction*

ABSTRAK

Jihadar M.P, 2021. *Efektifitas Penggunaan Strategi Brain Based Learning dalam Pembelajaran di Kelas untuk Meningkatkan Keterampilan Menulis Siswa (Penelitian Pra-eksperimen Siswa Kelas VIII SMP Negeri 1 Makale Tahun Pelajaran 2020/2021).* Skripsi Jurusan Bahasa Inggris Fakultas Keguruan Peneliti Diklat Universitas Muhammadiyah Makassar. Dibimbing oleh Hasnawati Latief dan Eka Prabawati Rum.

Penelitian ini bertujuan untuk menguji keefektifan penggunaan Strategi Pembelajaran Berbasis Otak untuk meningkatkan keterampilan menulis siswa. Dalam penelitian ini, peneliti menggunakan tes yang bersangkutan secara tertulis. Dalam penelitian pra-eksperimen ini, subjek penelitiannya adalah siswa kelas delapan SMP Negeri 1 Makale tahun pelajaran 2020/2021. Ada satu kelas siswa yang berpartisipasi dalam penelitian ini. Mereka adalah siswa kelas VIII F sebagai eksperimen. Eksperimen diberikan perlakuan dengan menggunakan strategi BBL.

Ada empat pertemuan untuk kelompok eksperimen. Satu pertemuan untuk pre-test, dua pertemuan untuk perlakuan menggunakan strategi BBL dan satu pertemuan untuk post-test BBL. Data yang terkumpul dianalisis, dan analisis statistik hasilnya menunjukkan bahwa rata-rata pre-test untuk kelompok eksperimen adalah 5,2. Setelah eksperimen diberikan perlakuan menggunakan BBL, skor meningkat, dimana rata-rata eksperimen dengan strategi BBL adalah 6,8. Peningkatan post-test pada eksperimen setelah mendapat perlakuan menggunakan strategi BBL adalah 30%.

Hasil penerapan uji-t berdasarkan selisih dua rata-rata menunjukkan bahwa nilai yang diperoleh (7,5) lebih tinggi dari nilai t-tabel untuk $df = 17$ (1,7396). Artinya ada perbedaan yang signifikan dalam pembelajaran menulis untuk materi deskriptif rext antara pre-test dan post-test siswa yang diajar menggunakan BBL. Hasil penelitian menunjukkan bahwa pada akhirnya, strategi BBL merupakan strategi yang efektif untuk meningkatkan kemampuan menulis siswa. Disarankan kepada guru untuk menerapkan strategi tersebut sebagai salah satu alternatif strategi pengajaran di kelas menulis.

Kata kunci: *pembelajaran berbasis otak, keterampilan menulis, pengajaran di kela*

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CHAPTER I

INTRODUCTION

A. Background

According to Connel (2009), a very important aspect of brain based learning is combining research based academic interventions and applying aspects of learning emotionally. Students have been introduced to emotional intelligence by means of which they can most likely handle anxiety, shame, anger and stress from learning difficulties effectively. Brain based learning refers to teaching strategy, lessons and school programs that are based on the latest scientific research into how the brain performs in learning, including factors such as cognitive development how students learn a different things with their age and social, emotional, and cognitive. Brain based learning is motivated by the belief that learning can be accelerated and improve student skills.

Understanding how the brain processes information, avoids our full understanding and creates a learning process that is oriented towards empowering the potential performance of students' brains in learning writing skills. As teachers, we are not taught to match student characteristics and learning styles to our subject matter or presentation strategies. The researcher taught how to convey information to students. By testing teaching theories that utilize brain-based learning theory, teachers can find better strategy for teaching each child. Teachers need to be more completed understand how the brain processes learning

what information and strategies allow this information to be understood more easily.

Writing is one of the most important skills in teaching English because by writing people can know everything, people can express their creative ideas, especially their feelings to others without feeling ashamed. Adel (2015), By expressing ideas through writing, people can improve the way to convey an idea or opinion more easily and accurately and can also revise the writing before it is read by others. In addition, writing is one of the most important activities and is mostly carried out by students in the learning process so they must know how to write properly and correctly. In writing skills, students can write simple sentences or short paragraphs, but it is not easy for students to writing and the strategy in teaching writing is the researcher used the design of BBL combined with descriptive text because it is connected.

The teacher is challenged to be creative as possible to provide opportunities for the students to expose and to reinforce the students writing skills. However, in SMPN 01 Makale teaching and learning writing in the classroom has some problems. Based on the researcher experience when practice teaching, the researcher found that writing in English language is still a difficult skill for junior high school. The problem might come from the students and the teacher, most of the students made many mistakes in writing English like the grammatically and writing of vocabularies. The last problem was the students' lack of motivation in writing English class. Then, the problems were faced from the teacher. The teacher often become the center of the class. Those ways were not

effective because the students were bored and they needed much time to be able to master English especially in writing.

Based on the problems above, the researcher interested to apply the Brain Based Learning (BBL) strategy in learning writing for Eighth grade students and see the effectiveness of this strategy for students in junior high school. According to Duman (2010), Brain Based Learning requires teachers to understand how the brain works so that teachers can more easily design learning that maximizes the use of students' brains during the learning process. Brain based learning has been shown to be effective in developing various context areas such as comprehension of English, academics, critical reading McNamee (2011), and Wills (2008), reading comprehension, writing and oral fluency. The different between this research with previous reserch it this have not only focus with the relationship between two variable or improving students' participation but this research is focuses in how effective the brain based learning to enhancing students writing skill.

In brain based learning, students are divided into several groups and each group member will have a turn to speak and write in English. Please note that not all students want to learn the same things, some prefer it things related to art, some are with physical activity but some students are auditory students while others are visual students. Each student responds well to movement or activity. The aim of this study was to inform about the importance of testing teaching approaches and adapting them to meet the needs of all needs. The flip side says that guaranteed brain based learning strategy can produce significant and

measurable benefits in terms of student performance. Based on the description above, the researcher was formulate the effectiveness of using brain based learning. The research by focusing on the use of writing skills especially descriptive text to know the effectiveness of this strategy.

B. Research Problems

Based on the background above, the researcher formulated the research question as follow “Does Brain Based Learning strategies effective in enhancing students writing skill to the Eighth grade students of SMPN 01 Makale?”

C. Objectives of The Research

The objective of this research is formulated as follow “To find out whether or not Brain Based Learning strategy effective in enhancing students writing skill to the Eighth grade students of SMPN 01 Makale”.

D. Significances of The Research

a. Theoretically

The result of this research expected to gave the information regarding to the students' Brain Based Learning ability and the problems faced by them in term of interpretation, analysis, evaluation, inference, explanation, and self-regulation. Besides, it also can be used as a reference for other researchers who intend to conduct a research in related issue.

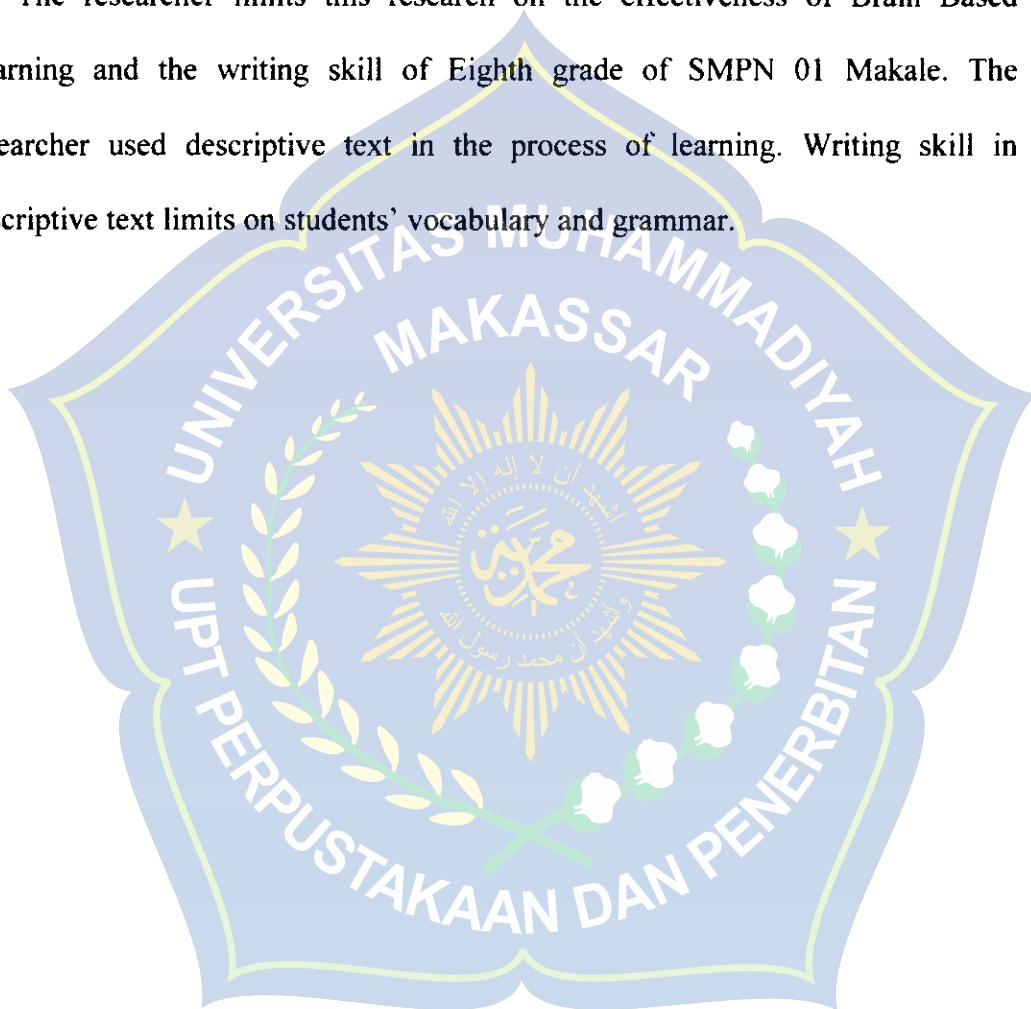
b. Practically

By knowing the ability of using Brain Based Strategy to enhance students' in learning term of explanation, analysis, evaluation, inference, explanation, and self-regulation, both teachers and students' are expected to be aware of

students' strengths and weaknesses in using those skills. The result also expected can inspire the writing teachers especially in English Department to provide material and appropriate strategy.

E. Scope of The Research

The researcher limits this research on the effectiveness of Brain Based Learning and the writing skill of Eighth grade of SMPN 01 Makale. The researcher used descriptive text in the process of learning. Writing skill in descriptive text limits on students' vocabulary and grammar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In the area of writing, there have a been number of the researcher conducting some research. One of them conducted by Fatimah (2018) the researcher want to formulated is there any effect of applying brain writing strategy on the students achievement assisted wordless picture book media or not. She chose brain writing strategy that has purposes to break down the troublesome sentence into smaller parts and through this step the teachers able to give the students troublesome line. Finally, the result of Fatimah's research that there was a effect of effect of applying brain writing strategy on the students writing achievement assisted wordless picture book media. The value of the effect was about 64%.

The next researcher working into this topic is Eyup (2015) in this research thought that brain based learning can be effective on teaching grammar which is a complementary factor of basic language skills and plays a huge role on developing the skills. And finally, there is really difference or the benefit of experimental group. Based on this research, brain based teaching is much more effective on increasing the success of a students than teacher based teaching.

Ardhanariswari (2018) in this research, the researcher formulated is the use of Computer Assisted Language Learning media effective to increase students writing skill in terms of language us at the Eleventh grade of SMAN 10 Gowa? The result was effective to using CALL in writing essay. The last researcher is Stacey (2007) The researcher want to investigated that is one brain based strategy more effective than others are? Which ones worked the best? Finally, through this trial period there were many Brain Based Strategy used. It seems some of these strategies may have worked better than others. The students' in the Brain Based class made flashcard to help learn the vocabulary for each chapter.

Based on researches above, the researcher concluded that there was similarity between research above and this study, that discuss about Brain Based learning and students' writing skill but many researches focused only about the improving writing skill by another strategy and the use of brain based learning to increase students' participation in classroom, it was different with this study, this have not only focus with the relationship between two variable or improving students' participation but this research is focuses in how effective the brain based learning to enhancing students writing skill.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definition of Writing Skill

Collins (2018) states that writing is a set of letters written or made on the surface as a means of conveying an idea by using each symbol or letter to make a sentence. . Writing is also a process and must be learned in stages, from simple to very complex or complex, from a sentence to a composition. The basis of writing skills is making sentences because sentences are the smallest unit for expressing ideas, opinions, and feelings. For most students, writing is considered very difficult, especially in arranging a word into a good and correct sentence because it is usually translated from Indonesian to English. Incidentally, the English grammar is different from Indonesian grammar. Meanwhile, according to Boardman (2002), writing is a process of thinking and organizing continuously. Unfortunately in the process of learning to write, students always find it difficult and make mistakes because writing is very complicated. There are so many ideas related to the writing process. According to Clouse (2005), there are four stages in the writing process. They are as follows:

1) Pre-writing

Procedure for generating ideas without an inspiration. If the researcher sits waiting for inspiration, the researcher may never get anything in writing. An inspiration does

not often appear for a writer. Because inspiration rarely appears, the writer must develop other researcher's ways of getting ideas. The term pre-writing is used because this procedure came before the writing of the first draft.

2) Drafting

After writers have come up with many ideas during pre-writing that serve as starting points, they make the first attempt to come up with the ideas themselves. Usually the first concept is so difficult that it is often called a rough concept. A rough draft provides raw material and can be shaped or refined for the next stage of the writing process.

3) Revise

During the revision process, researchers reworked the draft raw material to make it form. This rework is a time consuming and very difficult process. This requires the researcher to refine the content so that it is clear, points are adequately supported, and ideas are expressed in the best possible way and in the best order.

4) Editing

Writer's must edit to find and eliminate errors so that they do not interfere or disturb the researcher's readers. Many writers find mistakes too quickly before they revise effective content and expressions.

Ismail (2011) states the reasons for the importance of writing. According to him, it is used to help students in the learning process. The reasons are as follows: Writing can strengthen grammatical structures, idioms and vocabulary that have toughness for students. And also when students will write, they also have the opportunity to be adventurous with the language, to do more of what they have learned to say in writing, and to talk about risks.

When students write, they will get new vocabulary and new language. Attempts to express their ideas and summarize them using the eyes, hands and brain is a unique way to reinforce learning. Grammar for Academic Writing provides a selective overview of the main areas of English grammar that need to be mastered, in order to express oneself correctly and correctly in an academic writing. These areas include a basic difference in meaning in the verb system, the use of modal verbs to express degrees of certainty as well as commitment, and alternative ways of categorizing and organizing written information to highlight the flow of argument.

Grammar is often defined as a system of rules in a language, but it is also useful as a source to express a meaning. for example, when we talk about someone who 'knows' the Present Perfect in English, we mean they know how to form it by combining the auxiliary verb have with the past participle of the relevant verb, but what is more important in this situation is what word is used and what meaning can be conveyed. We

use spoken and written words every day to give an idea, a thought, and an emotion to those around us. Sometimes we communicate well, and sometimes we are not very good or successful. However, a good vocabulary can help us to say what we mean. Let's say you are out in the yard and see a black car pull up in front of a house or road. You can see four colored windows from one side of the car, and you assume there are four tinted windows on that side too. Just then, the driver's car door opened, and a woman wearing white gloves stepped out. He walked to the back of his car and looked down. He shrugged his shoulders, then climbed back into the car, then left. After remembering to close your mouth, which had been open open before, you immediately ran next door to tell your friend what you just saw, and that's when vocabulary is so important.

b. Element of Writing

According to Green Law (2005) there are five Common Elements of Good Writing:

- 1) Focus, The paper must have precise and clear points so that it is stated as a thesis sentence, at the beginning of the paper.
- 2) Organization, The purpose of the paper is to prove its point. To that end, the paper should be organized as a series of major sub-points which lead logically to the thesis as the conclusion.
- 3) Solid Development. Each of sub-points should be explained in sufficient detail to convince the reader of their validity.

- 4) Clarity, says what is meant, clearly and concisely. Vagueness or ambiguity will make readers think that the writer are not very sure about writing.
- 5) Grammatical Accuracy / Spelling Avoidance & Typography Errors. Grammar is a convention to improve communication between people. Grammar mistakes or mistakes in writers' typing will show that the writer don't know how to write correctly or the writer don't care.

c. Basic Types of Writing

A writer will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect s/he wants to have on the reader. Generally speaking, there are four types of writing, though normally these types are mixed together. There are four main types of writing: expository, persuasive, narrative, and descriptive.

- 1) Expository writing is the author's goal to provide explanation or information of a subject to the reader. Expository writing explains things related to a subject. This writing is also called information writing because it basically provides information about a place, person, relationship, object or idea. To achieve all of this, it is best if it is developed with clear and precise reasons, statistical facts and information, cause and effect relationships, or example. The expository paragraph is written without emotion because it is factual.

2) Persuasive

Writing that expresses the author's opinion and seeks to influence the reader. Persuasive or argumentative writing is writing that seeks to convince readers that the actions recommended by the author are valid. To achieve that, the writer must develop a limited topic that is well defined, clear and debatable, and also has one-sided advantages.

3) Narrative

The writing that the author tells. The story can be fact or fiction. Narrative paragraphs tell a story, like the narrator in a play. Narrative writing is best used to describe or tell a person's personal development towards reaching a certain point in their life. As a result, it is usually written in the first person. It is the essence of any form of narrative writing, be it a paragraph, essay, or story.

4) Descriptive

Descriptive text is constantly describing thing, people, and object. Description appears in almost writing skills because writers try hard to create word image of ideas that they convey. There are two elements are for effective description. First, the reader need explicit, specific, details if they are created exactly the mental image if the details appeal to all sense, sight, taste, hearing, and smell. Second, the readers need a logical sequence of detail in partial order. The researchers describe a person, a place and an object, might work from bottom, bottom to top, right to left, clock

wise and so on.

Gerrot and Wignel (1994: 208) say that descriptive text is a text that describes the characteristics of something or someone in detail and gets a clearer explanation. Descriptive text is a type of writing that describes or describes something such as objects, animals, or people from general to particular. Oshima and Hogue (2007) also state that a good description is a word description that readers can imagine about objects, places, or people in their minds. According to Gerrot and Wignel (1994: 208), a descriptive text has a generic structure as shown below:

a) Identification

★ In making a descriptive text, the first thing to do is identify it. It introduces or identifies the phenomenon to be described.

b) Description (Describe parts, qualities, and characteristics)

Description is the second element of the generic structure of descriptive text. It tells about what phenomena, introduced in identification, are seen. This means that identification is the opening of the descriptive text. According to Geerot and Wignel (1994) descriptive text is indicated by specific adjectives, participants, adjectives and compounds, linking verbs, simple present tense and descriptive language as follows:

- a) Specific participants: focuses on specific participants, such as homes and pets.

- b) Adjectives and compound adjectives. Examples, beautiful beaches, beautiful women and adorable rabbits.
- c) Conjunctive verbs. use conjunctive verbs such as is, are, has, have, and belong.
- d) Simple present tense
- e) Action verbs.
- f) Descriptive language.

2. Concept of Brain Based Learning

a. Defenition of Brain Based Learning

Brain based learning is driven by the strong belief that the learning process can be improved if educators confuse how and what they will teach in the learning process, more so than previous educational practices or opinions about the learning process. Brain based strategies is learning strategies that will be used during classroom instruction. What makes this strategy unique and different is how the lessons are applied in the classroom. During brain-based instruction, many ways are applied to the teaching process so that information can be linked to previous knowledge or experience.

Brain based learning is a way to understand how the brain works in every learning process. In brain-based learning, teachers are required to understand how the brain works in students so that teachers can create classroom situations that will foster a sense of enthusiasm for students in learning. The human brain is roughly the size of a small grapefruit,

Weighting a little over three pounds. It is considered the control center of our body, which is responsible for helping to carry out our daily functions. The brain can be divided into three main functional parts: cerebrum, cerebellum, and brainstem. The cerebrum is the largest of the three areas.

Many theorists have studied the concept of learning related to the brain during the last few decades. Eric Jensen is one of the theorists to say that he first discovered this learning style in the early 1980s. He first heard about brain-related learning during a business development workshop led by Marshall Thurber. After joining the program, Jensen decided to share his joy with others so that students in education could benefit from this type of learning experience.

Brain based learning strategy is a concept that creates empowerment oriented learning in the human brain. According to Tung (2015: 35), BBL is learning that is the same as the natural way the brain works in learning. Focus love and love to learn rather than focus on an order. Brain based learning strategies refer to teaching strategies, lessons, and school programs that are based on final scientific research on how the brain learns, including factors such as cognitive development how students learn differ with their age, growth, social, emotional and cognitive maturity.

According to Madrazo and Motz (2005), brain based learning is the neuroscience of how the brain works to gain an understanding of how students learn and develop in the classroom (P. 56). Brain compatible

teaching is education specifically created to find up-to-date knowledge about how the brain processes and makes use of knowledge. The rationale behind the value of brain-based learning is that the neural connections in the brain, the connections that represent the formation of knowledge, are dynamically created and modified throughout a person's body.

Brain Based Learning is very practical and supportive in the classroom because it focuses on the student and the class. It doesn't tell us how a student functionally learned it only explains the biological and physiological features behind it all. As teachers, we may find all of this information very interesting, but what we really want to learn is how to teach our students to make them remember. This is all the essence of brain based learning.

Brain Based Learning involves accepting rules about how the brain processes, and organizing instructions by remembering all the rules in order to achieve meaningful learning Caine and Caine, (2015). Brain based learning is a way of thinking about how the learning process is going. It is a set of principles and a foundation of knowledge and skills through which we can make better decisions about the learning process. Jensen, (2008). The goals of brain research studies include teaching for individual differences, diversifying teaching strategies, and maximizing the natural learning process of the brain Gulpınar, (2005). Without knowing all the working systems of the brain, it is impossible to understand the nature of learning.

According to Zull (2002), the art of teaching must be the art of changing the brain. According to Kolb and Kolb (2005), meaningful learning does not occur in one way, but occurs in a unified circulation because the brain works in one unit during the learning process. Teaching must begin with an exploration of the brain. While challenges can encourage learning, threats can get in the way of it Caine and Caine, (1994).

b. Design of Brain Based Learning

All learning depends on the brain, but the brain cannot function alone. Brain-based learning is built on the principle that all learning is physiological, relying on all aspects and functions of physical and neurological processes, including emotions, memory and sensory experiences. Creating or designing schools for brain-based learning means creating spaces that students can deal with as complete individuals, complete with bodies, feelings, and innate needs, not just brains waiting to be filled with information.

1) Layout

The most effective brain-based learning environment is to provide space for movement and socializing with friends, creating attractive classroom designs such as circles, so students can see each other and engage with each other. The circular arrangement also creates a central space for movement and other activities. So, the more

free space the teacher leaves in the classroom and the more students standing up, the better.

2) Comfort

Learning is most effective when students are challenged in the learning process, but it does not make students feel threatened, according to the learning website Funderstanding, known schools are stressful environments. Administrators and teachers need to tackle these issues both in terms of design and in responding to problems such as bullying, problems at home, and students' fear of failure. students don't respond to boring clinical classrooms with hard chairs. Teachers can look for comfortable alternatives to desks, such as bean bag chairs and floor cushions, that students can use during certain break times.

3) Color

Brain-based learning requires stimulation of more than one part of the brain at a time. For example, young students use visual cues to aid their understanding of reading, but all students benefit from more than one of their senses involved during the learning process. If possible, the classroom walls are tinted in beige. it brings the entire spectrum of colors to the classroom and will help students' brains stay alert and interested in the learning process.

4) Emotional connection

Brain based education sends emotions into the learning process. Students will continue to feel it, and according to reports on engaging students with brain-based learning by the Association for Career and Technical Education (ACTE), students experience both positive and negative emotions when exposed to new information. It is up to the educator to make sure the instructions match the positive feelings. Setting up the classroom in a way that encourages face-to-face interaction between instructors and students can help build relationships, which help students feel more supported in their learning.

5) Immersive experience

According to ACTE, the brain processes true experiences differently than fabricated scenarios. That's why brain-based learning encourages realistic experiences that allow students to experience what they are learning about firsthand. Field trips are useful in this regard, but so are hands-on classroom activities, like visual art, brain-based games, and role-playing. Some subjects also lend to immersive classrooms. Decorating a foreign language classroom in the style of a country in which the language is spoken gets students in the mindset of what they are about to learn. It also provides visual cues that help students comprehend the information they are being taught. Brain-based learning is a growing trend. Schools are opening up spaces and

creating environments in which real-world, hands-on experience is at the forefront, and studies are showing that, when it comes to comprehension and retention, these modern brain-based environments are more effective than tradition.

c. Brain Based Learning Strategies

The way the brain works has a significant impact on the types of learning activities that are most effective. There are several brain based learning strategies:

- 1) Speaking, speech internalizes what they have learned previously.
- 2) Emotions, a very strong memory is closely related to emotional experiences that have been gone through, both positive and negative.
- 3) Visuals, visuals use posters, drawing, videos, pictures, and even some guided imagery with the children to help them learn.
- 4) Chunking, chunking means they need a chunk of information then an opportunity to process that some way.
- 5) Movement, movement combining with the learning almost guarantees stronger learning.

Brain strategies one aspect of the literature surrounding brain based instruction that has been extensively discussed is the recommendation for useful instructional strategies. Throughout the literature each author has suggested numerous strategies for improving classroom instruction. Some of these ideas include incorporating movement into lesson. Research show that movement is a necessity

for students in the classroom. Movement increase in performance Tomporowski and Ellis,(1986).

Sorkresno (2007) shows that the effectiveness of learning is largely determined by the emotional atmosphere. The part of the brain that is very influential in influencing a person is the limbic system, so this part is often called the emotional brain. The social learning system is a desire to be part of a group, be respected, and enjoy the attention of others. If the emotional system is personal, selfish, and internal, the social system focuses on interactions with other researcher people or interpersonal experiences.

The cognitive learning system is an information processing system which is an information processing system in the brain. There are 5 systems of thinking if the teacher researcher can understand how the systems in primary learning (cognitive, emotional, reflective, physical) function, the teaching and learning process can be more effective and there is a sense of joy or greater enthusiasm in the teaching process. Given (2007). Brain based learning is proven to be effective in developing in various contexts such as increased intention to learn English, critical reading, academic McNamee, (2011) Wills, (2008) reading comprehension, writing, and oral fluency.

On the other researcher hand, brain based learning is driven by the strong belief that poses in learning can be improved if an educator knows how and what they teach in the learning process later, which is more than in previous educational practices, or an opinion about the learning process.

Brain based strategy is an instructional strategy that is used during the instructional process in the classroom. What makes this strategy unique and different is how the learning process is implemented. During brain based instruction, there is a great deal of effort put into the learning process so that information can be linked to previous knowledge or experience. The following is the principle of the brain based learning process, namely parallel learning processors involving all the physiology of innate search for meaning, the search for meaning occurs through patterns. There are brain-based learning strategies that are of global interest to Connel, (2009).

A study explains that movement is a student need in the classroom. Movement can increase heart rate and circulation, which is often associated with increased brain performance Tomporowski & Ellis, (1986). Stretching is another researcher important movement when the student has been sitting in the same fixed position for a long time. This increases the flow of cerebrospinal fluid to many important areas and allows more oxygen to reach these areas of the brain. Another researchers suggestion is that the teacher gives freedom to each student to move to a new place in the room during the learning process. It is recommended that gestures provide the child with a new spatial reference to the room. They may relate the information taught to a new space in the room, therefore, better retain the information. More locations provide a more unique learning address. The

room doesn't have to be new, just position yourself in room.

Teaching with brain-based learning strategy can seem overwhelming, but there are strategies that can be applied directly in the classroom to improve academic achievement, Eric Jensen encourages teachers to consider some of these overly broad approaches to their teaching:

- 1) **Physical movement:** Physical movement enhances instruction. Students who move more during the learning process can receive learning more quickly.
- 2) **Socialization:** Humans are social creatures. because humans need interaction with otthe researcherpeople and brain-based instruction contains collaborative strategies that teach how to work or interact with otthe researcherpeople.
- 3) **Embrace differentiation:** Many teachers know that each student learns differently. It is important for teachers to teach students that differences are normal.
- 4) **Chungking learning:** The human brain can process so much information at one time. That's why dividing a complex task into processable parts can make the learning process easier. Teachers should recognize that providing step-by-step process directions can help their students focus more. Brain-based learning research shows

that students are more likely to remember instructions presented in segments.

- 5) Encourage creativity: Although more and more schools are removing art programs from the curriculum, art can teach students to think differently and more creatively from sequential learning experiences.
- 6) Create an emotional connection: Emotional connection can help improve the concepts in the mind of students.
- 7) Teach stress management: Just like a teacher, students also experience stress. However, there are some beneficial stresses, such as stress that motivates us to complete assignments or do well on exams. Negative stress can interfere with the learning process. Students should know that everyone experiences stress, so it is very important for students to study stress management.
- 8) Study brain development: Finally, educators who already know a lot about the brain and how it learns will be in the best place to provide brain-based learning strategies. By teaching your students with brain-based strategies like this, the teacher also helps them be more reflective about their growth.

3. Classroom Instruction

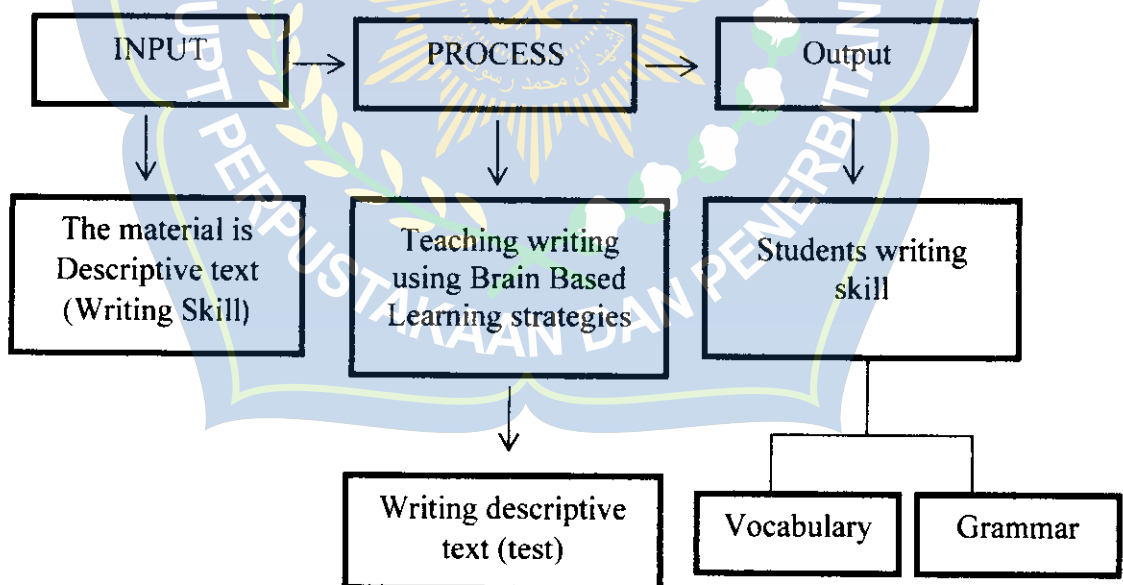
Classroom means the classroom phase of education that is carried out in a classroom and provides students with knowledge of what the general laws and procedures are about how to operate a vehicle. The learning process in the classroom is training that takes place in an atmosphere where each student who receives training is gathered together and will learn in several ways such as lectures, study papers, class discussions, textbook studies, or in other researcher ways and will be distinguished from individual instruction. Classroom is a practice that can improve very important language skills namely speaking and listening among students. This learning can help students to become more competent in critical thinking and share their views among their peers Connor (2011).

Most of the authors agree with the teachers stating that they have incorporated some aspects of brain-based learning into their classrooms. However, they also suggest that the pathway to more effective implementation follows a continuous research process, which includes collaboration, evidence gathering, practice, action and reflection. One aspect of the brain-based instruction literature that has been widely discussed is recommendations for useful learning strategies. Throughout the literature, each author has provided suggestions for various strategies to improve the learning process in the classroom. Some of these ideas include incorporating movement into the lesson, providing frequent

breaks, activating both hemispheres, using graphic organizers, and many more.

All teachers face the challenge of choosing the right strategy such as the best instructional strategy to be more effective in teaching assigned content to students. However, because there are so many strategies available, teachers often have many options rather than skills or time to choose from in learning. The researcher made this presentation in order to provide students with a descriptive overview of how the key components of memory function, and what instructional and basic strategies support students learn best and in relation to this function, according to current brain based research Fitria(2015).

C. Conceptual Framework



- a. **Input:** Refers to the descriptive text that has been prepared to measure the level writing skill of students.
- b. **Process:** Refers to treatment about writing using brain based learning strategies.
- c. **Output:** Refers to the effectiveness of using brain based learning strategies in writing through post-test

D. Hypothesis

The hypothesis of this research is null hypothesis and alternative hypothesis:

1. Null hypothesis (H_0) there is no significant difference between the result of pre-test of students writing skill by using Brain Based Learning strategies.
2. Alternative hypothesis (H_1) there is significant difference between the result of pre-test and post-test of students' writing skill by using Brain Based Learning strategies and it means this strategies is effective for enhancing students writing skill.

CHAPTER III

METHODOLOGY

A. Research Design

In this research, the researcher used quantitative research (pre-experimental design) consist of pretest, treatment, and posttest. The the researcher was formulate brain based learning strategy have significance effect in enhance students writing skill and in this research the researcher just took one class to apply this strategy by giving pretest to measure the students' basic of writing descriptive text and post-test to formulates the result of treatment. The pre-experimental design was as follows

Table 3.1: Research Design:

| | | |
|----------------|------------------|------------------|
| O1 | X | O2 |
| Pretest | Treatment | Post-Test |

B. Population and Sample

1. Population

The population of this research is all of the Eighth grade students of SMPN 01 Makale in the academic year of 2020/2021. There are seven classes. They are VIII.A, VIII.B, and VIII.C, VIII D, VIII E, VIII F, VIII G. Each class consists of 18 students. It means that the total amount of the population is 126 students.

2. Sample

The sample of this research is one class of the Eighth grade students of SMPN 01 Makale. They are VIII.F consist of 18 students who still actively study in

the academic year of 2020/2021. The reason why this sample is chosen is due to the objective of this research, researcher intend to see whether or not the use of brain based learning to teach with writing skill for students effective or not in the learning process.

C. Research Variable

There two variables, such us independent variable and dependent variable.

1. Independent variable

This research used pre-experimental design to formulate is the brain based learning effective in enhancing students writing skill.

2. Dependent variable

Dependent variable of this research is effect of dependent variable and dependent variable is to enhancing students writing skill in classroom by using brain based learning strategies.

D. Research instrument

In this research, the research instrument is writing test, where the researcher gave two topic and the students can choose one topic that they want and the kind of writing is descriptive text. The test was be twice distributed, those are pre-test and post-test. The first test is pre-test. The purpose of pre-test is the researcher was formulates the students' initial knowledge about writing skill especially descriptive text. In this test giving in the first meeting before apply brain based learning strategies in classroom instruction and the second test is post-test, this test giving after treatments or after apply brain based learning strategies. The purpose of post-test is was

formulate the effectiveness of using brain based strategy in classroom instruction to enhance students writing skill.

E. Data Collection

Data collection is the most important thing because it determines the result of the research. The procedures of collecting the data are follows:

1. Pre-Test

The researcher gave a pre-test for students to measure the students' basic of writing skill. The students make a descriptive text based on the topic that they have chosen by spends 45 minutes. After that the students collect the answer to the teacher (researcher) to be checked.

2. Treatment

After pre-test, the researcher gave treatments by using brain based learning strategy in the classroom. The treatments of the researcher conducted in six meetings. The researcher was gave information about the material of descriptive text and the procedure of doing writing descriptive text.

3. Post-test

Post-test is using to measure the final result students' writing skill. Post-test used after the brain based learning strategies have done to apply in the class. So, the student wrote descriptive text by spend times 45 minute.

F. Data Analysis

The data is collect and analysis as follows:

1. Table 3.2: To calculate the score of the students test

| Aspect | Score | Performance of Description |
|------------|-------|---|
| Grammar | 4 | Very few grammatical or agreement inaccuracies |
| | 3 | few grammatical or agreement inaccuracies bit not effect on meaning |
| | 2 | Numerous grammatical or agreement inaccuracies |
| | 1 | Frequent grammatical or agreement inaccuracies |
| Vocabulary | 4 | Effective choice of word and word forms |
| | 3 | Few misuse of vocabularies, word form, but not change the meaning |
| | 2 | Limited range confusing words and word form |

Scoring the students answer:

$$\text{Score} = \frac{\text{Total students' score}}{\text{Maximum score}} \times 100$$
 (Depdiknas 2006)

2. Calculation the mean of the students answer by using formula:

$$X = \frac{\sum X}{N}$$

Where : X = Mean score

$\sum X$ = The raw of all score

N = The number of subjects

Gay (2006)

3. The percentage of increasing achievement use the following formula; $X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = Percentage

X_2 = Average score of the post-test

X_1 = Average score of the pre-test

Gay (2006)

4. Finding out the standard deviation of learners pre-test and post-test.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where : SD = Standar deviation

$\sum X$ = The sum of all score

$(\sum X)$ = The square of the sum

N = The number of the students

Gay (2006)

5. The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significance

\bar{D} = The mean score of total deviation

$\sum D$ = The sum of total score of difference

$\sum D^2$ = The square of the sum score for difference

N = total number of students

Gay (2006)

G. Testing Hypothesis

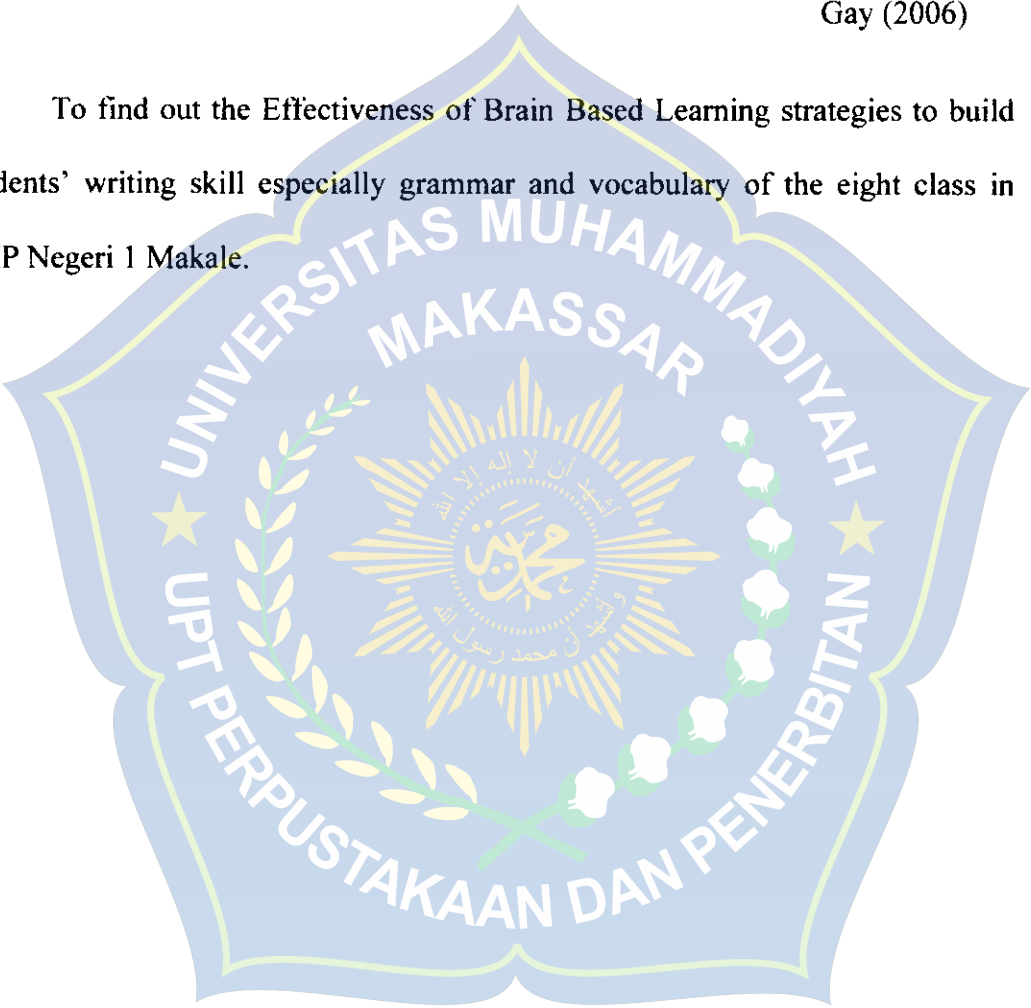
After got the students' significance score (value of t) it was compare with the value of t -table. When it was found that the value of t -test was equal or greater than the value of t -table, it means that Null Hypothesis (H_0) will reject and Alternative Hypothesis (H_1) will accept, because there was significance difference between pre-test and post-test and after tough speaking by using Community Language Learning Method. The criteria for the hypothesis testing as follow:

Table 3.3. Hypothesis Testing

| Comparison | Hypothesis | |
|------------------|------------|----------|
| | H_0 | H_1 |
| t-test < t-table | Accepted | Rejected |
| t-test > t-table | Rejected | Accepted |

Gay (2006)

To find out the Effectiveness of Brain Based Learning strategies to build students' writing skill especially grammar and vocabulary of the eight class in SMP Negeri 1 Makale.



CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

- 1. The students' achievement of writing skill in term of grammar through the implementation of Brain Based Learning Strategy.**

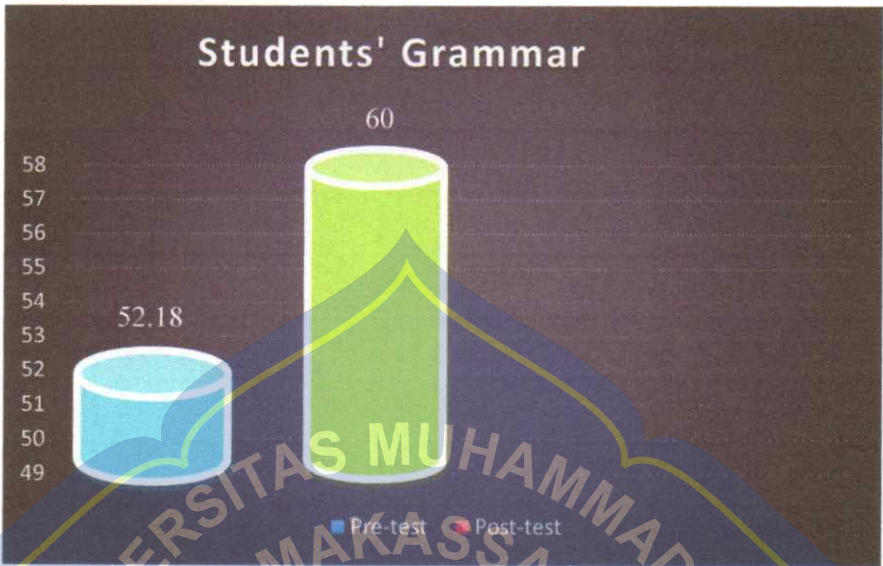
The achievement of the students' writing skill in grammar can be seen through the mean score of indicators in pre-test and post-test. The achievement of the students' grammar in writing skill can be seen as follow the data. The data will be shown in table and chart as follows:

Table 4.1: The mean scores of the students' writing skill in term of grammar

| Indicator | Mean Score | | The Improvement (%) |
|-----------|------------|-----------|---------------------|
| | Pre-test | Post-test | |
| Grammar | 52.18 | 60 | 12 % |

The table 4.1 shows that the students' capability in writing as the result calculating of students' pre-test and post-test after taught by applied Brain Based Learning Srtategy. The table indicates that the mean score of the students in pre-test was (52.18) the mean score of Post-test was (60).Students learning individual and group they can correct each other, it was improved students of VIII.F class at SMP Negeri 1 Makale until . The following chart would show the improvement of the students clearer:

Figure4.1: The mean score of the students' grammar through the implementation of BBL Strategy.



The chart above shows that there was improvement of students' writing skills in term of grammar from the pre-test with the mean score was 52.18 to the post test with the mean score was 60, so the improvement from pre-test to the post-test was 68.43. The improvement was 12%. It proves that there is significant improvement for students' writing skills in term of grammar using Brain Based Learning at the eighth class of SMP Negeri 1 Makale.

2. The students' achievement of writing skill in term of vocabulary through the implementation of Brain Based Learning (BBL) Strategy.

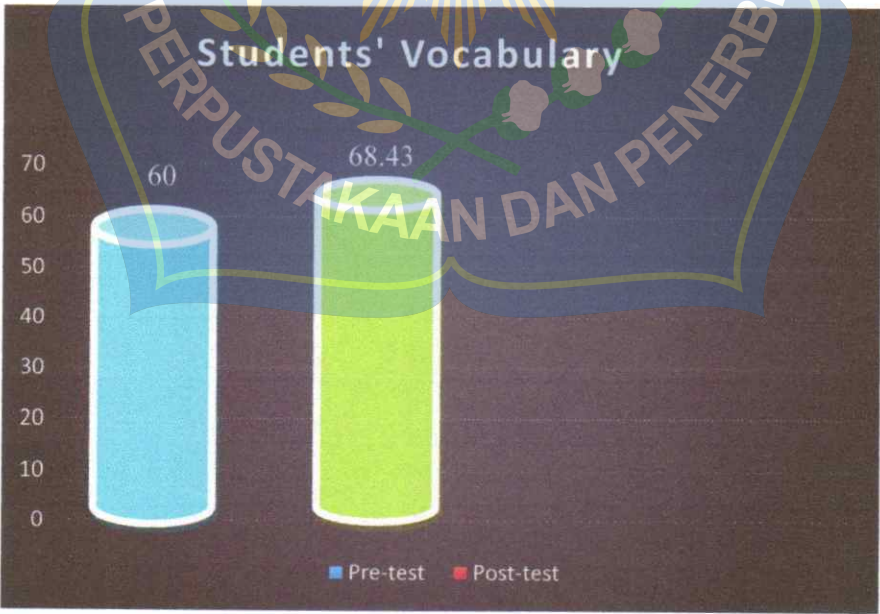
The students' achievement in vocabulary could be shown by calculating the mean score of the pre-test and post-test. Then it was compared to find the improvement. The table 4.2 below would present mean score of pre-test and post-test of the vocabulary.

Table 4.2: The mean scores the students' writing skill in term of Vocabulary.

| Indicator | Mean Score | | The Improvement (%) |
|------------|------------|-----------|---------------------|
| | Pre-test | Post-test | |
| Vocabulary | 60 | 68.43 | 45 % |

The presented data in table 4.2 shows that the students' capability in writing as the result calculating of students' pre-test and post-test after taught by applied Brain Based Learning strategies. The mean score of the students in Pre-test was (60) the mean score of Post-test was (68.43). Therefore, the used of Brain Based Learning Strategies can improve the students' vocabulary until 45%.The following chart would show the improvement of the students clearer:

Figure4.2: The mean score of the students' vocabulary through the implementation of Brain Based Learning Strategy.



The chart above shows that there was improvement of students' writing skills in term of vocabulary from the pre-test with the mean score is 60 to the post test with the mean score 68,43, so the improvement from pre-test to the post-test was 20.9. The improvement was 45%. It proves that there is significant improvement for students' writing skills in term of vocabulary using Brain Based Learning at the eighth class of SMP Negeri 1 Makale

The Implementation of Brain Based Learning Strategy in improves the students' writing skill focused on Grammar, and vocabulary could be seen clearly in the following table:

Table 4.3: Table of mean score of pre-test and post-test in writing skill.

| No | Indicator | Mean Score | | The Improvement (%) |
|-----------|------------|------------|-----------|---------------------|
| | | Pre-test | Post-test | |
| 1 | Grammar | 52.18 | 60 | 12% |
| 2 | Vocabulary | 60 | 68.43 | 45% |
| $\sum X$ | | | | |
| \bar{X} | | | | |

Table 4.3 shows that the score of grammar was improved (12 %) from the mean score 52.18 in pre-test to be 60. The score of Pre-test have criteria poor, average and good, in post-test have criteria poor, average and good level in pronunciation. The score of vocabulary was also improved (45%) from the mean score 60 on pre-test to be 68.43 on post-test. The score of Pre-test have criteria poor, average and good, in Post-test have average and good criteria level in vocabulary.

In implementation of Brain Based Learning (BBL) strategies in the class, the data are collected through the test and show that the students' writing skill to get improvement. Based on these results, it could be concluded that the implementation of Brain Based Learning (BBL) strategies can improve the students' writing skill (57%) in two times treatment. After calculating the score, the researcher found that the students speaking ability was improved (37 %) from the mean score 5.4 on pre- test to be 6.9 on post-test.

3. The significant student's writing skills of grammar and vocabulary student's writing skill.

The significance of the students' writing skills in term of grammar and vocabulary to know the level of significance of the pre-test and post-test. The researcher used t-test analysis in the level of significance p (0.05) with the degree of freedom (df) =N-1, where N number of subject (16) students then the value of t-table is 1.7396. In to know whether or not the mean score was different from two test (pre-test and post-test), the researcher used the t-table. The following table shows the result of the t-test calculation:

Table 4.4 The t-test of students" achievement

| Variable | t-test | t-table |
|---------------|--------|---------|
| writing skill | 7.5 | 1.7396 |

Table 4.3 indicates that the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the students' pre-test and post-test. To find out the degree of

freedom (df), the researcher used the following formula: ($Df = N-1$ (N =Number of students), $Df=18- 1 = 17$).

For the level of significance (p) 0.05 and df 17, the value of the t-test 7.5 was higher than t-table 1.7396. It means that H_0 was rejected and H_1 was accepted. So the researcher concludes there was a significant differences between the result of the students' pre-test and post-test achievement after using Brain Based Learning strategy.

B. Discussion

In this session, the researcher explains about “Does Brain Based Learning strategies effective in enhancing students writing skill to the Eighth grade students of SMPN 01 Makale?”

The data that had been collected through the tests, both in pre-test and post-test described that there was the improvement of the students which was indicated by the improving of mean score. Besides that, the improvement also had been ensured by calculating the percentage improvement of the students' achievement. Moreover, the significance of the students' achievement also had been found by calculating the t-test and comparing with the t-table value.

The improvement of the students' grammar had been presented in findings. Percentage improvement of the students is 12 %. It was indicated from the improving of mean score from 52.18 in pre-test which was classified as poor, average and good to 68.43 in post-test which was classified as poor average and good. Students are able to improve their grammar in writing because it is supported by group members and directions from the teacher. They are able to

correct their grammar to be correct and can be understood. The improvement of grammar is low but had change from the poor level to good level or poor level to average level.

Based on the pre-test result there was 8 (44.5%) got poor score, 6 (44.5%) got average score, 2(11%) got good score and no one (0%) got very poor and excellent score. In their post-test, the data shows that there was 3 (33.3%) got poor score, 8 (22.2%) got average score, 5(44.5 %) are categorized as good, and no one (0%) got very poor, and excellent score. It indicates that after give treatment by using BBL strategies the student had better achievement.

Based on the data that are shown above, it could be concluded that implementation of Brain Based Learning strategies can increase the students' writing skill especially on students' grammar at the eight class students of SMP Negeri1 Makale. The improvement of the students' vocabulary had been presented in findings. Percentage improvement of the students is 45 %. It was indicated from the improving of mean score from 45.83 in pre-test which was classified as poor and average to 66.7 in post-test which was classified as average and good. Students are able to improve their grammar in writing because it supported by group members and directions from the teacher. Therefore they are able to correct their grammar to be correct and can be understood. The improvement of grammar is high enough.

Based on the pre-test result there was 10 (55.6%) got poor score, 6 (33.3%) got average score, 2 (11%) got good score and no one (0%) got very poor, and excellent score. In their post-test, the data shows that there are 6 (33.3%) got average score, 12 (66.7%) are categorized as good, and none of them (0%) was classified into very poor, poor and excellent. It indicates that after give treatment by using BBL strategy the student had better achievement.

Based on the data that are shown above, it could be concluded that BBL strategies can increase the students' writing skill especially on students' vocabulary at the eight class of SMPNegeri1 Makale. Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of the freedom (df) = 17 indicated that t-table value was 1.7396 and t-test value was 7.5. Therefore, it can be concluded that statistically hypothesis of H_1 , was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of Brain Based Learning strategies in teaching writing skill can improve the students writing skill. The implementation of Brain Based start from the beginning until the end after knowing the result of score students in writing test. The main research is how the students can write well and concern in grammar, and vocabulary. At the based strategy of Brain Baesd Learning, the researcher as successful communicator and create powerful teaching tool to make the students interested and be motivated in writing. The researcher creates enjoyable between teacher and students because they had a room of

interaction and negotiation. The problem is how to get idea, how to be active with their own language, how to memorizing, and how to get Self Confidence in writing. To make it effectively, the students need to know and found the potential areas where they may increase their writing skills. Then the researcher provided Brain Based Learning strategy as the way to help the students in their process of writing, showing the problem and solution of the students' writing. Brain Based Learning was interest and beneficial for the students who studied English as foreign language because can improve the students' writing skills. It's caused by the involvement of the students during the process. It also made English became joyful subject to be learnt.

From the discussion above, it could be concluded that the eight class students of SMP Negeri 1 Makale in academic year of 2020/2021 have good skills in writing after being taught through Brain Based Learning Strategy (BBL) especially in grammar and vocabulary. This is in line with Zuhriyah (2020) stated that there was interaction effect between teaching model which were BBL and guided writing students' HOTS on the students' writing skill. BBL into the learning process, it is up to the teacher to make sure the instructions match the positive feelings so that the students are able to improve their grammar in writing because it is supported by group members and directions from the teacher. It can be said the skill of the students' in writing was improved using BBL in teaching process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the research show that using Brain Based Learning strategies is effective to improve students' writing skill in terms of grammar and vocabulary. The result of the research showed that the pre-test score of students in grammar before receiving treatment using brain based learning strategies was 52.18. The scores of the post-test for the experimental after receiving treatment using Brain Based Learning strategies was 60. The significance different scores from the pre-test to the post-test of the experimental using Brain Based Learning were 60.29, where as in the term of vocabulary before receiving treatment using Brain Based Learning strategies was 68.43. The scores of the post-test for the experimental group after receiving treatment using Community Language Learning method was 68.43. the significance different scores from the pre-test to the post-test of the experimental using Brain Based Learning were 20,9. From this calculation, it can be seen that the gaining level of writing skill in terms of grammar and vocabulary of the experimental after receiving treatment using Brain Based Learning activity is higher than the experimental before receiving treatment using Brain Based Learning. The other result can be drawn by looking at the test of significance. As the Based on the result, hypothesis shows that H_0 rejected and H_1 is accepted. It means that there was significant difference in speaking accuracy between the pre-test and post-test of the students who were taught using Brain Based Learning (BBL).

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. It is suggested to the English teachers to use Brain Based Learning strategies as the alternative in the teaching and learning process to improve the students' English skill especially in improving students' grammar and students' vocabulary.
2. The students should, being aware that writing is an important skill in English, they should try to write individually or in group because it can make students learn grammar and vocabulary natural.
3. It is suggested to conducting a research by using Brain Based Learning strategy as one of strategies in teaching with different discussion, because the researcher found that this strategies is very fun for improving students' writing skill.

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APPENDIX 1

The Attendance list of students at VIII.F class of SMP 1 MAKALE

| No. | Sample | | Meetings | | | |
|-----|--------|------|----------|-----------|-----------|-----------|
| | | | 1 | 2 | 3 | 4 |
| | | | Pre-test | Treatment | Treatment | Post-test |
| 1 | S-1 | ARSK | — | — | — | — |
| 2 | S-2 | ACB | ✓ | ✓ | ✓ | ✓ |
| 3 | S-3 | AJM | ✓ | ✓ | ✓ | ✓ |
| 4 | S-4 | CH | ✓ | ✓ | ✓ | ✓ |
| 5 | S-5 | CWK | ✓ | ✓ | ✓ | ✓ |
| 6 | S-6 | EBP | ✓ | ✓ | ✓ | ✓ |
| 7 | S-7 | EPF | ✓ | ✓ | ✓ | ✓ |
| 8 | S-8 | FH | ✓ | ✓ | ✓ | ✓ |
| 9 | S-9 | FP | ✓ | ✓ | ✓ | ✓ |
| 10 | S-10 | FL | ✓ | ✓ | ✓ | ✓ |
| 11 | S-11 | GAT | ✓ | ✓ | ✓ | ✓ |
| 12 | S-12 | GSM | — | — | — | — |
| 13 | S-13 | HY | ✓ | ✓ | ✓ | ✓ |
| 14 | S-14 | JT | ✓ | ✓ | ✓ | ✓ |
| 15 | S-15 | JUS | ✓ | ✓ | ✓ | ✓ |
| 16 | S-16 | JG | ✓ | ✓ | ✓ | ✓ |
| 17 | S-17 | JK | ✓ | ✓ | ✓ | ✓ |
| 18 | S-18 | JP | ✓ | ✓ | ✓ | ✓ |

Information:

- Absent
- ✓ Present

APPENDIX 2

The result of the students' writing skill in pre- test

| No. | Sample | Row score | Grammar | Row score | Vocabulary | X |
|----------|--------|-----------|---------|-----------|------------|-----|
| 1 | S-1 | 0 | 0 | 0 | 0 | 0 |
| 2 | S-2 | 4 | 70 | 4 | 70 | 8 |
| 3 | S-3 | 4 | 70 | 2 | 70 | 6 |
| 4 | S-4 | 2 | 50 | 2 | 35 | 4 |
| 5 | S-5 | 3 | 60 | 2 | 60 | 5 |
| 6 | S-6 | 2 | 35 | 3 | 60 | 5 |
| 7 | S-7 | 3 | 60 | 3 | 70 | 6 |
| 8 | S-8 | 3 | 50 | 3 | 65 | 6 |
| 9 | S-9 | 2 | 45 | 3 | 65 | 5 |
| 10 | S-10 | 2 | 45 | 3 | 65 | 5 |
| 11 | S-11 | 3 | 65 | 3 | 70 | 6 |
| 12 | S-12 | 0 | 0 | 0 | 0 | 0 |
| 13 | S-13 | 3 | 60 | 3 | 65 | 6 |
| 14 | S-14 | 2 | 30 | 2 | 55 | 4 |
| 15 | S-15 | 3 | 55 | 2 | 60 | 5 |
| 16 | S-16 | 2 | 45 | 3 | 50 | 5 |
| 17 | S-17 | 2 | 45 | 2 | 50 | 4 |
| 18 | S-18 | 2 | 50 | 3 | 65 | 5 |
| Σ | | 42 | 835 | 42 | 965 | 87 |
| X | | 2,6 | 52.18 | 2.62 | 60.31 | 5.5 |

APPENDIX 3

The result of the students' writing skill in post - test

| No. | Sample | Row score | Grammar | Row score | Vocabulary | X |
|----------|--------|-----------|---------|-----------|------------|------|
| 1 | S-1 | 0 | 0 | 0 | 0 | 0 |
| 2 | S-2 | 4 | 75 | 3 | 75 | 7 |
| 3 | S-3 | 4 | 75 | 3 | 75 | 7 |
| 4 | S-4 | 3 | 60 | 3 | 50 | 6 |
| 5 | S-5 | 3 | 65 | 3 | 65 | 6 |
| 6 | S-6 | 2 | 45 | 4 | 70 | 6 |
| 7 | S-7 | 3 | 65 | 4 | 75 | 7 |
| 8 | S-8 | 4 | 65 | 3 | 60 | 7 |
| 9 | S-9 | 2 | 45 | 4 | 70 | 6 |
| 10 | S-10 | 3 | 50 | 3 | 70 | 6 |
| 11 | S-11 | 4 | 70 | 4 | 75 | 8 |
| 12 | S-12 | 0 | 0 | 0 | 0 | 0 |
| 13 | S-13 | 3 | 65 | 4 | 70 | 7 |
| 14 | S-14 | 2 | 40 | 3 | 60 | 5 |
| 15 | S-15 | 4 | 70 | 4 | 75 | 8 |
| 16 | S-16 | 3 | 55 | 4 | 65 | 7 |
| 17 | S-17 | 3 | 55 | 4 | 65 | 7 |
| 18 | S-18 | 3 | 60 | 4 | 75 | 7 |
| Σ | | 50 | 960 | 58 | 142095 | 107 |
| X | | 3,12 | 60 | 3.6 | 68.43 | 6.68 |

APPENDIX 4

The result of the students' writing skill in pre-test and post-test

| No. | Score pre-test (x_1) | Score post-test (x_2) | $D = (x_2 - x_1)$ | X_1^2 | X_2^2 | D^2 |
|------------|-----------------------------|------------------------------|-------------------|---------|---------|-------|
| 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 8 | 7 | 1 | 36 | 49 | 1 |
| 3 | 6 | 7 | 1 | 36 | 49 | 1 |
| 4 | 4 | 6 | 2 | 16 | 36 | 4 |
| 5 | 5 | 6 | 1 | 25 | 36 | 1 |
| 6 | 5 | 6 | 1 | 25 | 36 | 1 |
| 7 | 6 | 7 | 1 | 36 | 49 | 1 |
| 8 | 6 | 7 | 1 | 36 | 49 | 1 |
| 9 | 5 | 6 | 1 | 25 | 36 | 1 |
| 10 | 5 | 6 | 1 | 25 | 36 | 1 |
| 11 | 6 | 8 | 2 | 36 | 64 | 4 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | 6 | 7 | 1 | 36 | 49 | 1 |
| 14 | 4 | 5 | 1 | 16 | 25 | 1 |
| 15 | 5 | 8 | 3 | 25 | 64 | 9 |
| 16 | 5 | 7 | 2 | 25 | 49 | 4 |
| 17 | 4 | 7 | 3 | 16 | 49 | 9 |
| 18 | 5 | 6 | 1 | 25 | 36 | 1 |
| Σx | 85 | 106 | 24 | 439 | 712 | 41 |
| X | 5,3 | 6,6 | 1,5 | 27,43 | 44,5 | 2,56 |

APPENDIX 5

1. The men score of students' pre -test and post-test in terms of grammar.

- a. mean scores of the students' pre-test

$$\begin{aligned}X_1 &= \frac{\sum x}{N} \\&= \frac{835}{16} \\&= 52.18\end{aligned}$$

- b. mean scores of the students' post-test

$$\begin{aligned}X_2 &= \frac{\sum x}{N} \\&= \frac{960}{16} \\&= 60\end{aligned}$$

2. The mean scores of students' pre-test and post-test in terms of vocabulary.

- a. mean scores of the students' pre-test

$$\begin{aligned}X_1 &= \frac{\sum x}{N} \\&= \frac{965}{16} \\&= 60.31\end{aligned}$$

- b. mean scores of the students' post-test

$$\begin{aligned}X_2 &= \frac{\sum x}{N} \\&= \frac{1095}{16} = 68,5\end{aligned}$$

APPENDIX 6

The rate percentage of the students score in terms of vocabulary

1. pre-test

- a. poor (F= 6, N=16)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{6}{16} \times 100 \% \\ &= 37,5 \% \end{aligned}$$

- b. average (F=9, N=16)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{9}{16} \times 100 \% \\ &= 52.25 \% \end{aligned}$$

- c. good (F=1, N=16)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{1}{16} \times 100 \% \\ &= 6.25 \% \end{aligned}$$

2. post-test

- d. average (F=7, N=16)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{7}{16} \times 100 \% \\ &= 43,75\% \end{aligned}$$

- e. good (F=9, N=16)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{8}{16} \times 100 \% \end{aligned}$$



$$= 56.25 \%$$

The rate percentage of the students score in terms of grammar

1. pre-test

a. poor (F=8, N=16)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{8}{16} \times 100 \%$$

$$= 50\%$$

b. average (F= 6, N=16)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{6}{16} \times 100 \%$$

$$= 37.5 \%$$

c. good (F= 2, N=16)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{2}{16} \times 100 \%$$

$$= 12\%$$

2. post-test

a. poor (F=3, N=16)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{3}{16} \times 100 \%$$

$$= 18.75\%$$

b. average (F=8, N=16)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{8}{16} \times 100 \%$$

$$= 50\%$$

c. good (F= 5, N=16)

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 &= \frac{5}{16} \times 100 \% \\
 &= 31.25 \%
 \end{aligned}$$



APPENDIX 7

The improvement of students' skill in writing.

1. The improvement of students' scores in term of pronunciation

$$\begin{aligned}P &= \frac{X^2 - X^1}{X^1} \times 100 \% \\&= \frac{60 - 52,18}{52,18} \times 100 \% \\&= \frac{7,82}{52,18} \times 100 \% \\&= 0,14 \times 100 \% = 14\%\end{aligned}$$

2. The improvement of students' scores in term of vocabulary

$$\begin{aligned}P &= \frac{X^2 - X^1}{X^1} \times 100 \% \\&= \frac{68,15 - 60,31}{60,31} \times 100 \% \\&= \frac{8,19}{60,31} \times 100 \% \\&= 0,13 \times 100 \% = 13\%\end{aligned}$$

3. The improvement of the students' mean scores of pre-test and post-test in grammar and vocabulary.

$$\begin{aligned}P &= \frac{X^2 - X^1}{X^1} \times 100 \% \\&= \frac{6,8 - 5,2}{5,2} \times 100 \% \\&= \frac{1,6}{5,2} \times 100 \% \\&= 0,31 \times 100 \% = 31\%\end{aligned}$$

APPENDIX 8

The significant students' score between the score of pre-test and post-test in writing skill.

$$\begin{aligned}
 t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{1,5}{\sqrt{\frac{\sum 41 - \frac{(24)^2}{16}}{16(16-1)}}} \\
 &= \frac{1,5}{\sqrt{\frac{\sum 41 - \frac{576}{16}}{16(15)}}} \\
 &= \frac{1,5}{\sqrt{\frac{41-36}{240}}} \\
 &= \frac{1,5}{\sqrt{\frac{5}{240}}} \\
 &= \frac{1,5}{\sqrt{0,02}} \\
 &= \frac{1,5}{0,21} \\
 &= 7,1
 \end{aligned}$$

$$D = \frac{\sum D}{N} = \frac{24}{16} = 1,5$$

Thus $t = 7.1$. $\alpha = 0.02$ and $df = 15$ derived from $df = (N-1) = (16-1) = 15$. So, t -value = 1.75305 (it can be seen in appendix in distribution t -table).

APPENDIX 9

Level of significance for one tail Test

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 |
|----|---------|---------|---------|----------|----------|
| Df | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 |
| 2 | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 |
| 4 | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 |
| 21 | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 |
| 22 | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 |
| 23 | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 |
| 24 | 0.68485 | 1.31784 | 1.71088 | 2.06390 | 2.49216 |
| 25 | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 |
| 26 | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 |
| 27 | 0.68368 | 1.31370 | 1.70329 | 2.05183 | 2.47266 |
| 28 | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 |
| 29 | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 |
| 30 | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 |
| 31 | 0.68249 | 1.30946 | 1.69552 | 2.03951 | 2.45282 |
| 32 | 0.68223 | 1.30857 | 1.69389 | 2.03693 | 2.44868 |
| 33 | 0.68200 | 1.30774 | 1.69236 | 2.03452 | 2.44479 |
| 34 | 0.68177 | 1.30695 | 1.69092 | 2.03224 | 2.44115 |
| 35 | 0.68156 | 1.30621 | 1.68957 | 2.03011 | 2.43772 |
| 36 | 0.68137 | 1.30551 | 1.68830 | 2.02809 | 2.43449 |
| 37 | 0.68118 | 1.30485 | 1.68709 | 2.02619 | 2.43145 |

| | | | | | |
|----|---------|---------|---------|---------|---------|
| 38 | 0.68100 | 1.30423 | 1.68595 | 2.02439 | 2.42857 |
| 39 | 0.68083 | 1.30364 | 1.68488 | 2.02269 | 2.42584 |

APPENDIX 10

RENCANA PELAKSANAAN PEMBELAJAR

(RPP)

Sekolah : SMP Negeri 1 Makale

Matapelajaran : Bahasa Inggris

Kelas/Semester : VIII.F/Genap

Materi pokok : Descriptive text material

Alokasi waktu : 2 X 45 Menit

Pertemuan : 2 X pertemuan

A.Kompetensi Inti:

- KI 1:Menghargai dan menghayatiajaran agama yang dianutnya
- KI 2:Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalamjangkauan pergaulan dan keberadaannya.
- KI3:Memahami pengetahuan (faktual,konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budayaterkait fenomena dan kejadian tampak mata.
- KI 4:Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar (KD) | Indikator Pencapaian Kompetensi (IPK) |
|--|---|
| 5.3 Mengidentifikasi makna dan langkah-langkah retorika dalam essai pendek sederhana | 5.3.1 Mengidentifikasi informasi spesifik yang ada pada teks deskriptif, makna, gagasan yang ada pada teks deskriptif dan |

| | |
|---|---|
| secara akurat, lancar yang berkaitan dengan lingkungan sekitar dalam bentuk teks deskriptif. | aspek-aspek yang ada pada teks deskriptif yang berkaitan dengan lingkungan sekitar. |
| 5.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan deskriptif teks yang berkaitan dengan lingkungan sekitar. | 5.4.1 Membuat deskriptif teks yang sederhana secara akurat, lancar dan berkaitan dengan lingkungan sekitar. |

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan strategi brain based learning, siswa dapat mengidentifikasi informasi spesifik, makna, gagasan, dan aspek-aspek yang ada pada teks deskriptif sehingga mampu membuat deskriptif teks yang sederhana secara akurat lancar dan berkaitan dengan lingkungan sekitar.

D. Materi Pembelajaran

Penjelasan teks deskriptif dan contoh (Terlampir)

E. Metode Pembelajaran

Model : Brain Based Learning

F. Media Pembelajaran

- 1) Lembar kerja siswa
- 2) Spidol dan Papan Tulis
- 3) Dictionary
- 4) Internet

G. Langkah-Langkah Pembelajaran

| Kegiatan | Deskripsi Kegiatan | Waktu |
|-------------|---|----------|
| Pendahuluan | <p>a. Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai proses pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap tertib dan disiplin. <p>b. Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik sebelumnya ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>c. Motivasi</p> | 10 menit |

| | | |
|----------------------|---|----------|
| | <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari teks deskripsi. ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung <p>d. Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Menjelaskan mekanisme pelaksanaan brain based learning | |
| | Kegiatan Pembelajaran | |
| Kegiatan Inti | <p>Mengamati</p> <ol style="list-style-type: none"> Guru menggali pemahaman peserta didik tentang materi teks deskripsi. Guru memberikan penjelasan singkat tentang hal pokok dalam pemahaman menulis yaitu bagaimana cara menulis yang baik dan benar dengan menggunakan tata bahasa yang baik Guru memberikan contoh bagaimana cara menulis teks deskripsi Guru meminta peserta didik mengerjakan soal pre-test tentang teks deskripsi (soal terlampir) <p>Elaborasi</p> <ol style="list-style-type: none"> Guru memberikan kesempatan kepada siswa untuk memahami materi dan mengajukan pertanyaan sesuai dengan materi Guru memberikan tugas tentang materi teks deskripsi <p>Konfirmasi</p> <ol style="list-style-type: none"> Guru bersama para peserta didik melakukan pembahasan tentang teks deskripsi yang telah dikerjakan para peserta didik. Guru memberikan feedback dan penguatan materi kepada peserta didik | 50 menit |
| | <p>Guru :</p> <ol style="list-style-type: none"> Menekankan kembali poin-poin penting pada | |

| | | |
|----------------|---|-----------------|
| Penutup | <p>kegiatan pembelajaran pada hari itu(gives the reinforcement).</p> <p>b. Guru meminta peserta didik untuk membaca lebih awal materi tersebut</p> <p>c. Bersama dengan peserta didik mengakhiri pembelajaran dengan doa dan salam sesuai kepercayaan masing-masing.</p> | 10 Menit |
|----------------|---|-----------------|

Pertemuan ; II

| | Kegiatan Pembelajaran | |
|----------------------|--|---|
| Kegiatan Inti | <p>Mengamati</p> <p>a. Siswa mendengarkan penjelasan materi teks deskripsi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaannya.</p> <p>b. Guru memberikan penjelasan teks deskripsi (mencakup tata bahasa dan kosa kata baru) secara lisan dan meminta siswa untuk memperhatikan desain brain based learning</p> <p>c. Di akhir pembelajaran guru meminta peserta didik untuk mengerjakan soal post-test tentang teks deskripsi (soal terlampir)</p> <p>Elaborasi</p> <p>a. Guru meminta peserta didik untuk membuat teks deskripsi tentang diri mereka</p> <p>b. Siswa yang cepat selesai akan menceritakan diri mereka di depan kelas</p> <p>Konfirmasi</p> <p>a. Guru bersama peserta didik melakukan pembahasan tentang teks deskripsi yang telah di kerjakan siswa</p> <p>b. Guru memberikan feedback dan penguatan materi kepada peserta didik.</p> | <p>50 menit</p> <p>50 menit</p> |
| | <p>a. Menekankan kembali poin -poin penting pada kegiatan pembelajaran pada hari itu(gives the reinforcement).</p> <p>b. Guru meminta peserta didik untuk membaca lebih awal materi tersebut</p> <p>c. Bersama dengan peserta didik mengakhiri</p> | 10 menit |

| | | |
|---------|---|--|
| Penutup | pembelajaran dengan doa dan salam sesuai kepercayaan masing-masing. | |
|---------|---|--|

Penilaian

a. **Penilaian Afektif**
 Teknik penilaian: observasi

b. **Penilaian kognitif**
 Teknik penilaian

post-test: Penilaian tulisan (grammar) dan kosa-kata (vocabulary)

c. **Penilaian psikomotorik**
 Teknik penilaian :penilaian tulisan

Kriteria penilaian siswa

| Classifications | Score | Grammar | Vocabulary |
|-----------------|-------|--|---|
| Excellent | 5 | Grammar is excellent, and good effort at writing. | Excellent control : a wide range of well chose vocabulary. |
| Good | 4 | Grammar is good, and easy to understand. | Using the vocabulary words and phrases such as native speaker. |
| Average | 3 | There is a problem of grammar that makes the reader must concentrate fully and there are misunderstanding. | Sometimes uses inappropriate vocabulary. |
| Poor | 2 | It is difficult to understand because of grammar problems. | Weak language control, basic vocabulary choice with some words clearly lacking. |
| Very poor | 1 | A serious grammar problems` that cannot be understand. | Weak language control, vocabulary that is used does not match the task so it's difficult to understand. |

Rubrik Penilaian Aspek Sikap

| No. | Aspek yang dinilai | Kriteria | Score |
|-----|------------------------------------|---|-------|
| 1. | Santun (Respect) | Sangat sering menunjukkan sikap santun | 5 |
| | | Sering menunjukkan sikap santun | 4 |
| | | Beberapa kali menunjukkan sikap santun | 3 |
| | | Pernah menunjukkan sikap santun | 2 |
| | | Tidak pernah menunjukkan sikap santun | 1 |
| 2. | Bertanggung jawab (responsible) | Sangat sering menunjukkan sikap bertanggung jawab | 5 |
| | | Sering menunjukkan sikap bertanggung jawab | 4 |
| | | Beberapa kali menunjukkan sikap bertanggung jawab | 3 |
| | | Pernah menunjukkan sikap bertanggung jawab | 2 |
| | | Tidak pernah menunjukkan sikap bertanggung jawab | 1 |
| 3. | Jujur (Honest) | Sangat sering menunjukkan sikap bekerja sama | 5 |
| | | Sering menunjukkan sikap bekerja sama | 4 |
| | | Beberapa kali menunjukkan sikap bekerja sama | 3 |
| | | Pernah menunjukkan sikap bekerja sama | 2 |
| | | Tidak pernah menunjukkan sikap bekerja sama | 1 |
| 4. | Disiplin (discipline) | Sangat sering menunjukkan sikap disiplin | 5 |
| | | Sering menunjukkan sikap disiplin | 4 |

| | | | |
|----|------------------------------|--|---|
| | | Beberapa kali menunjukkan sikap disiplin | 3 |
| | | Pernah menunjukkan sikap disiplin | 2 |
| | | Tidak pernah menunjukkan sikap disiplin | 1 |
| 5. | Percaya diri (confidence) | Sangat sering menunjukkan sikap percaya diri | 5 |
| | | Sering menunjukkan sikap percaya diri | 4 |
| | | Beberapa kali menunjukkan sikap percaya diri | 3 |
| | | Pernah menunjukkan sikap percaya diri | 2 |
| | | Tidak pernah menunjukkan sikap percaya diri | 1 |

a. Rubriks Penilaian Kinerja (Format 2)

| KRITERI A | KURANG | CUKUP | BAIK | SANGAT BAIK |
|------------------------|---|---|--|--|
| Melakukan Observasi | Tidak Jelas Pelaksanaannya | | Beberapa Kegiatan Jelas dan Rinci | Semua Jelas dan Rinci |
| Bertanya- jawab | Kalimat kurang bisa dipahami | | | |
| Monolog | Membaca script, kosa kata terbatas, dan tidak lancar | | Lancar dan kosa kata dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai |
| Menulis Teks | Penggunaan kata, kalimat, dan struktur tidak sesuai | Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat | Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat | Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi |

Penugasan/ulangan harian

1. Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan

kata dari teks deskripsi

2. Membedakan fungsi sosial, struktur dan unsur kebahasaan.

Observasi

Lembar Pengamatan Sikap Peserta didik

| No | Indikator Sikap. | Bertanggung jawab | Jujur | Santun dalam berkomunikasi | Percaya diri | Kedisiplinan dalam | Nilai rata-rata | (kualitatif/huruf). |
|----|---------------------|-------------------|-------|----------------------------|--------------|--------------------|-----------------|---------------------|
| | Nama Peserta didik. | | | | | | | |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang

3 = Cukup

5 = Amat Baik

2 = Kurang

4 = Baik

Mengetahui Guru Pamong

Mengetahui Mahasiswa

Admidale, S.Pd.,

Jihadar Mentari Parura

Lampiran RPP

Descriptive Text

Materi:

The Colloseum

The Colosseum or Coliseum, also known as the Flavian Amphitheatre (Latin: Amphitheatrum Flavium; and Italian: Anfiteatro Flavio or Colosseo), is an elliptical amphitheatre in the centre of the city of Rome. Built of concrete and stone, it is the biggest amphitheatre ever and is considered as one of the greatest works of architecture and engineering.

The Colosseum is located just east of the Roman Forum. Construction of this building began under the Vespasian emperor in 72 AD, and was finished in 80 AD under his descendants and heir Titus. Further research renovations were made during the reign of Domitian (81–96). These three emperors which are known as the Flavian dynasty, and the amphitheatre was named in Latin because its relation with their family name (Flavius).

1. What does the text tell about?
2. Why the text is called descriptive?

a) Fungsi sosial

To Describe something /someone /some place in specific way.

For example: Monumen Nasional, Bruno, my Dog, My English Teacher, etc.

b) Struktur text

1. Title
2. Identification
3. Description

c) Unsur kebahasaan

1. Kata dan tata bahasa yang lazim digunakan dalam teks

descriptive seperti karakteristik benda, hewan, maupun manusia.

Contoh:

- Big
 - Large
 - Stunning
 - Beautiful
 - Dsb.
2. Tata bahasa : menggunakan simpe present dalam bentuk instruction.

(Subject) + present tense forms of the verb (bare infinitive)

- The Colosseum is located just east of the Roman Forum.
3. The order of adjectives

| What the adjective expresses | Examples |
|------------------------------|--------------------------------|
| Quantity | four, ten, a few, several |
| Value/Opinion | delicious, charming, beautiful |
| Size | tall, tiny, huge |
| Temperature | hot, cold |
| Age | old, young, new, 14-year-old |
| Shape | square, round |
| Color | red, purple, green |
| Origin | Swedish, Victorian, Chinese |
| Material | glass, silver, wooden |
| Thing | Sofa, candle, bottle |

The researchthe researcherchoose the topics in the pre and post test because it can make students' easy to make the sentences based on their own word, this is in line with the previous researchthe researcherthat used this topics too.

APPENDIX 12

POST-TEST

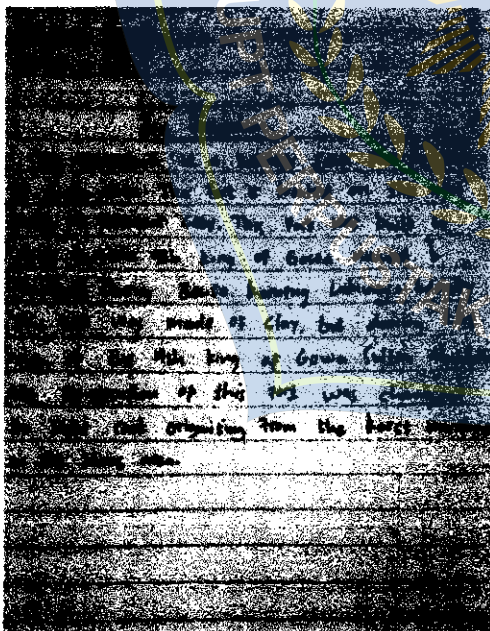
1. Choose one of Pictures that provided, then write a short descriptive text based on the pictures that you have choose!



Pango-Pango Tana Toraja



Ke'te' Kesu' Toraja Utara



Nama : Elna
Kelas : VIII F

PANGO-PANGO

Pango-Pango is a complete and appropriate tourist attraction to visit, after being satisfied with seeing the extraordinary natural panorama you can do outbound activities here.

You can try the exciting swing rider, where you will feel the sensation of swinging above a height! The swing is between towering pine trees, you can be sure it's safe.

Nama : Azzah
Kelas : VIII F

I choose one of the topics below and write a short descriptive text about the topics that you have chosen!

a. Tourist places
b. Historic Buildings

In gas Londo, the coffin was not buried but just placed. There was no horror and no creepy. Small, despite the scattered skulls and coffins that were hundreds of years old. The coffins and the skulls are also not heavy at all, instead it's light and breezy. Arriving at the tourist attraction of Gas Londo, visitors are greeted by several tourist guides. They carry personal bags that visitors can choose from.

Nama : Denada M.
Kelas : VIIA F

Sumbur Batu

Sumbur Batu fortress is the heritage of the Gowa Sultanate which was built by the great King of Gowa, Sultan Hasanudin. The fortress is located on Jl. Duri Toton, Benteng Sumbur Batu, Kecamatan Bontomatene, Kabupaten Gowa, Provinsi Sulawesi Selatan.

Nama : Citra Parina
Kelas : VIII F

Barabudur

Barabudur is a Buddhist temple located in Brebes, Magelang Central Java, Indonesia. This temple is located approximately 100 km southwest of Semarang, 85 km west of Surakarta, and 40 km northwest of Yogyakarta. This stupa-shaped temple was founded by Mahayana Buddhists around the year 800 AD during the reign of the Syailendra dynasty. Barabudur is the largest Buddhist temple or temple in the world, as well as one of the largest Buddhist monuments in the world.







Students' Post-Test

APPENDIX 14

DOCUMENTATION



Ruang Guru SMPN 1 Makale



Students' Pre-Test



Treatment



Post-Test



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Kampus Al-Munawwarin No. 754 Makassar
Telp: 0811-4102407 (pemerintah)
Email: pendidikan@unismuhmakassar.ac.id
Web: <http://unismuhmakassar.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0454 BG-FKIP/LOA/B/II/1443/2022

Dear JIHADAR MENTARI PARURA

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECTIVENESS OF USING BRAIN BASED LEARNING STRATEGIES IN CLASSROOM INSTRUCTION TO ENHANCE STUDENTS' WRITING SKILL

The manuscript ID: 679

Detail checklist:

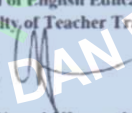
| Checkpoint | Yes | No |
|---|-----|----|
| The author has sent the manuscript by using the institutional email | | |
| the author has submitted the manuscript through the open journal system (OJS) | ✓ | |
| The manuscript according to the limitations or description of the journal | ✓ | |
| LoCT has been submitted by the author | ✓ | |
| The manuscript has followed the existing templates | ✓ | |
| The article processing charge (APC) has been submitted by the author | ✓ | |

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltn@bg.unismuhmakassar.ac.id

Makassar, 21 February 2022 M
20 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977.807



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ENHANCE STUDENTS' WRITING SKILL (PRE-EXPERIMENTAL RESEARCH OF THE EIGHTH GRADE IN SMPN 1
MAKALE)

From author/researcher

JIHADAR MENTARI PARURA

ID: 105351125516

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Makassar **1 Rabiul Awwal 1443 H.**
8 October 2021 M

Head of
Education Department

Dr. Khairati Syam, S.Pd., M.Pd.
NPM.977.007





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866972 Fes (0411) 865588 Makassar 90221 E-mail: lp3m@umh.ac.id



Nomor : 477/05/C.4-VIII/XII/42/2020

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

03 Jumadil awal 1442 H

18 December 2020 M

Kepada Yth,

Bapak / Ibu Bupati Tana Toraja

Cq. Ka. Badan Kesbang. Politik & Linmas
di -

Tana Toraja

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 3897/EKIP/A.4-II/XII/1442/2020 tanggal 10 Desember 2020, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : JIHADAR MENTARI PARURA

No. Stambuk : 10535 1125516

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness of Using Brain Based Learning Strategies in Classroom Instruction to Enhance Students Writing Skill (Pre-Experimental Research of the Eight Grade at SMPN 01 Makale)"

Yang akan dilaksanakan dari tanggal 21 Desember 2020 s/d 21 Februari 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katzirna.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,


Dr. Ir. Abubakar Idhan, MP.
NBM 301 7716



KONTROL PELAKSANAAN PENELITIAN

0735-20 IG

Nama Mahasiswa : JIHADAR MENTARI PARURA
NIM : 105351125516
Judul Penelitian : "THE EFFECTIVENESS OF USING BRAIN BASED LEARNING STRATEGIES IN CLASSROOM INSTRUCTION TO ENHANCE STUDENTS' WRITING SKILL (Pre-Experimental Research of the Eighth Grade in SMPN 01 Makale)"

Tanggal Ujian Proposal : 26 October 2020
Tempat/Lokasi Penelitian : SMPN 01 Makale

| No | Hari/tanggal | Kegiatan Penelitian | Nama Guru | Paraf Guru |
|----|--------------|---|----------------|------------|
| 1 | 14/1/2021 | Menyerahkan surat izin penelitian ke kepala sekolah | Admidale, S.Pd | |
| 2 | 15/1/2021 | Melakukan penelitian di kelas (Pre-test) | Admidale, S.Pd | |
| 3 | 22/1/2021 | Melakukan penelitian dikelas (treatment) | Admidale, S.Pd | |
| 4 | 29/1/2021 | Melakukan penelitian dikelas (treatment) | Admidale, S.Pd | |
| 5 | 30/1/2021 | Melakukan penelitian dikelas (post-test) | Admidale, S.Pd | |
| 6 | 5/2/2021 | Mengurus surat keterangan telah melakukan penelitian di sekolah | Admidale, S.Pd | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Makale, 5 Feb 2021

Mengetahui,

Ketua Jurusan,

Pimpinan/Kepala sekolah,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM.997 807

Yusuf Eki, S.Pd
NIP.196912171997021004



PEMERINTAH KABUPATEN TANA TORAJA
PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMP NEGERI 1 MAKALE
Jl. Tritura No. 65 Tlp. 0423-22026 Makale
Email: ampalmakale@yahoo.co.id

SURAT KETERANGAN PENELITIAN
No. 001/DP-TT/SMPN.01/PL/II/2021

Yang bertanda tangan di bawah ini:

Nama : YUSUF EKI, S. Pd
NIP : 196912171997021004
Pangkat/Gol. Ruang : Pembina Tk. I, IVb
Jabatan : Kepala UPT SMP Negeri 1 Makale

Menerangkan dengan sesungguhnya bahwa:

Nama : JIHADAR MENTARI PARURA
NIM : 105351125516
Tempat/Tanggal Lahir : Marinding, 23 Maret 1998
Alamat : Marinding
JURUSAN : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian pada SMP Negeri 1 Makale dalam rangka penyusunan Skripsi dengan judul *"THE EFFECTIVENESS OF USING BRAIN BASED LEARNING STRATEGIS IN CLASSROOM INSTRUCTION TO ENHACE STUDENTS WRITING SKILL (PRE-EXPERIMENTAL RESEARCH OF THE EIGHT GRADE AT SMPN 1 MAKALE"* yang dilaksanakan dari tanggal 14 Januari 2021 sampai dengan 4 Februari 2021.

Demikianlah surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makale, 5 Februari 2021

Kepala UPT SMPN 1 Makale,

YUSUF EKI, S. Pd
MAK NIP. 196912171997021004