

SUPRIATNOKO'S FIVE-FINGERS TECHNIQUE MODEL: INNOVATION IN ENGLISH GRAMMAR LEARNING TO IMPROVE INDONESIAN STUDENTS' COMMUNICATIVE COMPETENCE

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ABSTRACT

*Mastery of grammar, especially English tenses, is a fundamental component in developing effective communication skills among Indonesian EFL students. However, in practice, tenses remain one of the most challenging aspects for students across educational levels to comprehend and apply. Despite the wide range of instructional methods available, tense instruction in Indonesian classrooms still predominantly emphasizes formula memorization rather than functional use in real communication. Consequently, students tend to forget grammatical rules easily, struggle to apply tenses flexibly, and experience low confidence in speaking and writing. This study aims to (1) develop the **Supriatnoko Five-Finger Technique Model** as an innovative instructional framework for teaching English tenses, (2) examine its theoretical foundations in embodied learning and communicative language teaching, and (3) evaluate its preliminary effectiveness in improving students' functional use of tenses in speaking and writing. The study employed a research and development (R&D) design combined with a limited pilot implementation. The development phase included conceptual design, model formulation, and instructional material preparation. The pilot implementation involved classroom application at **Sekolah Terbuka Madani Depok** using a quasi-experimental approach with comparative observation of students' performance before and after the intervention. Data were collected through speaking and writing assessments, classroom observation, and student feedback questionnaires. The **Supriatnoko Five-Finger Technique Model** is a visual and kinesthetics' instructional approach that maps five major English tense categories—present, past, future, perfect, and continuous—onto the five fingers of the hand. Each finger is associated with a distinct communicative question type: WH-questions, Yes/No questions, Negative tag questions, Positive tag questions, and Assumption questions. The novelty of this study lies in its integration of embodied learning, functional tense categorization, and communicative question-based interaction into a single instruction model that operationalizes grammatical tenses to support functional language use, rather than focusing on vocabulary acquisition or classroom commands. Preliminary findings indicate that 97.4% of students demonstrated measurable improvement in their speaking and writing performance compared to conventional teaching methods. Although promising, the model requires further large-scale testing and refinement across diverse secondary and language training contexts to ensure broader applicability and effectiveness.*

Keywords: communicative language teaching, Five-Finger Technique Model, embodied learning, Indonesian EFL students, tenses teaching innovation.

ABSTRAK

*Penguasaan tata bahasa, khususnya tenses dalam bahasa Inggris, merupakan komponen esensial dalam pengembangan keterampilan komunikasi yang efektif pada pembelajar EFL Indonesia. Namun demikian, dalam praktiknya, tenses masih menjadi salah satu aspek yang paling sulit dipahami serta diaplikasikan oleh siswa di berbagai jenjang pendidikan. Meskipun tersedia beragam metode pembelajaran, pengajaran tenses di kelas-kelas di Indonesia masih cenderung menitikberatkan pada hafalan rumus, alih-alih pada penggunaan fungsional dalam konteks komunikasi nyata. Akibatnya, siswa mudah melupakan kaidah gramatikal, mengalami kesulitan dalam menerapkan tenses secara fleksibel, dan menunjukkan tingkat kepercayaan diri yang rendah dalam keterampilan berbicara dan menulis. Penelitian ini bertujuan untuk (1) mengembangkan Model Teknik Lima Jari Supriatnoko sebagai kerangka instruksional inovatif dalam pengajaran tenses bahasa Inggris, (2) mengkaji landasan teoretisnya dalam perspektif embodied learning dan pengajaran bahasa komunikatif, serta (3) mengevaluasi efektivitas awalnya dalam meningkatkan penggunaan tenses secara fungsional pada keterampilan berbicara dan menulis. Penelitian ini menggunakan desain penelitian dan pengembangan (Research and Development) yang dikombinasikan dengan implementasi uji coba terbatas. Tahap pengembangan meliputi perancangan konseptual, perumusan model, serta penyusunan materi pembelajaran. Implementasi uji coba dilakukan melalui penerapan di kelas pada **Sekolah Terbuka Madani Depok** dengan menggunakan pendekatan kuasi-eksperimental, yang melibatkan observasi komparatif terhadap performa siswa sebelum dan sesudah intervensi. Data penelitian dikumpulkan melalui penilaian keterampilan berbicara dan menulis, observasi kelas, serta kuesioner umpan balik siswa. Model Teknik Lima Jari Supriatnoko merupakan pendekatan pembelajaran visual dan kinestetik yang memetakan lima kategori utama tenses dalam bahasa Inggris—present, past, future, perfect, dan continuous—ke dalam lima jari tangan. Setiap jari dikaitkan dengan jenis pertanyaan komunikatif yang berbeda, yaitu pertanyaan WH, pertanyaan ya/tidak, pertanyaan tag negatif, pertanyaan tag positif, dan pertanyaan asumsi. Kebaruan penelitian ini terletak pada integrasi antara pembelajaran berwujud (embodied learning), kategorisasi tenses secara fungsional, serta interaksi berbasis pertanyaan komunikatif ke dalam satu model instruksional yang mengoperasionalkan tenses*

gramatikal untuk mendukung penggunaan bahasa secara fungsional, bukan sekadar berfokus pada penguasaan kosakata atau perintah kelas. Temuan awal menunjukkan bahwa 97.4% siswa mengalami peningkatan yang terukur dalam performa berbicara dan menulis dibandingkan dengan metode pengajaran konvensional. Meskipun menunjukkan hasil yang menjanjikan, model ini masih memerlukan pengujian lebih lanjut dalam skala yang lebih luas serta penyempurnaan pada berbagai konteks pendidikan menengah dan lembaga kursus bahasa Inggris guna memastikan keberterapan dan efektivitas yang lebih komprehensif.

Kata kunci: *embodied learning, Model Teknik Lima Jari, pembelajar EFL Indonesia, inovasi pengajaran tenses, pengajaran bahasa komunikatif.*

INTRODUCTION

Grammar mastery is an essential foundation for developing English skills in speaking, writing, reading, and listening. Without a proper understanding of tenses, students may struggle to convey meaning accurately and appropriately in different context. However, in classroom practice, grammar instruction, particularly tenses, is still often taught through conventional approaches that tend to be theoretical, rigid, and less contextual. Traditional grammar teaching methods generally emphasize rule memorization rather than meaningful language use, which may reduce students' communicative competence and engagement in learning (Lee, 2008; Tsulaia, 2023).

Teachers tend to deliver grammar materials in the form of formulas and tables, while students are required to memorize them without fully understanding their application in everyday communication. Such an approach is not aligned with the demands of the English curriculum, which emphasizes communicative competence, critical thinking, and experiential learning. Previous studies have shown that effective English instruction should promote meaningful communication and student-centered learning rather than mere grammatical memorization (Richards & Rodgers, 2014; Larsen-Freeman, 2003).

Observing several teaching methods such as the *Direct Method*, the *Oral-Situational Approach*, the *Audio-Lingual Method*, *Presentation–Practice–Production* (PPP), and the *Deductive Teaching Approach*, these approaches have not fully succeeded in helping Indonesian students communicate fluently in English. In response to this issue, Syahban Ahmad introduced an idea in 2010 through the use of five fingers, which he called *Magic Five Fingers*, as a teaching technique aimed at improving students' fluency in spoken English communication (Ahmad, 2010).

This idea was later examined by Daniati through her research at MTsN Mauraxa, Banda Aceh. The findings showed that *Magic Five Fingers* was effective only in improving students' ability to construct five different interrogative sentences; however, the technique had not yet succeeded in enabling students to speak or communicate orally in real-life situations. One of the main weaknesses identified was students' limited mastery of tenses (Daniati, 2016). Furthermore, Supriatnoko and Redyanita (2017) conducted another study to reexamine whether *Magic Five Fingers* (Ahmad, 2010) could facilitate students' oral communication skills. The participants were students of Politeknik Negeri Jakarta. The results indicated that *Magic Five Fingers* helped students construct interrogative sentences and responses; nevertheless, students still experienced difficulties in arranging sentences for spoken communication, particularly in grammar and tense usage.

This condition indicates a gap between curriculum demands and the reality of classroom learning, particularly in the use of English as a means of communication. Therefore, an innovative learning model is needed to bridge grammatical theory and communicative practice in a simple and meaningful way so that the communicative approach can be implemented more effectively. The need for a more accessible grammar learning method encouraged the development of the *Magic Five Fingers* technique originally introduced by Syahban Ahmad (2010). In its further development, Supriatnoko adapted the *Magic Five Fingers* technique specifically for teaching tenses through hand-finger visualization and named it the *Supriatnoko Five-Finger Technique Model*.

The development of the *Supriatnoko Five-Finger Technique Model* was intended to provide an applicable solution that can be directly implemented by teachers in the classroom. The model is based on actual needs identified through classroom observations and preliminary studies concerning students' difficulties in understanding tenses. Therefore, this model not only addresses practical classroom problems but also contributes to the development of applied knowledge in the field of English language education. According to Donald A. Schön (1983), educational innovations should emerge from real classroom practices and practical problem-solving processes.

This model is also relevant to the *Multiple Intelligences Theory* proposed by Howard Gardner (1983), which emphasizes the importance of accommodating various student learning styles in language teaching. Susanto and Fauzan demonstrated that this technique enables students to associate sentence

structures with finger movements functioning as a mnemonic device, thereby facilitating the internalization of tenses. Mnemonic techniques are strategies designed to improve memory retention (Susanto & Fauzan, 2020). Furthermore, mnemonic techniques are widely used to help students remember information more effectively (Rahman, Zahra, & Nazwa, 2024; Asmarani, 2013).

The *Supriatnoko Five-Finger Technique Model* belongs to the category of visual-kinesthetic mnemonics, which rely on visual representation and physical touch (fingers) to support understanding. Fleming, through the theory of multi-sensory learning, argues that learning becomes more effective when it involves more than one sensory pathway (Fleming, 2001). In the context of learning tenses, students require scaffolding or learning aids that enable them to recognize time patterns and their usage gradually and intuitively (Ellis, 2006). The *Supriatnoko Five-Finger Technique Model* can function as an appropriate scaffold because it provides a simple structure that is easy for students to use and remember throughout the learning process. This is closely aligned with the philosophy of the model, which seeks to bridge the abstract concept of tenses through a kinesthetic approach using the concrete and familiar medium of fingers.

RESEARCH METHOD

This study employed a Research and Development (R&D) design combined with a limited trial implementation. The school selected for the trial was determined through purposive sampling. The development stages included conceptual design, model formulation, expert validation, and the preparation of instructional materials. The trial implementation was conducted over six weeks through classroom application in Grade IX and X at Sekolah Terbuka Madani involving 19 students. The study applied a quasi-experimental approach, incorporating comparative observations of students' performance before and after the intervention (Borg & Gall, 2003; Creswell, 2012).

The research data were collected through assessment of speaking and writing skills, classroom observation, and student feedback questionnaires. The *Supriatnoko Five-Finger Technique Model* is a visual and kinesthetic learning approach that maps the five main categories of English tenses—*present, past, future, perfect, and continuous*—onto the five fingers of the hand. Each finger is associated with a different type of communicative question, namely *WH-questions, yes/no questions, negative tag questions, positive tag questions, and assumption questions*. The novelty of this study lies in the integration of embodied learning, functional categorization of tenses, and communicative question-based interaction into a single instructional model that operationalizes grammatical tenses to support functional language use. This approach is consistent with the concept of embodied cognition, which emphasizes the role of physical interaction in the learning process (Wilson, 2002; Barsalou, 2008).

The problem-solving process was carried out through three main stages:

- a. Identification and analysis of problems in learning tenses through preliminary observations and interviews with teachers and students at junior and senior high school levels.
- b. Model design and implementation, namely the systematic development of the *Supriatnoko Five-Finger Technique Model* in classroom learning activities through the use of five types of interrogative sentences: *Wh-questions, Yes/No questions, Negative Tag-Questions, Positive Tag-Questions, and Assumption questions*.
- c. Evaluation of effectiveness through limited trials and the measurement of the model's impact on students' understanding of tenses and communication skills, both quantitatively (pre-test and post-test) and qualitatively (questionnaire and reflective interviews). This evaluation approach aligns with mixed-method educational research, which integrates quantitative and qualitative data to obtain comprehensive findings (Creswell & Clark, 2011).

RESULT AND DISCUSSION

A. Identification and Analysis of Problems in Learning Tenses

The initial stage of the study involved preliminary observations and interviews with teachers and students assigned to the experimental class, consisting of 19 students: 7 students from Grade IX and 12 students from Grade X at Sekolah Terbuka Madani. Five interview questions were prepared for the teachers and another five questions were administered to the students in order to identify difficulties encountered in learning tenses. Interviews and classroom observations are commonly used in educational research to explore

learners' needs, perceptions, and classroom challenges (Cohen, et.al., 2018). Examples of the interview questions are as follows:

Question Item for Teacher	Answer
In learning grammar or tenses, what learning model is applied?	<ul style="list-style-type: none"> • Pronunciation drills and repetition of tense structures in classroom activities, theoretically referred to as the Audio-Lingual Method. • The teacher explains grammatical formulas (for example, the Present Tense), students complete exercises such as fill-in-the-blank tasks, and then create their own sentences, theoretically known as the Presentation-Practice-Production approach. • The teacher explains grammatical rules first (for example: S + verb 1 + (s/es, after which students apply the rules in exercises, theoretically referred to as the Deductive Teaching Approach (Richard & Rodgers, 2014).
Question Item for Students	Answer
Do you know the Five-Finger Technique Model in learning English?	<ul style="list-style-type: none"> • All students answered that they had never known it.

Based on the questionnaire items administered to both teachers and students, it can be analyzed that English learning at the junior and senior high school levels, particularly at Sekolah Terbuka Madani, still emphasizes grammatical structure patterns and structure-based exercises rather than meaningful communication. Teachers generally explain grammatical formulas or rules first, followed by student exercises. However, this approach often results in students being able to understand grammatical formulas theoretically but unable to apply them effectively in spoken or written communication. This finding is consistent with previous studies indicating that form-focused instruction without communicative practice may limit students' communicative competence (Diane Larsen-Freeman, 2003).

a. Design and Implementation of the Model

Design

The concept of *Magic Five-Fingers* (Ahmad, 2010) as a teaching technique to enhance students' fluency in speaking or oral communication in English has been reevaluated and redesigned in terms of its objectives by Supriatnoko. Furthermore, based on the difficulties students face in understanding and using tenses in expressing sentences for communication, Supriatnoko specifically oriented the *Magic Five Fingers Technique* towards teaching tenses through the visualisation of hand fingers, naming it the *Supriatnoko Five-Finger Technique Model*. This model is grounded in the real needs identified in the field through observations and preliminary studies regarding students' challenges in comprehending tenses.

The Supriatnoko Five-Fingers Technique Model belongs to the category of visual-kinesthetic mnemonics that integrates visual and kinesthetic elements in understanding tense concepts. Through the representation of the five fingers as symbols of question forms and time categories, this model is designed to help students develop a more structured, memorable, and practical understanding applicable to both spoken and written communication. This approach positions grammar not merely as a collection of formulas, but as a tool for constructing meaningful and dynamic sentences in real-life situations.

Implementation of the Model

The implementation phase involved systematically developing the *Supriatnoko Five-Finger Technique Model* in classroom learning activities through the use of five types of interrogative sentences: *Wh-questions*, *Yes/No questions*, *Negative Tag-Questions*, *Positive Tag-Questions*, and *Assumption Questions*. The trial implementation was conducted over six weeks through its application in Grade IX and X classes at Sekolah Terbuka Madani Depok involving 19 students. The study employed a quasi-experimental approach, incorporating comparative observations of students' performance before and after intervention.



Figure 1. Five-Finger Technique Model
(Source: Supriatnoko, 2025)

Each type of question is represented by a specific finger. Students are trained to habitually use their (left) hand fingers to activate memory in constructing interrogative sentences through the following procedures.

a. Thumb Finger

The teacher raises the thumb, with the thumb pointing upward. The thumb serves as a symbol for constructing interrogative sentences, particularly the main Wh-questions (the 5W and 1H: What, Where, When, Why, Who, and How). Meanwhile, another Wh-question form, namely *Which*, is not categorized as a primary Wh-question because, in practical usage, it serves a more specific and distinct function compared to the other 5W forms (*what*, *where*, *when*, *why*, and *who*), namely to ask about a limited choice between two or more known options. This type of interrogative sentence is structured in the following order: Wh-question + auxiliary verb (*be*, *do*, *have*, or modal) + subject. Nevertheless, the question form *Which* is still included within the category of Wh-questions.

b. Index Finger

The teacher raises the index finger as a symbol for constructing Yes–No Questions, namely a type of interrogative sentence that requires a short answer of “Yes” or “No” to confirm or deny information. This sentence pattern is formed by placing the auxiliary verb (*be*, *do*, *have*, or modal) at the beginning of the sentence before the subject.

c. Middle Finger

The teacher raises the middle finger as a symbol for constructing Negative Tag Questions, namely negative tag questions added at the end of positive declarative sentences to seek confirmation, agreement, or verification of information. The structure follows the pattern: positive main sentence + negative tag (e.g., *You translate the article, don't you?*).

d. Ring Finger

The teacher raises the ring finger as a symbol for constructing Positive Tag Questions, namely positive tag questions added at the end of negative declarative sentences to seek confirmation, agreement, or verification or information. The structure follows the pattern: negative main sentence + positive tag (e.g. *You don't translate the article, do you?*)

e. Little Finger

The teacher raises the little finger as a symbol for constructing Assumption Questions, namely declarative sentences delivered with interrogative intonation (?). This type of question does not use question words or auxiliary verbs. Assumption questions are used to seek clarification, confirmation, reassurance, or to express doubt or disbelief (e.g., *You translate the article?* or *You don't translate the article?*).



Figure 2.
Thumb Position

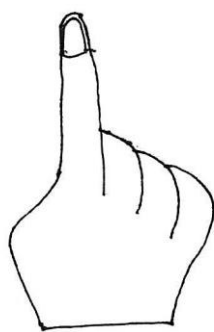


Figure 3.
Index Position



Figure 4.
Middle Position



Figure 5.
Ring Position



Figure 6.
Little Position

(Source: Supriatnoko, 2025)

Learning Steps in Class

It is well understood that there are sixteen sentence forms in English tenses. Among these sixteen forms, this section presents examples of how the *Supriatnoko Five-Finger Technique Model* can be applied to the Simple Present Tense. In brief, the following outlines the classroom learning procedures using the *Supriatnoko Five-Finger Technique Model*.

Tabel 1. Learning Steps in Class

Steps	Teacher Activities	Student Activities	Expected Results
Introduction	The teacher explains the function of each finger as a symbol for the form of a question	Students imitate the movements of each finger and say the question form	Students understand the relationship between fingers and the question form of each tense
Structure Exercises	The teacher raises his thumb	Students mention the types of questions asked and give examples.	Students are able to quickly express the types of questions
Sentence Practice	The teacher gives random verbs	Students make sentences according to the specified tense	Students are accustomed to changing the form of verb according to the tense
Evaluation	The teacher asks the students to practice one type of question from each finger for each tense	Students pronounce with finger movements and example sentences for each tense	Conceptual understanding and memory retention are improved, not just memorization

1. First Procedure

Strengthening Understanding of the Concept of *Simple Present Tense*

The teaching of tenses using the *Supriatnoko Five-Finger Technique Model* was conducted spontaneously and orally. The teacher guided students to strengthen their memory, develop comprehension, and build confidence in answering and explaining concepts verbally. Students were provided with conceptual understanding and reinforcement to enable them to use Simple Present Tense sentences in oral communication context (initial reinforcement through oral practice) through repetition patterns. After students achieved a comprehensive understanding, final reinforcement carried out through written practice by answering the following questions:

- What is a Simple Present Tense sentence?
- Which form of the verb is used?
- How many types and forms of verbs are used?

- d. What subject pronouns are used?
- e. What subject pronouns correspond to people's names?
- f. What attributes are attached to the verb (base form) when used with singular subjects such as *She, He, It*?
- g. What auxiliary verbs are used in interrogative sentences with the subjects *They, We, I, and You*, and with the subjects *She, He, It*?
- h. Sentence construction: Subject + Verb 1 (+s/es) + Object + Complement (places, adverbials, time adverbials, or descriptive complement).
- i. The teacher reinforced students' memory and understanding through repetition technique. The teacher and students mutually confirmed the correctness of the answers to the questions above, which then became practical concepts for use in the communication process.
- j. Reinforcement Exercises (Conducted Spontaneously and Orally):
 - 1) Changing the subject from *They, We, I, You*, or from a person's name or a group of people into *She, He, It, They*, or *We* in positive sentences that had already been provided (oral practice before students recorded the material in their notebooks)
 - 2) Transforming the provided positive sentences into interrogative and negative forms (oral practice before students recorded the material in their notebooks)
 - 3) Student created two sentences using different verbs and identified singular and plural subjects. The sentences could take the form of positive, interrogative, or negative forms (oral practice before students recorded the material in their notebooks)
 - 4) Students read aloud the sentences they had created, while other students listened carefully and spontaneously transformed them into positive, interrogative, and negative forms orally
- k. The teacher invites several students to summarize the essential components involved in using the *Simple Present Tense*.

a. Second Procedures

The process began with habituation through the use of fingers. Students were trained to become familiar with using their (left) fingers to construct interrogative sentences. This activity was conducted spontaneously and orally the following model procedures.

b. Thumb Finger

The teacher raised a thumb with the thumb upward. The thumb served as a symbol for constructing interrogative sentences (5W and 1H: *what, where, when, why, who, and how*). The students imitated the gesture.

- 1) The teacher asked students, one by one, to raise their thumbs, mention and pronounce one interrogative word sequentially (5W and 1H), and explain its purpose and usage. This activity was conducted spontaneously and orally. The teacher then provided an oral conclusion.
- 2) The teacher used the first form of the verb (present verb) and emphasized the addition of *s/es* for singular subjects (*she, he, it*). For example: *I work* becomes *she works* and *he works*; *They carry* becomes *she carries* and *he carries*. The teacher used repetition as reinforcement to strengthen students' memory and understanding of the distinction between *They, We, I, You* versus *She, He, It*.
- 3) The teacher emphasized the use of the auxiliary verb *does* for singular subjects (*She, He, It*) and the use of the auxiliary verb *do* *They, We, I, You*. For example: *Do you work?* becomes *Does Zeta work?* and *Does Ezhar work?*; *Do they carry?* becomes *Does she carry?* and *Does he carry?* The teacher used repetition as reinforcement to strengthen students' memory and understanding.
- 4) The teacher wrote an example sentence on the whiteboard, for instance: *We buy bread at the bakery shop next to the seafood restaurant by bicycle for breakfast every day.*
- 5) Each student raised the thumb of the left hand and constructed *Simple Present Tense* interrogative sentences using *wh-questions* (5W and 1H) based on the sentence written by the teacher on the board (No. 4).
- 6) The teacher changed the subject in the sentence in No. 4, for example, changing *We* into *Zeta*: *Zeta buys bread at the bakery shop next to the seafood restaurant by bicycle for breakfast everyday.* Through repetition, students constructed interrogative sentences using *wh-questions* (5W and 1H).

- 7) Each student was asked to create two *Simple Present Tense* sentences using different verbs and different subjects (the subjects could be people's names or pronouns), following the example provided by the teacher (No. 4).
- 8) Students pronounced the sentences they had created and then wrote them on the whiteboard. If similar sentences appeared, the student who wrote later on the board was required to create another sentence different from those already written.
- 9) The teacher instructed students to practice in pairs by using the sentences written on the board (students' own sentences) to ask and answer questions orally without looking at their notes, using *wh-questions* (5W and 1H) while raising their thumbs.
- 10) The activity was repeated for three to five rounds, with students alternately mentioning and pronouncing *wh-question* interrogative sentences using different verbs and subjects.
- 11) The teacher provided guidance and assisted students in correcting the interrogative sentences produced during pair practice.
- 12) The teacher provided reinforcement by explaining the structure of *Simple Present Tense* sentences (using present verbs) and the process of transforming them into interrogative forms (*wh-questions*).

c. Index Finger

The teacher raised the index finger as a symbol for constructing interrogative sentences in the form of *yes-no questions*.

- 1) The teacher asked students, one by one, to raise their index fingers and mention as well as pronounce an interrogative sentence in the form of a *yes-no question* (e.g., *Do you? Do they? Does Zeta? Does she? Does Ezhar? Does he?*).
- 2) The teacher used the first form of the verb (present verb) and emphasized the use of the auxiliary verb *does* with singular subjects (*She, He, and It*), while emphasizing the use of the auxiliary verb *do* with the subjects *They, We, I, and You*. For example: *She works* becomes *Does she work?* and *He works* becomes *Does he work?* The teacher used repetition as reinforcement to strengthen students' memory and understanding.
- 3) The teacher wrote the following sentence on the whiteboard:
We buy bread at the bakery shop next to the seafood restaurant by bicycle for breakfast every day.
- 4) Each student raised the index finger of the left hand and constructed a *Simple Present Tense* interrogative sentence using the *yes-no question* form based on the sentence written by the teacher on the board (No. 3).
- 5) The teacher changed the subject in the sentence in No. 3 into a singular subject (which could be a person's name or its pronoun equivalent). Students then constructed *yes-no questions* based on the modified sentence.
- 6) Each student was asked to create two *Simple Present Tense* sentences using different verbs and different subjects (the subjects could be people's names or pronouns), following the example provided by the teacher (No. 3).
- 7) Students pronounced the sentences they had created and then wrote them on the whiteboard. If similar sentences appeared, the student who wrote later on the board was required to create another sentence different from those already written.
- 8) The teacher instructed students to practice in pairs using the sentences available on the whiteboard (students' own work) to ask and answer questions orally without looking at their notes, using *yes-no questions* while raising the index finger of the left hand.
- 9) The activity was repeated for three to five rounds by mentioning and pronouncing *yes-no question* sentences using different verbs and subjects.
- 10) The teacher provided assistance and guided students in correcting the interrogative sentences produced during pair practice.
- 11) The teacher provided reinforcement by explaining the structure of *Simple Present Tense* sentences (using present verbs) and the process of transforming them into interrogative forms (*yes-no questions*).

d. Middle Finger

The teacher raised the middle finger as a symbol for constructing interrogative sentences in the form of *negative tag questions*.

- 1) The teacher asked students, one by one, to raise their middle fingers and mention as well as pronounce *negative tag questions* using different subjects, such as: *don't you? don't they? doesn't Zeta? doesn't she? doesn't Ezhar? doesn't he?* The form *don't* is a contraction of *do not*, while *doesn't* is a contraction of *does not*.
- 2) The teacher used the first form of the verb (present verb) and emphasized the use of the auxiliary *doesn't* with singular subjects (*She, He, and It*), while emphasizing the use of the auxiliary *don't* with the subjects *They, We, I, and You*. For example: *She works* becomes *She works, doesn't she?* and *He works* becomes *He works, doesn't he?* The teacher used repetition as reinforcement to strengthen students' understanding.
- 3) The teacher wrote the following sentence on the whiteboard:
We buy bread at the bakery shop next to the seafood restaurant by bicycle for breakfast every day.
- 4) Each student raised the middle finger of the left hand and constructed a *Simple Present Tense negative tag question* based on the sentence written by the teacher on the board (No. 3).
- 5) The teacher changed the subject in the sentence in No. 3 into a singular subject. Students then constructed *negative tag questions* based on the modified sentence.
- 6) Each student was asked to create one *Simple Present Tense* sentence using a different verb and a different subject (the subject could be a person's name or its pronoun equivalent), following the example provided by the teacher (No. 3).
- 7) Students pronounced the sentences they had created and then wrote them on the whiteboard. If similar sentences appeared, the student who wrote later on the board was required to create another sentence different from those already written.
- 8) The teacher instructed students to practice in pairs by using the sentences available on the whiteboard (students' own work) to ask and answer questions orally without looking at their notes, using *negative tag questions* while raising the middle finger of the left hand.
- 9) The activity was repeated for three to five rounds by mentioning and pronouncing *negative tag question* sentences using different verbs and subjects.
- 10) The teacher provided assistance and guided students in correcting the *negative tag question* sentences produced during pair practice.
- 11) The teacher provided reinforcement by explaining the structure of *Simple Present Tense* sentences (using present verbs) and the process of transforming them into *negative tag question* forms.

e. Ring Finger

The teacher raised the ring finger as a symbol for constructing interrogative sentences in the form of *positive tag questions*. The procedures of the model are presented as follows:

- 1) The teacher asked students, one by one, to raise their ring fingers and mention as well as pronounce *positive tag questions* using different subjects, such as: *do you? do they? does Zeta? does she? does Ezhar? does he?*
- 2) The teacher used present verbs and emphasized the use of the auxiliary verb *does* with singular subjects (*She, He, and It*), while emphasizing the use of the auxiliary verb *do* with the subjects *They, We, I, and You*. For example: *She doesn't work* becomes *She doesn't work, does she?* and *He doesn't work* becomes *He doesn't work, does he?* The teacher used repetition as reinforcement to strengthen students' understanding.
- 3) The teacher wrote an example sentence on the whiteboard, for instance:
We don't buy bread at the bakery shop next to the seafood restaurant by bicycle for breakfast every day.
- 4) Each student raised the ring finger of the left hand and constructed a *Simple Present Tense positive tag question* based on the sentence written by the teacher on the board (No. 3).
- 5) The teacher changed the subject in the sentence in No. 3 into a singular subject, which could be represented by a person's name or a pronoun. Students then constructed *positive tag questions* based on the modified sentence.

- 6) Each student was asked to create one new *Simple Present Tense* sentence using a different verb and a different subject, following the example provided by the teacher (No. 3).
- 7) Students pronounced the sentences they had created and then wrote them on the whiteboard. If similar sentences appeared, the student who wrote later on the board was required to create another sentence different from those already written.
- 8) The teacher instructed students to practice in pairs by using the sentences available on the whiteboard (students' own work) to ask and answer questions orally without looking at their notes, using *positive tag questions* while raising the ring finger of the left hand.
- 9) The activity was repeated for three to five rounds by mentioning and pronouncing *positive tag question* sentences using different verbs and subjects.
- 10) The teacher provided assistance and guided students in correcting the *positive tag question* sentences produced during pair practice.
- 11) The teacher provided reinforcement by explaining the structure of *Simple Present Tense* sentences (using present verbs) and the process of transforming them into *positive tag question* forms.

f. Little Finger

The teacher raised the little finger as a symbol for constructing *assumption questions*, namely declarative sentences expressed with interrogative intonation. This type of interrogative sentence does not use *wh-question* words or auxiliary verbs such as *do* or *does*. Such questions are used to seek clarification, confirmation, reassurance, or certainty regarding doubt or disbelief. The procedures of the model may be carried out as follows:

- 1) The teacher asked students, one by one, to raise their little fingers and mention as well as pronounce declarative sentences (both positive and negative forms) as *assumption questions* using interrogative intonation.
- 2) The teacher used present verbs and emphasized both plural subjects (*They, We, I, and You*) and singular subjects (*She, He, and It*). For example: *She works* becomes *She works?* and *He doesn't work* becomes *He doesn't work?* The teacher used repetition as reinforcement to strengthen students' memory and understanding.
- 3) The teacher wrote the following sentence on the whiteboard, for instance: *We don't buy bread at the bakery shop next to the seafood restaurant by bicycle for breakfast every day.*
- 4) Each student raised the little finger of the left hand and constructed a *Simple Present Tense assumption question* based on the sentence written by the teacher on the board (No. 3).
- 5) The teacher changed the subject in the sentence in No. 3 into a singular subject, which could be represented by a person's name or a pronoun. Students then constructed *assumption questions* based on the modified sentence.
- 6) Each student was asked to create one new *Simple Present Tense* sentence using a different verb and a different subject, following the example provided by the teacher (No. 3).
- 7) Students pronounced the sentences they had created and then wrote them on the whiteboard. If similar sentences appeared, the student who wrote later on the board was required to create another sentence different from those already written.
- 8) The teacher instructed students to practice in pairs by using the sentences available on the whiteboard (students' own work) to ask and answer questions orally without looking at their notes, using *assumption questions* while raising the little finger of the left hand.
- 9) The activity was repeated for three to five rounds by mentioning and pronouncing *assumption question* sentences using different verbs and subjects.
- 10) The teacher provided assistance and guided students in correcting the *assumption question* sentences produced during pair practice.
- 11) The teacher provided reinforcement by explaining the structure of *Simple Present Tense* sentences (using present verbs) and the process of transforming them into *assumption question* forms.

Closing the Lesson:

Toward the end of the lesson, the teacher allocated approximately 10–15 minutes to guide students in writing important points in their notebooks based on the learning activities and practice sessions involving the use of *Simple Present Tense* sentences.

C. Evaluation of effectiveness

The evaluation of effectiveness was conducted through a limited trial and by measuring the impact of the model on students' understanding of tenses and communication skills, both quantitatively (through pre-test and post-test assessments) and qualitatively (through questionnaires and reflective interviews).

Pre-test and Post-test Evaluation Results of experiment class:

PRETEST: 38	POSTTEST: 83
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The results of the implementation and trial conducted at Sekolah Terbuka Madani demonstrated that the application of the *Supriatnoko Five-Finger Technique Model*:

- Increased students' retention of tense concepts by up to 97.4% based on the comparison between pre-test and post-test scores.
- Supported students' visual and kinesthetic understanding through the involvement of simple physical movements.
- Increased students' active participation, particularly in encouraging confidence and improving their ability to select appropriate interrogative sentence forms in English.
- Fostered students' self-confidence in speaking and writing English sentences.

Pre-test and Post-test Evaluation Results between control class and experiment class:

Control Class	Experiment Class
PRETEST: 37 POSTTEST: 62	PRETEST: 38 POSTTEST: 75
Increased students' retention of tense concepts: 67.6%	Increased students' retention of tense concepts: 97.4%

The results of the implementation trial of the *Supriatnoko Five-Finger Technique Model* at Sekolah Terbuka Madani revealed that the experimental class using the *Supriatnoko Five-Finger Technique Model* achieved learning outcomes that were 29.8% higher than those of the control class, which employed conventional instructional approaches such as the *Audio-Lingual Method*, *Presentation–Practice–Production*, and the *Deductive Teaching Approach*.

Furthermore, the results of the questionnaire Results on the Opinions of Students in the Experiment regarding the learning outcomes of the *Supriatnoko Five-Finger Technique Model* are presented in the figure below.

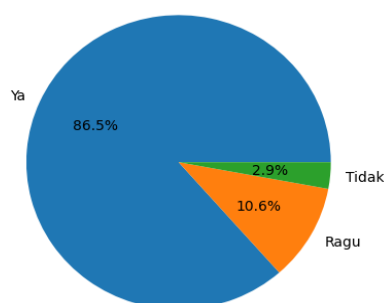


Figure 7. Questionnaire Results on the Opinions of Students in the Experiment Class

Interpretasi dari gambar di atas:

- Mayoritas responden memilih “Ya” (86,5%), menunjukkan tingkat penerimaan yang sangat tinggi.
 - Sebagian kecil berada pada posisi ragu (10,6%), yang bisa menjadi ruang evaluasi.
- Hanya 2,9% yang menjawab “Tidak”, sehingga penolakan tergolong sangat minimal.

CONCLUSION

The Supriatnoko Five-Finger Technique Model is a grammar learning innovation based on movement and meaning, integrating visual, kinesthetic, and conceptual elements in a harmonious way. Through this approach, students no longer perceive tenses as a burden of memorization, but rather as a logical system that is easier to remember and apply. This concept is closely related to embodied and multisensory learning theories, which emphasize that learning becomes more meaningful when cognitive processes are connected with physical movement and visual representation (Gardner, 1983; Fleming, 2001).

This approach can also be adapted for teaching other grammar topics, such as passive voice, reported speech, and conditional sentences, by applying the same principle of combining physical symbols with the understanding of temporal meaning. Such an approach supports contextual and meaningful grammar learning, enabling students to connect grammatical forms with communicative functions more effectively (Diane Larsen-Freeman, 2003).

The result of the implementation and evaluation indicates that the *Supriatnoko Five-Finger Technique Model* is an innovative, simple, and effective approach that can be naturally implemented to improve students' mastery of English tenses. This model not only strengthens cognitive aspects, particularly conceptual understanding, but also enhances affective aspects such as students' motivation and self-confidence. Therefore, the model has strong potential to become an alternative grammar teaching approach that is both humanistic and communicative within the contexts of secondary schools and vocational education in Indonesia. This finding is in line with communicative and student-centered learning theories, which emphasize meaningful interaction, learner engagement, and confidence-building in language acquisition (Richard, 2006).

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