

**THE USE OF WHOLE BRAIN TEACHING METHOD
IN TEACHING SPEAKING TO THE TENTH GRADE
STUDENTS AT SMA IT IMAM SYAFI'I MADIUN IN
ACADEMIC YEAR 2018/2019**

THESIS



By

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ABSTRACT

HABIBAH, ZAKIYAH NUR. 2020. *The Use of Whole Brain Teaching Method in Teaching Speaking to the Tenth Grade Students at SMA IT Imam Syafi'i Madiun in Academic Year 2018/2019.* Thesis, English Education Department, Tarbiyah and Teachers' Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Nurul Khasanah, M.Pd.

Key Words: Whole Brain Teaching (WBT) Method, Speaking Skill.

English speaking skill is very important for people interaction. Many people have used English as a media of communication. So, it is one of the important skills that should be mastered by students, teachers, doctors and other profession. Teacher is one of the components in education which has to make the classroom activities more enjoyable for students to speak although managing classroom in teaching speaking is not as easy as other skills. English teacher of SMA IT Imam Syafi'i Madiun has a way to control the class in any situation. The teacher used Whole Brain Teaching (WBT) method. WBT is composed of seven core teaching techniques referred to as the Big Seven such as class-yes, five classroom rules, teach-okay, the scoreboard, switch, mirror, hands and eye.

The objective of this thesis are describing (1) Implementation of Whole Brain Teaching method in teaching speaking to the tenth-grade students of SMA IT Imam Syafi'i Madiun, (2) Students' Responses Toward Whole Brain Teaching method in teaching speaking to the tenth-grade students of SMA IT Imam Syafi'i Madiun. This

research applied qualitative approach and the research design was descriptive study. It was conducted on the tenth grade students of SMA IT Imam Syafi'i. The data of this research were obtained through (1) Interview (2) observation, and (3) documentation. The researcher analyzed the data by (1) reducing data (2) presenting data and (3) drawing conclusion and verification.

This research showed that the implementation of WBT in teaching speaking has been applied several techniques which are called the big seven. (1) Class-Yes; students have to answer "Yes" when teacher says "Class", (2) Five Classroom rules; there are 5 rules that students have to obey. (3) Teach-Okay; when teacher says "Teach", the students have to say "Okay" then they have to teach their friend, (4) Switch; the instruction to make students as speaker became listener, and listener became speaker, (5) Mirror; students have to follow teacher's explanation and also the gestures, (6) Hands and eye; students have to folds their hands and the eyes focuses on teacher, (7) scoreboard is done by teacher to motivate students. Besides, the students' responses toward this method are positive. Here some responses of the implementation of WBT method in teaching speaking at the tenth grade students of SMA IT Imam Syafi'i based on the interview such as WBT can help the students be more confident to speak English, WBT makes students feel happy and comfortable, and also the students are cheerfully involving English class activities.

APPROVAL SHEET

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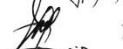

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CHAPTER I

INTRODUCTION

This chapter discusses background of study, research focus, statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

A. Background of Study

In this global era, English speaking skill is very important for people interaction. Many people used English as a media of communication. English is also being taught in Indonesia. In some education institutions, English is the language that used by students in their daily conversation. It means that improving speaking skill is important for the students.

The purpose of the language teaching in high school is to achieve functional literacy in the form of spoken and written as a standard competence. But in fact, there are many students cannot speak English fluently. From four skills that students have to be learnt, the most difficult skill is speaking. Gilian Brown and George Yule stated that speaking is depending on the complexity of the information to be communicated,

however, even adult native speakers sometimes find it difficult to make clear what they want to say.¹

There are several reasons why students do not want to speak. Sometimes, it is because the students' characteristic is introvert. Sometimes, it is because there are other students who dominate and almost intimidate. Sometimes, it is because students are simply not used to talking freely – for reasons of culture and background. Perhaps, they suffer from a fear of making mistakes and therefore 'losing face' in front of the teacher and their peers.²

Whatever the reasons, it makes no sense to try and bully such students into talking. It will probably only make them more reluctant to speak. Therefore, the teachers have to make the classroom activities more enjoyable for students to speak. It is also done by the English teacher of SMA IT Imam Syafi' Madiun, Mrs. Nur Hasanah. The teacher used the alternative method in teaching English especially speaking. Mrs. Nur Hasanah use Whole Brain Teaching as method of

¹ Gilian Brown and George Yule, *Teaching the Spoken Language* (New York: Cambridge University Press, 1999), 14.

² Jeremy Harmer, *How to Teach English* (England: Longman, 2001), 131.

teaching. This method improves the students' ability in speaking.

Whole Brain Teaching also known as WBT was designed by Chris Biffle. WBT combines direct instruction, sharing and immediate feedback become a new style of teaching. It can be used on any level between kindergarten and college. Chris Biffle, co-founder of the Whole Brain Teaching program, posits that challenging students must be taught with strategies that utilize multiple parts of the brain.³

Chris Biffle said "WBT produces classrooms that are full of orderly fun. Students follow the rules because creator makes rules fun to follow. Kids teach their neighbors because they delight in playing teacher. Students work hard with their classmates to gain a few minutes of free time, because designer have created structures that make this hard work more entertaining than zoning out. If a student's whole brain is involved in learning, there is not any mental area left over for challenging behavior."⁴

It surmounts to seven steps that teacher incorporates into their everyday classroom such as

³ Wendy Van Hosen, *The Effect of Whole Brain Teaching on the Academic Outcomes of African-American Elementary Male Students* (New York: Journal of Cross-Disciplinary Perspectives in Education Vol. 8, No. 1, 2015), 52.

⁴ Chris Biffle, *Whole Brain Teaching for Challenging Kids* (New York: Lucinda Geist, 2013), 2.

Class-Yes, Classroom Rules, Teach-OK, Scoreboard Game, Hands and Eyes, Mirror, and Switch!.⁵

Class-Yes involves the prefrontal cortex, the reasoning center of the brain. Think of this area as a “light switch” that must be turned on for the rest of the brain to process information. Five Classroom Rules when rehearsed and used in class, the five rules involve the prefrontal cortex, Broca’s area, Wernicke’s area, the limbic system, hippocampus, visual cortex and motor cortex. Teach-Okay is the most powerful of Whole Brain Teaching’s learning activities. Students have their prefrontal cortex involved, activate Broca’s area as they speak, Wernicke’s area as they listen, the visual and the motor cortex as they see and make gestures. This whole brain activity powerfully stimulates the hippocampus to form long term memories. The Scoreboard keys directly into the limbic system’s emotions and the amygdala which registers pleasure (Mighty Oh Yeah!) and pain (Mighty Groan!) as students accumulate rewards and penalties. Hands and Eyes focuses all mental activity on seeing and hearing the teacher’s lesson. Switch helps

⁵ Ibid.

students fully develop both their speaking (Broca's area) and their listening (Wernicke's area) abilities. Mirror activates the visual and motor cortex, as well as mirror neurons in other brain areas which are central to learning.⁶

Based on the pre-research conducted with interview to the English teacher of SMA IT Imam Syafi'i, Mrs. Nur Hasanah, she stated that she applies the whole brain teaching method as the method of teachers' development. The teacher uses this technique for English subject which need speaking practice. She also explains that this method is not only for speaking practice, but also for managing the classroom easier. She said that WBT is good method for students to increase the speaking skill because the students must explain something to others or follow the direction quickly. The students not only learn how to speak but also how to listen carefully.

Based on the explanation above, the researcher is interested to conduct the research entitled "THE USE OF WHOLE BRAIN TEACHING METHOD IN TEACHING SPEAKING TO THE TENTH GRADE

⁶ Ibid.

STUDENTS AT SMA IT IMAM SYAFI'I MADIUN IN ACADEMIC YEAR 2018/2019”.

B. Research Focus

This research focused on the using of whole brain teaching method in teaching speaking. In a more specific focus, this study is concerted to find out the responds of the students toward the implementation of whole brain teaching as the method of teaching English especially speaking skill. The subject of the research is limited to the tenth-grade students of SMA IT Imam Syafi'i Madiun in academic year 2018/2019.

C. Statements of the Problem

1. How is the whole brain teaching method applied in teaching speaking to the tenth-grade students of SMA IT Imam Syafi'i Madiun in academic year 2018/2019?
2. How are the students' responses toward the implementation of whole brain teaching method in teaching speaking to the tenth-grade students of SMA IT Imam Syafi'i Madiun in academic year 2018/2019?

D. Objectives of Study

Concerning with the problem statement, this research has objectives described as follows:

1. To describe the application of whole brain teaching method in teaching speaking to the tenth-grade students of SMA IT Imam Syafi'i Madiun in academic year 2018/2019.
2. To describe the students' responses toward the implementation of whole brain teaching method in teaching speaking to the tenth-grade students of SMA IT Imam Syafi'i Madiun in academic year 2018/2019.

E. Significances of the Study

After completing all research activities, this study is expected to give some significances.

1. Theoretically

It is expected that the result of the study can give contribution to the teaching method variety in teaching English.

2. Practically

It is expected to give positive input as follows:

a. For Researcher

It is expected that the result will give some knowledge for the researcher about whole brain teaching. It is also can be use as the new reference of teaching method in teaching English especially speaking.

b. For School

The result of the research can be used as reference to make the reader in the institution understand the use of whole brain teaching method in teaching English.

c. For Teacher

The result of the research can be used as an input in English teaching learning process especially in developing speaking skill. This study can be used by the teacher to enrich the techniques or methods for teaching speaking in senior high school.

d. For Students

Hopefully, the students are motivated in mastering English language especially speaking skill.

F. Organization of the Study

The researcher has to organize the research as well as the description of research methodology systematically. This research consists of five chapters as follows:

- Chapter I : INTRODUCTION
It contains of background of the study, research focus, statement of the problem, objectives of the study, significances of the study, and organization of the study.
- Chapter II : REVIEW OF RELATED LITERATURE
This chapter contains previous study and theoretical analysis. In the theoretical analysis, there are whole brain teaching method and speaking.
- Chapter III : RESEARCH METHOD
This chapter explains about research approach and design, research role, research location, data source, procedure of data collection, and technique of data analysis.
- Chapter IV : RESEARCH FINDING

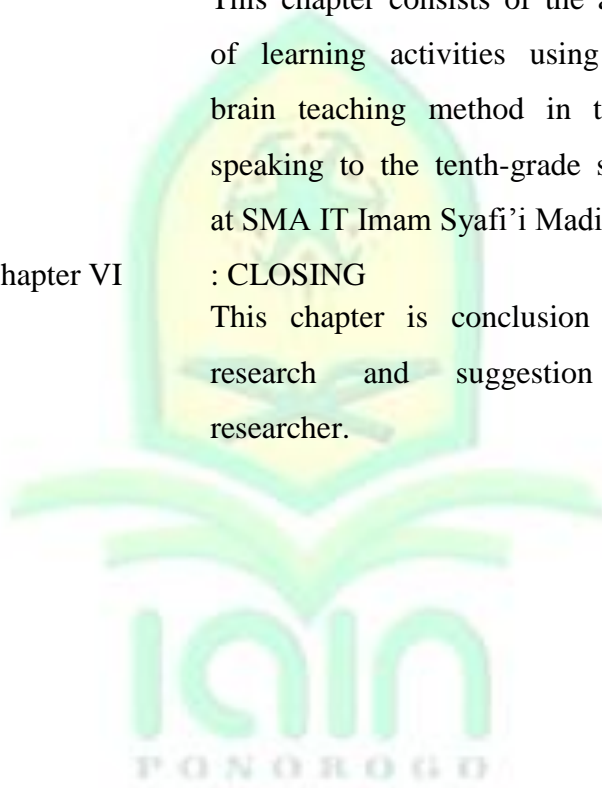
The contents of this chapter are the general and specific data of the research.

Chapter V : RESEARCH DISCUSSION

This chapter consists of the analysis of learning activities using whole brain teaching method in teaching speaking to the tenth-grade students at SMA IT Imam Syafi'i Madiun.

Chapter VI : CLOSING

This chapter is conclusion of the research and suggestion from researcher.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Study

Before the researcher holds this research, there are many related studies belong to this research. The first research was “Integrating Whole Brain Teaching Strategies to Create a More Engaged Learning Environment” in the case of fifth grade Louis Pasteur Elementary School in Detroit, Michigan, conducted by Jesame Torres Palasigue. The researcher used Classroom Action Research (CAR). Observation Tally Sheet was used on this research. The subjects were 26 energetic and hyperactive African-American children. This research was to find a way to orderly engage students in classroom. The researcher found his students were reluctant to get engaged in the class. They showed their disengagement by doodling, yawning, saying “boring”, and etc. Whole Brain Teaching method was implemented to get students’ engagement. Research finding indicated that only a few students who yawning, head/hand on desk, were busy doing other things. After

using the method, the result was found. Students got involved the lesson cheerfully.⁷

The second research was “Effect of Whole Brain Teaching on Students’ Self Concept” in the case of students of second and third grade conducted by Heather Winona Schulte Clark. The researcher used quantitative quasi experimental study. The objective of the research was to examine the relationship between different levels of student exposure to Whole Brain Teaching (WBT) technique and the mean difference in academic self-concept scores among second and third students. WBT is effective as a self enhancement approach to self-concept intervention.⁸

The third research was presented by Nani Melani with title “the Influence of Whole Brain Teaching (WBT) Method in Improving Students English Vocabulary at Seventh Grade Students of SMP Sultan Agung Sumber”. The researcher used quantitative quasi experimental study. The aims of the

⁷ Jesame Torres Palasigue, *Integrating Whole Brain Teaching Strategies to Create a More Engaged Learning Environment*, (Maygrove College, 2009), 15.

⁸ Heather Clark, *Effect of Whole Brain Teaching on Student Self Concept*, (Walden University, 2016), 1.

research are to find out students' vocabulary mastery before and after using whole brain teaching in teaching vocabulary and to find out whether there is or not positive and significant influence of using Whole Brain Teaching on the students' mastery in learning English Vocabulary. The research finding indicated that the usage of whole brain teaching method in SMP Sultan Agung Sumber between teacher and students is considered good. The result of the test shows that t-test is 6.358 while t-table is -1.697. It means that $t\text{-test} > t\text{-table}$. Because t-test is highest than t-table, it can be said that H_a is accepted and H_0 is rejected. It can be concluded that there is positive and significant influence of using whole brain teaching method on the students' mastery in learning English vocabulary.⁹

The similarity of that research was the method that used. Whole Brain Teaching was applied to complete their targeted result of the research. The method of this study was also using Whole Brain Teaching. The difference of the research was the

⁹ Nani Melani, *The Influence of Whole Brain Teaching (WBT) Method in Improving Students English Vocabulary at Seventh Grade Students of SMP Sultan Agung Sumber*. Thesis. (Cirebon: Syekh Nurjati State Islamic Institute, 2015), 6.

objective. The first research aimed to find a way to orderly engage students in classroom. The second research aimed to examine the relationship between different levels of student exposure to Whole Brain Teaching technique and the mean difference in academic self-concept scores among second and third students. The third research is to find out the influence of Whole Brain Teaching in improving students' English vocabulary. Meanwhile, this research aimed to explain the implementation of Whole Brain Teaching as good method to increase the students' speaking skill.

B. Theoretical Analysis

This chapter will explain the whole brain teaching method and teaching speaking. All the theories which are in the introduction will be explained here.

1. Whole Brain Teaching

a. Definition of Whole Brain Teaching

Whole Brain Teaching (WBT) was established by Chris Biffle in 1999 after 25 years of experience in the classroom. He found something wrong during class he taught. He believed that the teaching model was

problematic after observation of behavior in the community college setting was done. The more he lectured, the more disengage students became. As result of this observation and collaborative work with teachers to develop strategies to improve learning in the classroom, Whole Brain Teaching appeared to be educational reform movement.¹⁰

Whole Brain Teaching (WBT) is method that is used to get students' involvement with well-structured instruction and enjoyable order. WBT includes valuable tools such as memory gestures to cover each material.¹¹ Seven common teaching mistakes were found to inspire the founder of Whole Brain Teaching method to create the big seven of WBT. Teacher who yells at the students will not solve anything. It is better for teacher to keep the temper and calm facing disruptive students. However, when the teacher chooses

¹⁰ Heather Clark, *Effect of Whole Brain Teaching on Student Self Concept*, (Walden University, 2016), 1

¹¹ Angela Macias and Brian Macias, *Whole Brain Teaching and Learning Research*, 2013. 178

to confront the rebellious students, they will definitely be more dauntless. It becomes big mistake if teacher forces students to be like the teacher's behavior. Students have unique character and come from different background. The best solution is motivating students. The other mistake is feeling unwilling to teach. If the teacher is unhappy, unprepared lesson will occur. So, teacher does not have solution.¹²

The atmosphere of the class is required. As well as more serious materials and teaching, there should be room where students will enjoy the class.¹³ WBT is a set of strategies to create student's engagement and ease teacher's job in managing class. The method explains how to make students interested and involved the class cheerfully.

¹² Chris Biffle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013), 9.

¹³ Geoffrey Broughton, Christopher Brumfit, and Roger Flavell, and friends, *Teaching English as a Foreign Language* (London: Routledge), 87.

b. Whole Brain Teaching's Learning Styles

There are three learning styles introduced in Whole Brain Teaching, namely: visual, audio, and kinesthetic learning. According to H. Douglas Brown, visual learners prefer drawing, looking at chart or diagram and some information through picture. It eases them to memorize everything shows on the picture, table, diagram, and etc. Audio learners like to listen to lectures, audiotapes, music, and etc. It is easier for them to learn anything through audio.¹⁴ Kinesthetic learners memorize everything through body movement. Those are to help students memorizing important things in learning.

c. Whole Brain Teaching Techniques

There are several techniques in WBT. They are called the big seven of WBT.

- 1) *Class – Yes*, it is like a “light switch” that turn on students’ brain to pay attention to sound source. Because it involves

¹⁴ H. Douglas Brown, *Principle of Language Learning and Teaching* (NY: Pearson Education Inc), 122.

students the prefrontal cortex or the reasoning center of the brain. The prefrontal cortex controls decision making, planning and focus of attention. This model can be modified as the teachers like. The Class-Yes as a brain switch that readies students for instruction.

- 2) *Five Classroom Rules*, requires students to memorize and follow the rules. It can also monitor every *student's* moves by saying the rules that collides together with the whole class members. Classroom rules not only efficiently activate five areas of every student's brain (visual cortex, motor cortex, Broca's area, Wernicke's area, and limbic system) but also involve the brain's mirror neurons. Orderly behavior creates the mirroring of orderly behavior which causes teachers and students to mirror each other's happy faces.

- 3) *Teach – Okay* transforms students to teach their neighbor. Key component of Teach-Okay method is that teacher's must speak briefly, often not more than 30 seconds, before asking students to rehearse the lesson with each other. Remember that short term memory has limited capacity, three to seven items. The longer teachers talk, the more students we lose. Conversely, the more students repeat lessons to each other, especially while using descriptive gestures, the more students are engaged and the more thoroughly lessons are embedded in long term memory.
- 4) *The scoreboard* is used for motivating class to work hard. By giving score as a reward of students' activity, students will feel motivated and challenged to do more activities. Scoreboard is the fastest, most entertaining and, for limited teaching budgets, the cheapest motivational system in education. When an instructor

marks a Smiley or a Frowny on the Scoreboard, students feel a small, positive or negative, emotional jolt. By enlivening the marking routine with a “mighty oh yeah” or a “mighty groan” the reward circuitry in the limbic system is activated. To avoid habituation, the decline in response to repeated stimulation, the Scoreboard is set up in levels, like a video game. The levels on the Scoreboard are precisely attuned to the problem of teaching challenging kids. The lower Scoreboard levels will unify many students (often about 80-90%) behind your leadership. The higher levels of the Scoreboard use this classroom unity as powerful peer pressure to encourage all but your most rebellious kids to participate in learning activities. The highest two levels of the Scoreboard are designed for your most determined rebels. If children are unfazed by every punishment, then they need a system that

is pure reward and that is what the Scoreboard's top levels provide.

- 5) *Switch*. Teacher says "switch" then students transform their position with their neighbor to teach. This is to give students chance to recall the lesson points through teaching their partner each other. There are some students easily to talk and other students are passive listeners. In terms of brain structure, classes are often divided between those who are Brocaians (speakers) and Wernikites (listeners). By using Switch, an instructor can easily teach listening skills to the speakers and speaking skills to the listeners.
- 6) *Mirror*. Mirror is imitating teacher's saying or gesturing. In this time, students have to pay more attention because they have to say and act like the teacher performance. Many brain scientists believe that peoples' learn by mirroring the gestures and activities of others. They

have identified mirror neurons scattered throughout the brain that are activated by mimicking behavior. In WBT classrooms indicates that when a class mirrors teachers' gestures and when appropriate, repeats the words, a powerful learning bond is created as the teacher and students' visual and motor cortex engage each other.

- 7) *Hands and eyes.* Hands and eyes used to tight the students' engagement in class. This is to ask students to listen carefully what the teacher says. When teachers are making an important point, they want students to focus intensely on what teachers are saying. As employed by an experienced Whole Brain Teaching instructor, Hands and Eyes creates instant silence, eliminating all learning distractions.¹⁵

¹⁵ Chris Biffle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013), 24.

d. Benefits of Whole Brain Teaching

According to Chris Biffle, Whole Brain Teaching method has several benefits to reinforce both the teacher and the students to have better teaching learning process. There are three benefits for teacher using WBT methods: (1) positive behavior reinforcement, (2) memory retention, and (3) student engagement.¹⁶

- 1) Positive behavior reinforcement involves teamwork and rehearsing expectations. In Whole Brain Teaching method is used to reward positive behavior and correct negative behavior.
- 2) Memory retention because many teachers find themselves repeating the lessons and wondering why students act as though they never learned content the lessons that they have already covered. Teach-okay in WBT method helps students to recall every lesson because it enables students to repeat the information given by teacher.

¹⁶ Ibid, 181.

According to John Medina, memory will be stronger when human repeat the idea over and over.¹⁷

- 3) Student engagement explained that some major factors of self-efficacy in children are observation of model behavior and identifying with success. A whole brain teaching classroom is structured to foster these two things. The students can become model the teacher, and each other and are then rewarded with success via the scoreboard or other whole brain teaching games. Creating a learning environment in which students are rewarded for positive behavior and do not have to fear participation allows for better self-efficacy.

There are three benefits for students as follows:

- 1) Motivation for the students by creating an activity in learning process can be

¹⁷ John Medina, *Brain Rules : 12 Principles for Surviving and Thriving at Work, Home, and School*, (Pear Press,2008), 96.

improvement to get higher skill. To give motivation for the students to learning gestures and classroom rule. All students have multiple opportunities to achieve success in a whole brain teaching classroom and therefore motivation is a huge benefit for students.

- 2) Student centered learning creates a learning environment where practice is the main focus, not performance or assessment. Students are not assessed on knowledge in a formal manner until they have already had multiple opportunities to practice in cooperative groups and as individuals.
- 3) Application of learning in Whole Brain Teaching method that provides gains for students is application of higher level thinking a well. Traditionally, note taking involves students recoding information delivered in the lesson to be studied later and reproduced on a quiz or test. Application of knowledge is extended

beyond for studying for a test. Whole Brain Teaching note taking strategies provide a cooperative learning structure for higher level thinking with an immediate application for concepts taught by the teacher.

2. Speaking

a. Definition of Speaking

Speaking is deemed as the important aspect of languages. The mastery of speaking skill in English is a priority for many second-languages or foreign language learners.¹⁸

Speaking skill is one of four skills of English. H. Douglas Brown said the first thing learner must have is the ability to imitate a word or phrase or possibly sentence. By imitating, someone can take an example of what people commonly talking. However, it is no use with only parrot back; people need to understand the meaning. Oral language designed to demonstrate competence in a

¹⁸ David Nunan, *Language Teaching Methodology*. (New York: Prentice Hall, 1991) , 39-41.

narrow band of grammatical, lexical, phonological relationship (such: stress, intonation, rhythm, phrasal, etc.) to know the differentiation of the words well, speak politely, and the like. When human needs to take and give information, they like to respond questions and ask back. Then, the interaction will occur.¹⁹

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.²⁰

According to Chaney, cited in Kayi, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.²¹ From experts' statements, researcher can get a conclusion that speaking is a process of oral activity used in daily life as a part of

¹⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (White Plains, NY: Pearson Education, 2004), 141.

²⁰ Kathleen M. Bailey, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2005), 62. 23Ibid, 18

²¹ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language* (Nevada: 2006), 1.

communication in which verbal and non-verbal symbol used in sending and receiving message.

b. The Function of Speaking

Jack C. Richard classified the function of speaking in human interaction:

1) Talk as interaction

Talk as interaction refers to what we normally mean by conversation and described interaction which serves a primarily social function. In speaking not only communicate with others, but also have its own function. When people meet, they exchange greeting, engage in small talk, recount experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature. Some of skill involved in using talk as

knowing how to the following thing: opening and closing conversation, choosing topic, making small-talk, recounting personal incidents and experience, turn-talking, reacting to others, using an appropriate style of speaking.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately, rather than the participant and how they interact socially with each other. There are two different types of talk as transaction. One is situation where the focus is on giving and receiving information and where the participant focused primarily on what is said or achieved, example asking someone for direction. The second is transaction focus on acquiring goods or services, such as checking into a hotel or ordering food in restaurant. Some of the

skill involved in using talk for transaction are explaining a need or intention, describing something, asking questioning, asking for clarification, confirming information, justifying an opinion, making suggestion, clarifying understanding, making comparisons, agreeing and disagreeing.

3) Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk. Talk as performance is talk which transmits information before an audience such as morning talks, classroom presentation, public announcements, and speeches. Talk as performance tends to be in the form monolog rather than dialog, often follows a recognizable format and is closer to

written language than conversational language.²²

c. Teaching Speaking

1) Definition of Teaching Speaking

Teaching is showing people how to do something so that they will be able to do it themselves and encouraging them to accept something as a fact or principle.²³

When teaching speaking, teachers should support the students by guiding simple conversation, asking the students to repeat what teacher says, providing transcript to look up, or letting them watch English videos or English film clips. Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, or who are English in appropriate level, will often participate freely and

²² Jack C. Richards, *Teaching Listening And Speaking From Theory To Practice*, (New York: Cambridge University Press, 2008), 27-35.

²³ A.S Hornby, *Oxford Advanced Learners' Dictionary of Current Language* (New York: Oxford University Press, 1995), 1225.

enthusiastically if teachers give them a suitable topic and task. However, at the other times it is not so easy to get students going. Students are shy and not affected to express themselves in front of other people. Sometimes, there is a worry about speaking badly that causes losing face in front of their classmates.²⁴

In speaking class, variety must be allied to pace. A slow boring lesson teaches very little, keep students moving and challenged is needed. It is always better to make students enjoying it and waiting for the next meeting. Then repetition in the next day provokes eager anticipation rather than groans.²⁵

2) Classroom Speaking Activities

a) Acting from a script

We can ask our students to act out scenes from plays and/or their course

²⁴ Ibid, 345.

²⁵ Geoffrey Broughton, Christopher Brumfit, and Roger Flavell, and friends, *Teaching English as a Foreign Language* (London: Routledge), 87.

books, sometimes filming the results. Students will often act out dialogues they have written themselves.

b) Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

(1) Information-gap games: many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

(2) Television and radio games: when imported into the classroom, games from radio and TV often provide good fluency activities, as the following examples

demonstrate. In 'Twenty questions' the chairperson thinks of an object and tells a team that the object is their animal, vegetable or mineral - or a combination of two or three of these. The team has to find out what the object is asking only yes/no questions, such as can you use it in the kitchen? Or is it bigger than a person? They get points if they guess the answer in 20 questions or fewer. In other games, different tricks or devices are used to make fluent speaking amusing. In 'Fishbowl', for example, two students speak on any topic they like, but at a pre-arranged signal one of them has to reach into a fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions and sentences. They have to

incorporate whatever is on the paper into the conversation straight away.

c) Discussion

Discussions range from highly formal, whole-group staged events to informal small-group interactions.

(1) Buzz groups: these can be used for a whole range of discussions. For example, we might want students to predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it. We might want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding or party.

(2) Instant comment: another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-

activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

- (3) Formal debates: in a formal debate, students prepare arguments in favor or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject. In order for debates to be successful, students need to be given time to plan their arguments, often in groups. They can be directed to a series of

points of view either for or against a proposition - or sent to websites where they will get 'ammunition' for their point of view. The teacher can divide the class into groups and then give links to different websites to the different groups.

- (4) Unplanned discussion: some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for their success

upon the way we ask students to approach the task in hand.

- (5) Reaching a consensus: one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes. The class has to decide between a range of options, such as: The invigilator should ignore it. She should give the student a sign to show that she's seen (so that the student will stop). She should call the family and tell them the student was cheating.

She should inform the examining board so that the student will not be able to take that exam again. The fact of having to make such an awkward choice gives the discussion a clear purpose and an obvious outcome to aim for.

d) Prepared talks

One popular kind of activity is the prepared talk, where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script. For students to benefit from doing oral presentations teacher need to invest some time in the procedures and processes they are involved in. In the first place, teacher need to give them

time to prepare their talks (and help in preparing them, if necessary). Then students need a chance to rehearse their presentations. This can often be done by getting those to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can then give feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation. However, this only works if students have had a chance to discuss feedback criteria first. When a student makes a presentation, it is important that teacher give other students tasks to carry out as they listen. Maybe they will be the kind of feedback tasks we have just described. Perhaps they will involve the students in asking follow-up questions. The

point is that presentations have to involve active listening as well as active speaking. Whether or not feedback comes from the teacher, the students or a combination of both, it is important that students who have made an oral presentation get a chance to analyze what they have done, and then, if possible, repeat it again in another setting so that they do it better.

e) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns - and thus can be situated in the middle of our communication continuum. Students can design questionnaires on any topic

that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students simulate a real life encounter (such as a business meeting, an interview or a conversation in an aero plane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. When teacher give students these roles, we call the simulation a role-play. Simulation and role-play can be used to encourage general oral

fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). Simulation and role-play have recently gone through a period of relative unpopularity yet this is a pity since they have three distinct advantages. In the first place, they can be good fun and are thus motivating. Secondly, they allow hesitant students to be more forthright in their opinions and behavior without having to take responsibility for what they say in the way that they do when they are speaking for themselves. Thirdly, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do.²⁶

²⁶ Jeremy Harmer, *The Practice of English Language Teaching* - Third Edition, (Longman), 348-353.

3) The condition of Teaching Speaking

According to Penny Ur, speaking activity will be success in four conditions.

- a) The first condition is learners are actively talking. It is better for teacher to give students a lot of time to talk as much as possible in the classroom.
- b) The second is students' involvement. All students must have a chance to talk. Small group discussions are very useful to manage students taking part.
- c) The third situation is students have high motivation. Once students are interested, Students will like to speak. Teacher must creatively draw students' attention to have them in hand.
- d) The last condition is the language is based on students' level. Students feel free to talk when they find the language is easy to utter, understandable, and relevant. Teacher

should prepare the appropriate material well.²⁷

When the class is too noisy, managing speaking task is the best solution. Well-planned lesson can lead students to well-organized instruction. Teacher can use counterproductive or make visual signal to stop instead shout out to the students.²⁸ Speaking class need more struggle to teach, because it effects on students' interest in learning. When teacher gloriously teaches the material, students will also be pleased to follow the class.

d. Assessment

1) Definition of Assessment

Assessment is a popular and sometimes misunderstood term in current educational practice. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain.

²⁷ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press), 120.

²⁸ Caroline T. Linse, *Practical English Language Teaching*, (New York: McGraw-Hill companies, Inc), 62.

Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance.²⁹

2) Types of Assessment

According to Hanna and Detmer, cited in Ika Fathin Restinmartanti, there are three types of assessments, namely diagnostic assessment, formative assessment, and summative assessment.

a) First is diagnostic assessment. It is assessment to identify students' current knowledge, skill, and capabilities before teaching takes place. The types of diagnostic assessment are pre-tests, self-assessments, discussion board responses, and interview.

b) The second type is formative assessment. It is the assessment done

²⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Pearson Longman, 2004), 4.

during the instructional processes, while learning is taking place. Some types of formative assessment are observations during classroom activities, homework exercises, reflection journals, question and answer sessions, conferences, in-class activities when students informally present their results, and student feedback.

- c) Third is summative assessment. It is the assessment which takes place after the learning has finished and provides information and feedback that sum up the teaching and learning process. The types of summative assessment are examinations, final examination, term papers, projects, portfolios, performances, student evaluation, and instructor self-evaluation.³⁰

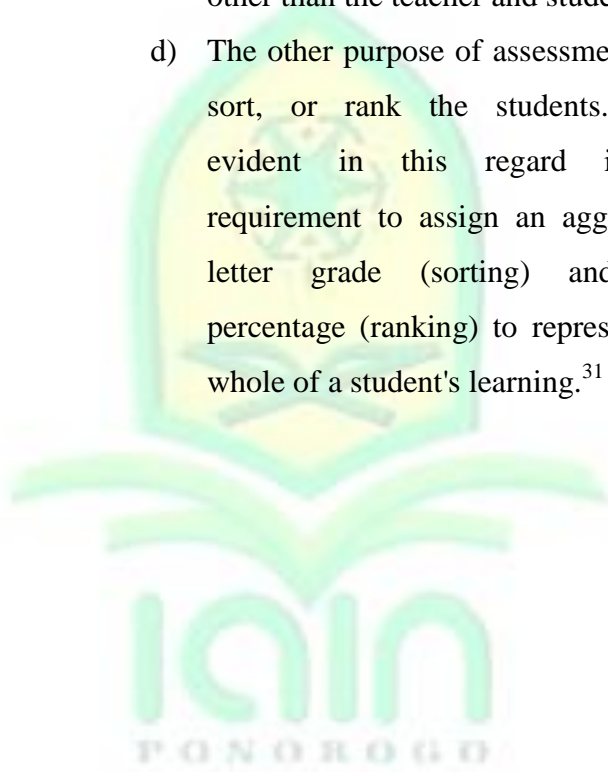
³⁰ Ika Fathin Restinmartanti, *Holistic English Mid-Term Assessments for Junior High Schools*, (Indonesian Journal of English Language Studies, 2015), 58-59.

3) Purposes of Assessment

Peter said that there are several purposes of assessment. They are:

- a) Assessment can be seen as an effective medium for communication between the teacher and the learner. It is a way for the student to communicate their learning to their teacher and for the teacher to communicate back to the student a commentary on their learning.
- b) Assessment as valuing what we teach. Evaluation is a double edge sword. When we evaluate our students, they evaluate us. For what we choose to evaluate, shows them what it is we value. The corollary to the aforementioned statement is that if we, as teachers, value something, then we should find a way to evaluate it. By placing value on something we show our students that it is important.

- c) A primary purpose of assessment is to gather information for the intention of reporting a student's (or a group of students') progress out to stakeholders other than the teacher and students.
- d) The other purpose of assessment is to sort, or rank the students. Most evident in this regard is the requirement to assign an aggregated letter grade (sorting) and/or a percentage (ranking) to represent the whole of a student's learning.³¹



³¹ Peter Liljedahl, *The Four Purposes of Assessment* (British Columbia: Simon Fraser University, 2010), 7-11.

CHAPTER III

RESEARCH METHOD

A. Research Method

In a scientific research, it is necessary for the researcher to present research methodology. C. R. Kothari states that research methodology is a way to systematically solve the research problem.³² It means that research methodology is a set of systematical and procedural step to guide a scientific research.

By using this methodology, the researcher was able to solve the research problems. The research methodology applied in this study covers research approach and design, researcher role, research location, source of data, technique of data collection, technique of data analysis, checking of data validity, and research procedure.

1. Research Approach and Design

This research applied a qualitative research. According to Robert Bogdan and Tailor in J. Amos Hatch, qualitative research is research procedures which produce descriptive data: people's own

³² C. R. Kothari, *Research Methodology; Methods and Technique* (New Delhi: Publishing for One World, 2004), 8.

written or spoken words and observable behavior.³³ It means that qualitative research focused on people's opinion, experiences, and feelings to produce the subjective data.

Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions.³⁴ Design for this approach is descriptive study that has a goal to describe the process, condition, and characteristic of an event. This research is more concerned with what rather than how or why something is happened. Observation and surveys tools are often used to gather data. The data analysis is presented in a form of description of the event as it is not examining a hypothesis. Therefore, this study merely describes about what happens in the field.

³³ Hatch, J. Amos, *Doing Qualitative Research in Education Settings* (New York: University of New York, 2002), 6.

³⁴ Mohammad Adnan Latief, *Research Method on Language Learning: An Introduction* (Malang: UM Press, 2014), 76.

2. Researcher Role

Matthew B. Miles and Michael Huberman stated that the characteristics of qualitative research as follows; the intense and prolonged researched contact with a field or situation, its role or purpose to obtain a systematic and integrated overview of the data under study, its researcher function as the key research instrument and its analysis that are in form of words.³⁵ In this research, the researcher becomes an observer as participant. The researcher gets interaction with the subject's activity in the research location while the researcher collects the data and organizes it specifically. In this research, the researcher was a key instrument who became main data collector while other instruments supported the data.

³⁵ Miles, Matthew B. and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994), 6.

3. Research Location

This research took a place at SMA IT Imam Syafi'i. Here are some reasons of the researcher choose that school:

- a. SMA IT Imam Syafi'i is one of the schools which has a teacher who applying whole brain teaching method.
- b. The school consists of the high-heterogeneity students. It means that the students from many cultural background, different characteristics, gender, and age.
- c. SMA IT Imam Syafi'i has an English teacher who uses whole brain teaching as teaching method.

4. Source of Data

a. Primary Data Source

The primary data are those which are collected a fresh and the first time, and thus be original in character.³⁶ The primary data source of this research is English teacher and the tenth-grade students of SMA IT Imam Syafi'i.

³⁶ C. R. Kothari, *Research Methodology: Method and Techniques* (New Delhi: Publishing for One World, 2004), 95.

b. Secondary Data Source

The secondary data are those which have already been collected by someone else and which have already been passed through the statistical process.³⁷ And the secondary data of this research are documents, books, journals, and all that related to the research.

5. Technique of Data Collection

In this research, the researcher applied observation, interview, and documentation.

a. Observation

The researcher applied observation as a technique for collecting data. John W. Creswell defines that observation is the researcher takes field notes on the behavior and activities of individuals at the research site.³⁸

Based on the statement above, the researcher did an observation to collect data

³⁷ Ibid.

³⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition* (London: SAGE, 2009), 181.

about the implementation of whole brain teaching method in teaching speaking to the students at SMA IT Imam Syafi'i.

b. Interview

The researcher applied interview as a technique of data collection. Interview is the dialogues conducted by interviewer to get the information from the informant. The interview is a conversation, the art of asking question and listening. Interview is a conversation between two or more people where questions are asked by the interviewer. By an interview with respondents, the interviewer can obtain information used as source of data.³⁹ The interviewees in this research are English teacher and students of tenth grade in SMA IT Imam Syafi'i.

This research uses personal interview. It means that the interviewer asking question in a face-to-face contact to interviewees. So many

³⁹ Oktavia Antin. *Teaching Speaking by Using Audio-Lingual Method To The Eight Grade Students Of MTsN Ponorogo In Academic Year 2012/2013*. 2014. English Education Department State Islamic College of Ponorogo, 11.

data can be gathered maximally by this technique.

c. Documentation

Documentation study is the method to collect data. The researcher may obtain information from books, transcript, newspaper, journals, etc. In this research, documentation is applied to find the description of SMA IT Imam Syafi'i. They are school's profile, vision and mission, teachers' and students' data, attendance list.

6. Technique of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other source to make people easy to understand the research finding. Based on the statement, data analysis is conducted when the researcher completes the process of collecting data.

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current

flows of activity: data reduction, data display, and data verification.⁴⁰

a. Data Reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things. In this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be reduced is about the using of whole brain teaching method in teaching speaking.

b. Data Display

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to understand. In this case, the researcher presents the using of whole brain teaching method in teaching speaking.

⁴⁰ Matthew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994), 10.

c. Conclusion Drawing

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion is also verified as the analyst process. Verification may be as brief as fleeting second thought crossing the analyst' mind during writing, with a short excursion back to the field notes, or may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter-subjective consensus or extensive effort to replicate a finding in another data set.⁴¹

In this case, the researcher makes the conclusion that can be in a form of thick description. This conclusion is the answer of the research problems of the using whole brain teaching method in teaching speaking which have formulated.

⁴¹ Ibid., 10-11.

7. Checking of Validity

Data validity is the important concept that renewable from validity concept and reliability.⁴² To get the valid and credible data, the researcher uses triangulation technique. Triangulation in qualitative research has come to mean a multi method approach to data collection and data analysis.⁴³ Triangulation is a kind of technique of control the data readability used the other data to controlling needs or as comparison on the data. There are four triangulations as kind of controlling technique to use a source, method, observe, and theory.

In this research, the researcher uses triangulation technique with the data source. It means that the researcher compares and checks the validity of collection information through the different time and tool in qualitative method.⁴⁴ In this study, the researcher uses the triangulation

⁴² Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2009), 321.

⁴³ Lisa M Given, *The SAGE Encyclopedia of Qualitative Research Method, Vol. 1 & 2* (USA: SAGE Publication, 2008), 892.

⁴⁴ Ismayati. *Teaching English In Perspective of Lesson Study*. 2014. Ponorogo: state Islamic college: 15-16.

technique to investigate data of the teaching speaking using whole brain teaching.

8. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application, and reporting.

a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

b. Application

These procedures include:

1) Collecting Data

The researcher collected the data by using the arranged instrument. The data were collected by observing the learning activity of using whole brain teaching method in teaching speaking at SMA IT Imam Syafi'i, interviewing the English teacher and students, and collecting the documents related to it.

2) Analyzing the data

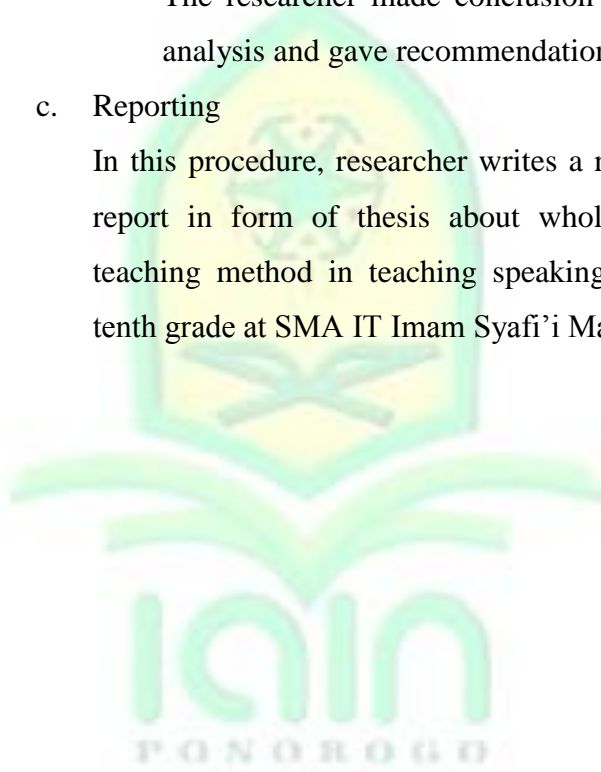
The researcher analyzes the data that have been collected.

3) Making conclusion and suggestion.

The researcher made conclusion of data analysis and gave recommendation.

c. Reporting

In this procedure, researcher writes a research report in form of thesis about whole brain teaching method in teaching speaking to the tenth grade at SMA IT Imam Syafi'i Madiun.



CHAPTER IV

RESEARCH FINDING

This chapter displays the result of the research. In this research, data is collecting through observation, interview and documentation. The documentation is conduct to the profiles about research's location of SMA IT Imam Syafi'i Madiun in academic year 2018/2019. The observation is conducted at the tenth grade students of SMA IT Imam Syafi'i Madiun. The interview is conducted with the English teacher and students of tenth grade at SMA IT Imam Syafi'i Madiun.

A. General Data

1. History of Establishment of SMA IT Imam Syafi'i

SMA IT Imam Syafi'i is a new senior high school which has religious basic learning in West Banjarsari village. It was established in 2014. The idea behind the establishment of SMA IT Imam Syafi'i in Dungus is providing Islamic education in public senior high school with some considerations:

- a. There lives a lot of Muslim in Dungus village

- b. There is “Asy-syafi’iyah” Islamic boarding school which is established to cover junior and senior high school education level of students to grow up with religious habit and Islamic circumstance without leaving general and science knowledge.
- c. There existed “Imam Syafi’i” junior high school which is still in one environment with “Asy-syafi’iyah” Islamic boarding school.
- d. Giving opportunity to the students to study basic religious.

Thus, it is needed a higher education to accommodate the graduates from schools above. This was mentioned by the first headmaster and teacher in SMA IT Imam Syafi’i, M. Udin, S.Sos. The founder of this boarding school and this senior high school is K.H. Tunggul Wahidin Sukarno. This appeal was followed up by the team that consists of Nur hadi (headmaster of “Asy-syafi’iah” Boarding School), M. Udin, S.Sos. (teacher in SMA IT Imam Syafi’i), Vivi oktavini, S.Pd. (teacher of SMP IT Imam Syafi’i), Dewi (teacher in SMP IT Imam Syafi’i) and Sri

Widawati (The head master of SMP IT Imam Syafi'i). They held meeting to prepare establishment of Senior High School) which had filial status.

After filial status proposal was done, SMA IT Imam Syafi'i started a new academic year in 2014/2015 with six active students following teaching and learning process. The first head master of this senior high school was M. Udin, S.Sos. In the second year there was a reshuffle of head master. Now the organization structure of SMA IT Imam Syafi'i as followed:

- a. Filial director : Drs. Sardjono
G.P., M.Pd.
- b. The head of curriculum : Hendrias Putri
A., S.Pd.
- c. The head of Students Affair : Suwarno,
S.Pd.
- d. The Head of Infrastructure : Anisaul
Bariroh, S.Pd.

- e. Psychological Counseling : M. Udin,
S.Sos.⁴⁵
2. Vision and Mission of SMA IT Imam Syafi'i
 - a. Vision of SMA IT Imam Syafi'i
Providing Islamic High School with high-quality of education, rabbani, and rahmatan lil 'alamin
 - b. Mission of SMA IT Imam Syafi'i
 - 1) Implementing the study of Islam by focusing on nature, awareness and practice in order to create high quality graduate.
 - 2) Developing a learning process that accustoms students to reading and memorizing the Qur'an, also speaking Arabic.
 - 3) Developing a learning process that accustoms students to enthusiasm in worship, personal morals, and mu'amalah.
 - 4) Carrying out learning Arabic so that graduates are able to read bare books, and are able to muhadatsah Arabic.

⁴⁵ Look at Transcript of Interview: 01/I/10-IX/2018

- 5) Carrying out learning to read and memorize the Qur'an continuously from classes 10 to 12 to ensure that graduates have read the Qur'an according to the recitation and memorize 2 juz Qur'an which are juz 3 and 4.
- 6) Carrying out learning to read and memorize Al Hadith continuously from grade 10 to 12 to ensure that graduates have read and memorized 40 Hadith fid Da'wah
- 7) Carrying out learning to read and memorize the dhikr from Muslim Hisnul books from grade 10 to 12 to ensure that graduates have read and memorize selected prayers from Hisnul Muslim books.
- 8) Carrying out coaching students through teachers and counseling with an emphasis on serving parents, doing well to the neighbors and the poor, and avoiding bad relationships and environment.
- 9) Carrying out learning that refers to the Imam Syafi'i national and distinctive curriculum by focusing on active,

innovative, creative, effective, and Islamic learning (PAIKEMISA), namely the internalization of Islamic values in each learning process.

- 10) Carrying out learning that develops critical and creative thinking skills through various case solving.
- 11) Developing the facilities needed by students in getting used to effective learning and learning the Qur'an and Arabic.
- 12) Developing facilities of technology to support all learning process
- 13) Carrying out learning towards the success of UAN by multiplying Try Out from questions of a National standard.
- 14) Developing teacher potential related to competence in the field of memorizing Qur'an, Arabic, teaching and parenting skills, through various training.
- 15) Giving examples to students in terms of achieving Islamic habits, rabbani, and rahmatan lil alamin.

16) Developing high quality academic and non-academic extracurricular activities that accommodate interests and talents.

17) Developing schools according to 8 national based on Islam.

18) Developing schools according to international standards based on Islam.⁴⁶

3. Organization Structure of the School

Organization structure of SMA IT Imam Syafi'i as followed:⁴⁷

- a. Filial director : Drs. Sardjono
G.P., M.Pd.
- b. The head of curriculum : Mrs. Hendrias
Putri A. S.Pd.
- c. The head of Students Affair : Suwarno,
S.Pd.
- d. The Head of Infrastructure : Anisaul
Bariroh, S.Pd.
- e. Psychological Counseling : M. Udin,
S.Sos.
- f. Teacher :

⁴⁶ Look at Document Transcript: 01/D/04-X/2018

⁴⁷ Look at Document Transcript: 02/D/04-X/2018

- 1) Katamso, S.Pd.
- 2) Nurhadi
- 3) Ella Nikmatul Laili, S.Pd.
- 4) Dewi Ratih P., S.Pd.
- 5) Achmad Saichu, SH.
- 6) Zulfan Rowi, Lc.
- 7) Cahaya Ramadhan, S.Pd.
- 8) Puji Rahayu, S.Pd.
- 9) Euis Sofha P.A.J., S.Pd.
- 10) Nur Hasanah, M.Pd.
- 11) Reta Diani Putri, S.Pd.
- 12) Ayu Dwi Candra, S.Pd.

4. School Profile

Name of School : SMA IT Imam Syafi'i
Address of School : Jl. Raya Dungus
Village : West Banjarsari
District : Dagangan
Regency : Madiun
Province : Jawa Timur
Telephone Number : (0351) 2811040
Post Code : 63172

E-mail Address :

admin@assyafiiyahmadiun.ponpes.id⁴⁸

B. Specific Data

1. The reasons of the implementation of Whole Brain Teaching (WBT) Method in Teaching Speaking to the Tenth Grade Students of SMA IT Imam Syafi'i

There were many challenges come into the learning process from many different aspects include the students and the change condition of the class which makes the teacher should be more creative and innovative to attract their intention in order to be attracted to participate in the learning process itself. Although English lesson is not something new for the students, but in fact, it is not easy to make the students want to speak English. Therefore, applying the suitable method or technique is needed to make the students be able to speak English especially in speaking class. The goal of speaking class is making students be able to speak English. One of methods can be used in speaking class is whole brain teaching.

⁴⁸ Look at Document Transcript: 03/D/04-X/2018

One of the teachers applied this method is Nur Hasanah, M.Pd. who teach the students in SMA IT Imam Syafi'i. She had applied this method for two years. She knew that this method can attract the students to participate actively in the speaking class. Although she sometimes modified the method in order to apply easily in the class related the material of the lesson. She applied this method which focused on speaking ability. This information can be gotten from the interview with Nur Hasanah. She said:

“I have tried many methods and technique in the English teaching. So, I know which method is suitable or not for every material. WBT is one of the teaching methods to teach English speaking effectively in the class, especially for tenth grade student of senior high school. It is one way to attract the students to intend English language that make the students love the English. When the students like about English, it will be easier in giving instruction for the next material. So, the students can master English language well. I always try to make the comfortable and fun situation when the students joining in the English class, so the students wants to participate actively in English class especially for speaking although there are some taciturn students previously.

WBT makes class circumstance more alive and force the students to speak English gently indirectly.”⁴⁹

Before using WBT during the class, the teacher had prepared some material which suitable related the WBT method, such as the material that usually taken from school English book. The teacher also did some preparation before teaching the material to the students using WBT was like revealed in the result of interview:

“I always determine which method is the match with the English material to teach the students in the English class using preparation. Preparation is something important because I think it will help me to apply the method and teaching material to the students and it will be easier to help the students when the students meet the difficulties during the class.”⁵⁰

Because of the curious feeling of the researcher to know WBT activity in the speaking class of tenth grade students of SMA IT Imam Syafi'i, finally the researcher did the observation and interview to find the answers.

⁴⁹ Look at Transcript of Interview: 02/I/03-IX/2018

⁵⁰ Look at Transcript of Interview: 03/I/03-IX/2018

2. The Learning Activities of Using Whole Brain Teaching Method in Teaching Speaking to the Tenth Grade Students of SMA IT Imam Syafi'i

The first observation was held on 06 September 2018. This research focused on the observation with the three steps of teaching.

a. Preparation

In the first step, the teacher prepared some activities to reach successful implementation of WBT method as follows:

- 1) The teacher prepared the appropriate material for the teaching.
- 2) The teacher arranged a lesson plan which was developed from syllabus and curriculum.
- 3) The teacher prepared some question/ cue card for the students.

b. Application

The application of WBT method in teaching speaking at tenth grade students of SMA IT Imam Syafi'i were divided into three

activities. These activities were presented as follows:

1) Pre-activities

- a) The teacher came into the class then greet the students by *salam*.
- b) The teacher made a little conversation in English to make students' motivation or mood brighter.
- c) The teacher checked the attendance list.
- d) The teacher gave apperception to stimulate students' prior knowledge by asking some questions related the changing of pronoun.

2) Main activities

- a) The teacher did attention gather: Class – Yes. When the teacher said “class” the students should say “yes” with the same intonation with what the teacher said. When the teacher said in high intonation, so the students would answer in high intonation too. But when the teacher said in low voice, so

the students would answer with the low voice too. This was one way to activate the brain of the students, so the teacher would be easier to get students' attention. The students would be focus on voice sources. After the students could focus on teacher' voice, it could make students easy to catch the new lesson.

b) Then the teacher explained the 5 classroom rules in WBT. The teacher required the students to memorize the following rules. The rules are:

- (1) Follow direction quickly!
- (2) Raise your hand for permission to speak!
- (3) Raise your hand for permission to leave your seat!
- (4) Make smart choices!
- (5) Keep your dear teacher happy!

The teacher explained all of the rules followed by movement of her body and hand to make it easier memorized

by the students. After the teacher explained the rules, the students would repeat the teacher explanation while explaining to their friends. All students did it together with the partner beside them.

- c) After all of the students knew the rules of this method, the teacher started to explain the material related “pronouns”. The stimulation of the students’ prior knowledge by giving question about pronoun was done by the teacher, some students giving good responses by answering the questions well but some of them just kept silent. After giving stimulation, the teacher started to teach the students about pronoun. The teacher explained the definition, the functions of pronouns itself, and when the pronoun would be used in the sentence. Then the teacher gave example and the table of changes of

pronoun in different position and the subject verb agreement of pronoun such as when the students should use is, am or are.

- d) The next step was teach-okay. When the teacher had finished giving explanation about the material, the student must practice it while teaching to their friends. The students practiced it together with their friends so the students felt comfortable and were brave to speak English although there were some mistakes in their grammatical or pronunciation. The teacher divided the students into four lines. The students who were in the first and the third line would be speakers and the students who were in the second and the fourth line would be listeners. The job of the speaker was imitating what the teacher explained to the students. The students had to repeat it while

explaining/ teaching to their friends using movement of their body and hand. When the teacher said “teach”, the students would say “Okay”. After saying “Okay”, they moved their body to face their friends in the listener line and taught their friends such as their teacher taught them. And the listener would listen to their friends’ explanation.

- e) Switch. In this step there was exchange between the students who become the speaker and listener. The students who were in the line of speakers would exchange the position with the students who were in the listener line. The speaker would be the listener and the listener would be the speaker. When the teacher said “switch”, the previous speaker should be listener and stopped to speak while the previous listener should be speaker and started to speak.

f) Mirror. In this step, every student had to speak English such as their teacher explains the English lesson to the students. All the students became speakers. The students did it together with their friends in the front of them. The students did it such as mirror or they speak in the front of mirror.

3) Post-Activity

Teacher used scoreboard. Scoreboard was used to giving the score of students' performances to explain the material to their friends. When the students in the first speaker line did it well, the teacher would give the score with smile sign in the scoreboard but if the students did it worse, the teacher would give score with sad sign in the scoreboard. And in the last they would count which groups has the highest score of smile sign. And they would give applause as the appreciation to their friends who have done it well.

c. Evaluation

In this section, the teacher checked how far students' understanding of using pronoun by giving a piece of paper consists of some sentences to the students. The students did it in pair with their friends. Each pair of students would get 2 pieces of paper with different sentences and every student would get 1 piece of paper. The students would read the sentences in the paper and their friend would repeat the sentence while changing the correct pronoun related the sentences. When the students answer with the correct pronoun, they will get one score with one smile sign, but when the students answer with the wrong pronoun, they would get sad sign of the score. After finishing the assessment, the students would count the number of their smile sign that they had gotten in the speaking class.⁵¹

In the second observation, the teacher selected material “pronoun” but more detail explanation such as possessive pronoun, and reflexive pronoun.

⁵¹ Look at Observation Transcript: 01/O/06-IX/2018

This observation conducted at 13 September 2018.

There are the following steps:

a. Preparation

In the first step, the teacher prepared some activities to reach successful implementation of WBT method as follows:

- 1) The teacher prepared the appropriate material for the teaching.
- 2) The teacher arranged a lesson plan which is developed from syllabus and curriculum.
- 3) The teacher prepared some question/ cue card for the students.

b. Application

The application of WBT method in teaching speaking at tenth grade students of SMA IT Imam Syafi'i were divided into three activities. These activities are presented as follows:

- 1) Pre-activities
 - a) The teacher came into the class then greets the students by *salam*.

- b) The teacher made a little conversation in English to make students' motivation or mood brighter.
 - c) The teacher checked the attendance list.
 - d) The teacher gave apperception to stimulate students' prior knowledge by asking some questions related the changing of pronoun.
- 2) Main activities
- a) The teacher did attention gather: Class – Yes. When the teacher said “class” the students should say “yes” with the same intonation with what the teacher said. When the teacher said in high intonation, so the students would answer in high intonation too. But when the teacher said in low voice, so the students would answer with the low voice too. This was one way to activate the brain of the students, so the teacher would be easier to get students' attention. The students would

be focus on voice sources. After the students could focus on teacher' voice, it could make students easy to catch the new lesson.

b) Then the teacher explained the 5 classroom rules in WBT. The teacher required the students to memorize the following rules. The rules are:

- (1) Follow direction quickly!
- (2) raise your hand for permission to speak!
- (3) Raise your hand for permission to leave your seat!
- (4) Make smart choices!
- (5) Keep your dear teacher happy!

The teacher explained all of the rules followed by movement of her body and hand to make it easier memorized by the students. After the teacher explained the rules, the students would repeat the teacher explanation while explaining to their friends. All students

did it together with the partner beside them.

- c) After all of the students knew the rules of this method, the teacher started to explain the material related “pronouns”. The stimulation of the students’ prior knowledge by giving question about pronoun was done by the teacher, some students giving good responses by answering the questions well but some of them just kept silent. After giving stimulation, the teacher started to teach the students about pronoun. The teacher explained the definition, the functions of possessive pronoun, and reflexive pronoun itself, and when they would be used in the sentence.
- d) The next step is teach-okay. When the teacher had finished giving explanation about the material, the student must practice it while teaching to their friends. The students practiced

it together with their friends so the students felt comfortable and were brave to speak English although there were some mistakes in their grammatical or pronunciation. The teacher divided the students into 4 lines. The students who were in the first and the third line would be speaker and the students who were in the second and the fourth line would be listener. The job of the speaker was imitating what their teacher explained to the students. The students had to repeat it while explaining/ teaching to their friends using movement of their body and hand. When the teacher said “teach”, the students would say “Okay”. After saying “Okay”, they moved their body to face their friends in the listener line and taught their friends such as their teacher taught them. And the listener would listen to their friends’ explanation.

e) Switch. In this step there was exchange between the students who become the speaker and listener. The students who were in the line of speakers would exchange the position with the students who were in the listener line. The speaker would be the listener and the listener would be the speaker. When the teacher said “switch”, the previous speaker would be listener and stopped to speak while the previous listener would be speaker and started to speak.

f) Mirror. In this step, every student had to speak English such as the teacher explains the English lesson to the students. All the students became speakers. The students did it together with their friends in the front of them. The students did it such as mirror or they speak in the front of mirror.

3) Post-Activity

Teacher used scoreboard. Scoreboard was used to giving the score of students' performances to explain the material to their friends. When the students in the first speaker line did it well, the teacher would give the score with smile sign in the scoreboard but if the students did it worse, the teacher would give score with sad sign in the scoreboard. And in the last they would count which groups had the highest score of smile sign. And they would give applause as the appreciation to their friends who have done it well.

c. Evaluation

In this section, the teacher checked how far students' understanding of using pronoun, then the teacher gave some sentences to the students with the blank pronoun and the students have to answer with the correct pronoun directly then the teacher asking some questions and student had to answer the question correctly with the suitable pronoun. The students had to answer directly in 5

seconds. If they could answer the question no more the limited time with the correct answer, they would get score with one smile sign. When they answered more than 5 seconds, they would get sad sign of the score.⁵²

In the third observation, the teacher selected material “descriptive text”. This observation conducted at 20 September 2018. There were the following steps:

a. Preparation

In the first step, the teacher prepared some activities to reach successful implementation of WBT method as follows:

- 1) The teacher prepared the appropriate material for the teaching.
- 2) The teacher arranged a lesson plan which is developed from syllabus and curriculum.
- 3) The teacher prepared some question/ cue card for the students

b. Application

⁵² Look at Observation Transcript: 02/O/13-IX/2018

The application of WBT method in teaching speaking at tenth grade students of SMA IT Imam Syafi'i were divided into three activities. These activities were presented as follows:

- 1) Pre-activities
 - a) The teacher came into the class then greet the students by *salam*.
 - b) The teacher made a little conversation in English to make students' motivation or mood brighter.
 - c) The teacher checked the attendance list.
 - d) The teacher gave apperception to stimulate students' prior knowledge by asking some questions related descriptive text.
- 2) Main activities
 - a) The teacher did attention gather: "Class – Yes". When the teacher said "class", the students should say "yes" with the same intonation with what the teacher said. When the teacher

said in high intonation, so the students would answer in high intonation too. But when the teacher said in low voice, so the students would answer with the low voice too. This was one way to activate the brain of the students, so the teacher would be easier to get students' attention. The students would be focus on voice sources. After the students could focus on teacher' voice, it could make students easy to catch the new lesson.

- b) Then the teacher explained the 5 classroom rules in WBT. The teacher required the students to memorize the following rules. The rules are:
- (1) Follow direction quickly!
 - (2) Raise your hand for permission to speak!
 - (3) Raise your hand for permission to leave your seat!
 - (4) Make smart choices!

(5) Keep your dear teacher happy!

The teacher explained all of the rules followed by movement of her body and hand to make it easier memorized by the students. After the teacher explained the rules, the students must repeat the teacher explanation while explaining to their friends. All students did it together with the partner beside them.

- c) After all of the students knew the rules of this method, the teacher started to explain the material related “descriptive text”. The stimulation of the students’ prior knowledge by giving question about descriptive text was done by the teacher, some students giving good responses by answering the questions well but some of them just kept silent. After giving stimulation, the teacher started to teach the students about descriptive text. The teacher explained the

definition, the functions of descriptive text, general structure, the tenses and characteristic of descriptive text. Then the teacher gave example of descriptive text in speaking. The teacher told about descriptive text with the movement of body and hand. The students followed the teacher's example of descriptive text by speaking English and moving his body and hand. This activity was done by all the students in that class.

- d) The next step was "Teach-Okay". When the teacher had finished giving explanation about the material, the student must practice it while teaching to their friends. The students practiced it together with their friends so the students felt comfortable and were brave to speak English although there were some mistakes in their grammatical or pronunciation. The teacher divided the students into four

lines. The students who were in the first and the third line would be speaker and the students who were in the second and the fourth line would be the listener. The job of the speaker was imitating what their teacher explains to the students. The students had to repeat it while explaining/teaching to their friends using movement of their body and hand. When the teacher said “teach”, the students would say “Okay”. After saying “Okay”, they moved their body to face their friends in the listener line and taught their friends such as their teacher taught them. And the listeners would listen to their friends’ explanation.

- e) Switch. In this step there was exchange between the students who become the speaker and listener. The students who were in the line of speakers would exchange the position

with the students who were in the listener line. The speaker would be the listener and the listener would be the speaker. When the teacher said “switch”, the previous speaker would be listener and stopped to speak while the previous listener would be speaker and started to speak.

f) Mirror. In this step, every student had to speak English such as their teacher explains the English lesson to the students. All the students become speakers. The students did it together with their friends in the front of them. The students did it such as mirror or they speak in the front of mirror.

3) Post-Activity

Teacher used Scoreboard. Scoreboard was used to giving the score of students' performances to explain the material to their friends. When the students in the first speaker line did it well, the teacher would give the score with smile sign in the

scoreboard but if the students did it worse, the teacher would give score with sad sign in the scoreboard. And in the last they would count which groups got the highest score of smile sign. And they would give applause as the appreciation to their friends who had done it well.

c. Evaluation

In this section, the teacher checked how far students' understanding of description text, the goal of speaking class is not only students know what is descriptive text but the students also can describe something in the front of their friend using their own word although in the previous time they get preparation time to do that. The teacher asked the students to become a teacher in the front of the class and explain the descriptive text then giving example of descriptive text while giving description of something, place or hobby related the theme what was they get. Every student had different theme to be described in the front of the class as example. When the

students could explain about descriptive text in the front of the class clearly and with the good grammatical and pronunciation, the teacher would give score with one smile sign. Then if they also could give the example of describing something, they would get one smile sign again, they got the time about 5-7 minutes to explain in the front of the class. But if the students only could explain the definition of descriptive text without the example of describing something, they only got one smile sign.⁵³

3. Students' Responses toward the Implementation of Whole Brain Teaching Method in Teaching Speaking at Tenth Grade Students of SMA IT Imam Syafi'i Madiun

There were several students' responses toward WBT method in teaching speaking. This was according to an interview with some students of tenth grade students of SMA IT Imam Syafi'i to teaching speaking as follows:

⁵³ Look at Observation Transcript: 03/O/20-IX/2018

According to Furry:

“I am so happy join the English class, because I can enjoy the fun circumstance, so I didn’t feel so sleepy again with that circumstance. It makes me happy to speak in English, and we didn’t feel worry again if we speak English wrongly because the teacher have given example and easy to repeat. I think it is clear and easy to be understood.”⁵⁴

From the interview above showed that the students gave the positive responses of using WBT in speaking class, the students felt enjoy and happy to speak English with live and fun circumstance in the class.

Ika gave statement which was in line with Furry said:

“This method gives me much chance to speak English well. I like to speak in the front of the class and explain it with English, and this way makes me easy to memorize some vocabularies and more confident with my English.”⁵⁵

Using this method, the students pointed out their enthusiasm to speak English and increase their confident in speaking English.

⁵⁴ Look at Transcript of Interview: 04/I/27-IX/2018

⁵⁵ Look at Transcript of Interview: 05/I/27-IX/2018

According to Nabila:

“This technique asks us to memorize arrangement of sentences. It helps us to easier memorize than memorize word by word. It makes us so difficult to speak English. Using whole brain teaching helps us to speak English easily and fluently.”⁵⁶

When this method applied in the classroom, the students felt easier to speak English by memorizing the arrangement of sentences than speak English by memorizing word by word.

Aldi expressed his feeling after join the class:

“I’m brave to speak English because the circumstance forces us to speak English. After I can speak English fluently, finally I brave to speak English in the front of the class and it feels so fun and great. Before this I’m afraid to join the class, but now I like English”⁵⁷

It showed that the WBT method made the students were more interested to join English class and decreased their apprehensive about speaking English in the front of many people.

According to Arif:

⁵⁶ Look at Transcript of Interview: 06/1/27-IX/2018

⁵⁷ Look at Transcript of Interview: 07/1/27-IX/2018

“At the beginning, I don’t like to speak English, because I’m shy if I get the wrong and all my friends will laugh at me because my accent of English. But after my teacher using this method in my class, I feel more confident to speak English because all of my friends must speak English too and we speak English together. This condition makes us be able to enjoy the class.”⁵⁸

Lina showed her enthusiasm joining the class by saying:

“Actually, I like English because I think it’s so cool, but it’s rarely for me having partner to speak English and explore my English more increasing. But using this method I feel it help us to speak English and give me a chance to having partner to speak English and I can practice my speak English without any doubt and it help me to develop my speaking skill, I’m more interested and be more active to speak English in the class because I love English lesson.”⁵⁹

For somebody who loved English lesson, this method helped them to develop their English skill especially in speaking and helped them to be more interested and more active involved English class.

⁵⁸ Look at Transcript of Interview: 08/1/27-IX/2018

⁵⁹ Look at Transcript of Interview: 09/1/27-IX/2018

According to Puput:

“I can speak English bravely than before because the condition is so fun and not boring.”⁶⁰

The students felt getting good effect of WBT implementation, one of them was they felt braver to speak English than before and they could feel comfort with the class circumstance.

Roin Umayyah said:

“This method gives us a chance to speak in English with fun circumstance as we are having chit chat with our friends. I’m not afraid and shy again to speak English.”⁶¹

According to Vivid:

“I feel happy because I’m not sleepy when joining in this class. I become interested with English.”⁶²

Zayyan said:

“When the teacher uses WBT method, I am so glad to join the class. In the beginning I’m so nervous to speak English in the front of the class, but after my teacher use this method in my class, I feel more confident to speak English when I see all my friend speak English

⁶⁰ Look at Transcript of Interview: 10/1/27-IX/2018

⁶¹ Look at Transcript of Interview: 11/1/27-IX/2018

⁶² Look at Transcript of Interview: 12/1/27-IX/2018

too and we do it together. It makes us get high spirit to involve in the English class.”⁶³

When this method applied in the class, it can change the students feeling. The students feel so happy and become more confident to speak English because the students can practice speaking English together with their friends. This circumstance makes the students getting higher spirit to join the class.

From the conducted observation, the researcher found that the students enjoy the learning by using WBT. The result of students responses toward applying of whole brain teaching method based on the interview with some students are they were enjoy the class, they became more confident to speak English, they could increase their speaking skill, they felt happy, comfortable and interested joining the class, and the students are cheerfully involving English class activities. Researcher can conclude that the students had good or positive

⁶³ Look at Transcript of Interview: 13/I/27-IX/2018

responses toward Whole Brain Teaching method in speaking class.



CHAPTER V

RESEARCH DISCUSSION

In this chapter, the researcher discusses the result of the observation which is gained through observation, interview, and documentation to the tenth grade students of SMA IT Imam Syafi'i. These results based on the statements of the problems.

A. An Analysis of the Implementation of Whole Brain Teaching Method in Teaching Speaking at Tenth Grade Students of SMA IT Imam Syafi'i Madiun

Teacher is one of the components in education which has to make the classroom activities more enjoyable for students to speak although managing classroom in teaching speaking is not as easy as other skills. It needs more struggle to focus on students' chance of practice. The English teacher of SMA IT Imam Syafi' Madiun has a way to control the class in any situation. She used Whole Brain Teaching (WBT) Method. WBT was established by Chris Biffle. WBT is

composed of seven core teaching techniques referred to as the Big Seven.⁶⁴

The implementation of WBT in teaching speaking at tenth grade students of SMA IT Imam Syafi'i Madiun was divided into three steps. The first step was preparation. The teacher prepared the materials that are taken from the handbook. The second was application. The application of WBT was divided into three activities. The first was Pre-activities, the second was main activities, and the last was post activities.

In the pre-activities, the teacher came into the class then greets the students by *salam*. The teacher made a little conversation in English to make students' motivation or mood brighter. After that, the teacher checked the attendance list and gave apperception to stimulate students' prior knowledge by asking some questions related to the material.

In the main activities, the teacher did attention gather with saying "Class – Yes". When the teacher said "class", the students should say "yes" with the same intonation with what the teacher said. This is one way

⁶⁴ Chris Bifle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013), 22.

to activate the brain of the students, so the teacher will be easier to get students' attention. The students will be focus on voice sources. After the students can focus on teacher's voice, it can make students easy to catch the lesson. This is in line with the explanation of heather Clark. She stated that this technique is used during the learning process to stimulate the whole brain in order to improve academic achievement and self-beliefs.⁶⁵

Then the teacher explained the 5 classroom rules in WBT. The teacher required the students to memorize the following rules. The teacher explained all of the rules followed by movement of her body and hand to make it easier memorized by the students. After the teacher explained the rules, the students must repeat the teacher explanation while explaining to their friends. All students did it together with the partner beside them. After all of the students knew the rules of this method, the teacher started to explain the material related "pronouns".

The next step was "teach-okay". After the teacher had finished giving explanation related

⁶⁵ Heather Clark, *Effect of Whole Brain Teaching on Student Self Concept*, (Walden University, 2016), 6

pronoun, the student must explain it in front of their friend. The students practiced it in pairs so the students felt comfortable and be brave to speak English although there were some mistakes in their grammatical or pronunciation. Several students became speakers and the others students became listeners. The job of the speaker is imitating what the teacher's explanation. The students had to repeat it while explaining or teaching to their friends using movement of their body and hand. When the teacher said "teach", the students would say "Okay". After saying "Okay", they moved their body to face their friends in the listener line and taught them. The listener would listen to speakers' explanation.

The next step was "Switch". In this step there was exchange between the students who became the speaker and the listener. The students who were in the line of speakers would be exchange the position with the students who were in the listener line. The speaker would be listener and the listener would be the speaker. When the teacher said "switch", the previous speaker should be listener and stopped to speak while the previous listener should be speaker and started to speak.

Mirror was the next step. In this step, every student had to speak the materials such as the teacher's explanation. In this technique, all the students became speakers. The students did it together with their friends in the front of them. The students did it such as mirror or they speak in the front of mirror.

The next was teacher used scoreboard. It was used to giving the score of students' performances to explain the material to their friends. When the students in the first speaker line do it correctly, the teacher gave the score with smile sign in the scoreboard. If the students do it worse, the teacher gave score with sad sign in the scoreboard. After that they counted which group has the highest score of smile sign and they gave applause as the appreciation to their friends who had done it well.

The last was evaluation. In this section, the teacher checks how far was the students understand the materials. Then the teacher gives some sentences to the students with the blank answer and the students have to answer it correctly. The students have to answer it directly in 5 seconds. If they can answer the question no more than the limited time with correct answer, they

will get score with one smile sign. When they answer more than 5 seconds, they will get sad sign of the score.

The researcher finds that the WBT method has been applied in teaching speaking at the tenth grade although it is not absolutely the same but the teacher has applied several techniques in WBT such as class-yes, five classroom rules, teach-okay, the scoreboard, switch, mirror, hands and eye. The teacher has modified the method by adding the explanation the material before step of teach-okay. Then the teacher put the scoreboard in the last part, and teacher did not explain about hands and eye but in the practice all the students used their hands movement and eye to give attention during the class. In the evaluation the teacher modified the score by timing depend on the material and it is more detail than evaluation in WBT itself. The implementation of WBT method in tenth grade student has suitable with Angela Macias and Brian Macias explanation. They stated that whole brain teaching is method that is used to get students' involvement with well-structured instruction and enjoyable order. WBT

includes valuable tools such as memory gestures to cover each material.⁶⁶

There are three learning styles introduced in Whole Brain Teaching, namely: visual, audio, and kinesthetic learning. According to H. Douglas Brown, visual learners prefer drawing, looking at chart or diagram and some information through picture. It eases them to memorize everything shows on the picture, table, diagram, and etc. Audio learners like to listen to lectures, audiotapes, music, and etc. It is easier for them to learn anything through audio.⁶⁷ Kinesthetic learners memorize everything through body movement. Those are to help students memorizing important things in learning. The implementation of WBT method in tenth grade students of SMA IT Imam Syafi'i has applied the visual, audio and kinesthetic learning to the students. It helps them easier to understand, memorize, and practice speaking English.

From the discussion above, the researcher concludes that the implementation of WBT in teaching

⁶⁶ Angela Macias and Brian Macias, *Whole Brain Teaching and Learning Research* (USA: 2013), 178.

⁶⁷ H. Douglas Brown, *Principle of Language Learning and Teaching* (NY: Pearson Education Inc, 2000), 122.

speaking has been applied several techniques which are called the big seven of WBT such as class-yes, five classroom rules, teach-okay, the scoreboard, switch, mirror, hands and eye. The students are interested in learning, cheerfully involving English class activities and having better speaking English skill.

B. An Analysis of Students' Responses toward the Implementation of Whole Brain Teaching Method in Teaching Speaking at Tenth Grade Students of SMA IT Imam Syafi'i Madiun

Choosing the right method of teaching is important. The right method means that the method is suitable with the students' ability. Every method has advantages and disadvantages. Therefore, there are some responses that student of tenth grade described toward the implementation of WBT method in teaching speaking.

Here some responses of the implementation of WBT method in teaching speaking at the tenth grade students of SMA IT Imam Syafi'i based on the interview, the WBT method can help the students be

more confident to speak English, it can increase the students' speaking skill, WBT method also makes students feel happy, comfortable and interesting in joining the class, and the students are cheerfully involving English class activities. This condition is in line with Biffle's statement which stated that WBT method has several benefits to reinforce both teacher and the students to have better teaching learning process. There are three benefits for teacher using WBT methods: (1) positive behavior reinforcement, (2) students' engagement, (3) memory retention.⁶⁸ WBT method can make the students easier to memorize something what they want to say. It is supported by John Medina who stated that memory will be stronger when human repeat the idea over and over.⁶⁹

Based on the discussion above, researcher can conclude that the students give good and positive responses toward WBT method in speaking class. The students pay more attention and show their interest in

⁶⁸ Chris Biffle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013), 181.

⁶⁹ John Medina, *Brain Rules : 12 Principles for Surviving and Thriving at Work, Home, and School*, (USA: Pear Press, 2008), 96.

implementation of WBT method. So, WBT method is good to use in teaching English especially speaking skill.



CHAPTER VI

CLOSING

This chapter will explain the discussion result that focusing on conclusion and suggestion.

A. Conclusion

This study has answered the research question stated in the earliest chapter and it can be concluded that:

The implementation of WBT in teaching speaking to the tenth grade students of SMA IT Imam Syafi'i has been applied several techniques which are called the big seven of WBT such as class-yes, five classroom rules, teach-okay, the scoreboard, switch, mirror, hands and eye. The students are interested in learning, cheerfully involving English class activities and having better speaking English skill. The researcher made several observations on the implementation of WBT in teaching speaking. In the first and second observation, the material is pronoun. And the third observation, the material is descriptive text. The learning process is divided into three steps. The first is preparation, then application and the last is evaluation.

In preparation, teacher prepares the materials. After that she used “Class –Yes” to get the attention of the students. Next, the teacher explains the rules in WBT. The students must repeat the explanation of teacher. Then teacher used “Teach-Okay” to asked students to teach their friends. When the teacher said “switch”, the previous speaker should be listener and stopped to speak while the previous listener should be speaker and started to speak. After that, the students became speaker. The students did it together with their friends in the front of them. The students did it such as mirror or they speak in the front of mirror. Then teacher used the scoreboard. Scoreboard is used to giving the score of students’ performances to explain the material to their friends.

The result of the observation showed that students’ responses to the implementation of WBT are positive. They gladly participated during the teaching learning process. They actively involved in every activity. By using Whole Brain Teaching method, students would actively be involved and engaged cheerfully. It is recommended method for teachers to apply.

B. Suggestion

After concluding the study, the researcher gives suggestions as follow:

1. For the teacher

Managing classroom in teaching speaking is not as easy as other skills. It needs more struggle to focus on students' chance of practice. Whole Brain Teaching method has a way to control the class in any situation. It is better for teacher to apply the method while teaching English or other subject, because it is enjoyable and orderly fun.

2. For the students

Students should be active and creative in using English language whether in learning process or in daily activity.

3. For the institution

The institution should respect and give the learning more complex facilities to support the implementation of whole brain teaching method. Then the teaching learning process will run as it hopes and the goal of teaching will be reached.

4. For the other researchers

This research can be a reference for the other researcher if they want to conduct the research about WBT. The researcher realized that this research is far from being perfect. Therefore, constructive critics and advices are really expected for the perfection of this thesis.



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