

**TEACHING VOCABULARY THROUGH THE WHOLE BRAIN  
TEACHING (WBT) AT THE ELEVENTH YEAR STUDENTS  
OF SMKN I PALOPO**



**A THESIS**

*Submitted to the English language of S1 Tarbiyah Department of State College of  
Islamic Studies of Palopo in Partial Fulfillment of requirement for S.Pd. Degree in  
English Education*

**By,**

**MULIANA**

**NIM: 09.16.3.0032**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE OF ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

**TEACHING VOCABULARY THROUGH THE WHOLE BRAIN  
TEACHING (WBT) MODEL CLASSROOM MANAGEMENT AT  
THE ELEVENTH YEAR STUDENTS OF SMKN I PALOPO**



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(STAIN) PALOPO  
2013**

## THESIS APPROVAL

This Thesis Entitled “**Teaching Vocabulary Through The Whole Brain Teaching (Wbt) At The Eleventh Year Students Of SMKN I Palopo**”, Which Is Written By **Muliana**, Reg. Number 09.16.3.0032, English Study Program S1 of Tarbiyah Department of State Collage For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Monday, January 7<sup>th</sup> 2014 M.**, coincide with **Rabiul Awal 5<sup>th</sup> 1435 H.**, it is authorized and acceptable as partial fulfillment for s. Pd. Degree in English language teaching.

Palopo, January 7<sup>th</sup> 2014 M  
Rabi’ul Awal 5<sup>th</sup> 1435 H

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9. The Head Master and the teacher of the second Grade SMKN I Palopo.

10. All of the students of 2B1 the second grade in SMKN I Palopo.

11. She does admit that this thesis is away from perfection and there are still many things should be improved. Therefore constructive critics and suggestion on this thesis are still being expected and highly appreciated.

12. Finally the writer dedicated this thesis may Allah SWT, Bless them. Amin.

IAIN PALOPO

Palopo, Desember 2013

The writer

## TABLE OF CONTENTS

PAGE OF TITLE.....	i
THESIS APPROVAL .....	iii
CONSULTANT APPROVAL.....	iv
PRONOUNCEMENT .....	v
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLE .....	x
LIST OF FIGURE .....	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background .....	1
B. Problem statement .....	3
C. Purpose of the classroom action research.....	3
D. Significant of the research.....	4
E. Scope of the research. ....	4
CHAPTER II LITERATURE PREVIEW .....	5
A. Preview of related research findings.....	5
B. The Concept of Teaching.....	6
C. Concept of Vocabulary .....	8
D. Whole brain teaching .....	21



E. Whole brain teaching in learning process .....	22
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>28</b>
A. Research Design .....	28
B. Time and Place of the Research.....	29
C. Instrument of Research .....	29
D. The Procedure of research .....	30
E. Data Collection Techniques .....	33
F. Data Analysis Techniques.....	35
G. Indicators of Success .....	37
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>38</b>
A. Findings .....	38
B. Discussion.....	75
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>79</b>
A. Conclusion .....	79
B. Suggestions.....	80
<b>BIBLIOGRAPHY .....</b>	<b>81</b>
<b>APPENDIX .....</b>	<b>83</b>

## LIST OF TABLE

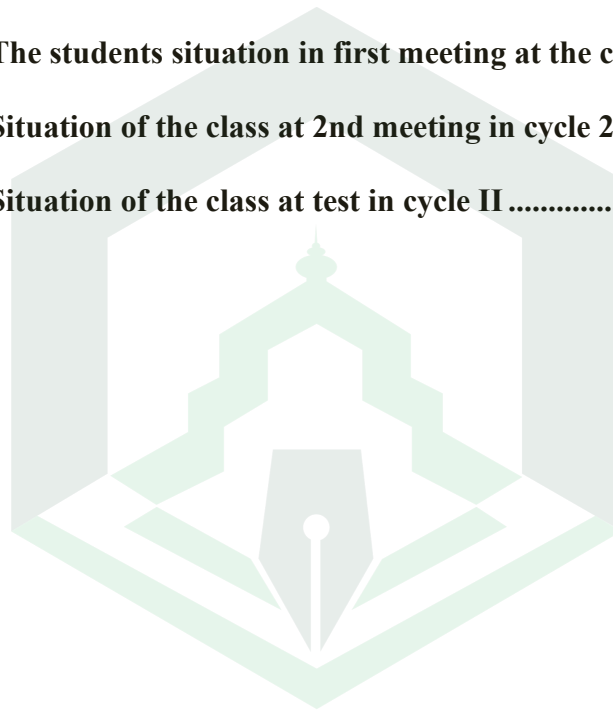
Table 4.1.1 the result of students' basic score .....	38
Table 4.1.2 the rate percentage of students' basic score .....	40
Table 4.1.3 the result of students' scoring in cycle 1 .....	41
Table 4.1.4 the rate percentage of students' score in cycle 1 .....	42
Table 4.2.1 the result of students' scoring in cycle 2 .....	43
Table 4.2.2 the rate percentage of students' score in cycle 2 .....	45
Table 4.2.3 recapitulation of learning achievement in cycle 1 .....	45
Table 4.2.4 recapitulation of learning achievement in cycle 2 .....	45
Table 4.2.5 the result of students' response through questionnaire .....	46
Table 4.2.6 The use of wbt in vocabulary learning makes students feel enthusiastic and fun in learning English.....	47
Table 4.2.7 The using strategies of wbt in learning process facilitate student to remember words, so it can increase the students' vocabulary.....	47
Table 4.2.8 The use of mirror strategy makes students more quickly to memorize words .....	48
Table 4.2.9 The use of teach-okey strategy can help them to keep the words in their long term memory .....	49
Table 4.2.10 With the gestures make them easier to find out the meaning of the words that was taught and also train their qualification in lerning .....	50

<b>Table 4.2.11 Using class yess makes students more focus to the lesson that will be given .....</b>	<b>50</b>
<b>Table 4.2.12 The use of WBT model classroom learning process felt easier and more fun.....</b>	<b>51</b>
<b>Table 4.2.13 The using of WBT make the situation in learning process in the classroom become more active and communicative .....</b>	<b>52</b>
<b>Table 4.2.14 Students' vocabulary increase after learn it with the WBT ....</b>	<b>52</b>
<b>Table 4.2.15 The WBT model didnt make them more active and creative ..</b>	<b>53</b>
<b>Table 4.2.16 The students can not elaborate the material of learning with the knowledge and potential which they have.....</b>	<b>53</b>
<b>Table 4.4.1 the result of students' active paticipation in cycle 1 .....</b>	<b>60</b>
<b>Table 4.4.2. the percentage of students' active paticipation in cycle 1 .....</b>	<b>62</b>
<b>Table 4.2.1 the result of students' active paticipation in cycle 2 .....</b>	<b>71</b>
<b>Table 4.2.2 the percentage of students' active paticipation in cycle 2 .....</b>	<b>72</b>

**IAIN PALOPO**

## LIST OF FIGURE

Figure 4.3.1 The situation of class at the first meeting in cycle one .....	56
Figure 4.3.2 The situation of the class at the second meeting in cycle one.....	58
Figure 4.3.3 the picture when researcher taught language and part of speech used mirror and teach okey strategy .....	60
Figure 4.4.1 The students situation in first meeting at the cycle 2.....	67
Figure 4.4.2 Situation of the class at 2nd meeting in cycle 2 .....	68
Figure 4.4.3 Situation of the class at test in cycle II .....	70



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## ABSTRACT

Name : Muliana,  
Nim : 09. 16. 3. 0032  
Title : Teaching Vocabulary Through the Whole Brain Teaching (WBT)  
at the Eleventh Year Students (2B1) of SMKN I Palopo.

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This thesis depicts the effective procedure or appropriate way in teaching vocabulary through Whole Brain Teaching (WBT). The research was held at the Eleventh Year Students (2B1) of SMKN I Palopo. Whole Brain Teaching (WBT) was applied in activities of learning process. The activities in applying Whole Brain Teaching (WBT) were two cycles and each cycle consists of three meetings.

The problem statements of this research was related to the whole brain teaching model classroom teaching vocabulary to the students held at the Eleventh Year Students (2B1) of SMKN I Palopo. The primary objective of this research was to find out what are the appropriate ways in applying the Whole Brain Teaching and to find out whether the whole brain teaching can be applied in teaching vocabulary that held at the Eleventh Year Students (2B1) of SMKN I Palopo.

This research used qualitative research, in this case Classroom Action Research (CAR) design since it was the most appropriate research design which was related to solve the classroom problems. The research conducted collaboration with Cindy Claudia and Mis Irawati S.Pd as collaborator and also the researcher as teacher of the class. This research was conducted at the Eleventh Year Students (2B1) of SMKN I Palopo 2013 which were consists of 31 students, where 25 are female and 6 are male.

The result of data analysis and the findings in the application of the research indicates that the word Whole Brain Teaching (WBT) which was applied in learning Vocabulary has effective procedure or appropriate way in teaching vocabulary.

## NOTA DINAS PEMBIMBING

Hal : Skripsi  
Lamp. : 6 eksemplar

Palopo, November 2013

Kepada Yth.

Ketua jurusan tarbiyah stain palopo

Di,-

Palopo

Assalamualaikum wr. Wb

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

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Prodi : Bahasa Inggris A

Judul skripsi : ***Teaching Vocabulary Through the Whole Brain Teaching (WBT) at the Eleventh Year Students (2B1) of SMKN I Palopo.***

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamualaikum wr. Wb.

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## CHAPTER I

### INTRODUCTION

#### *A. Background*

Along with the progress of science and technology in this era, it can not be disowned that the ability in using foreign language, especially English language is very important. In fact most of the students still low in their learned achievement. It is caused of the obstacles in English learning process at school, such as: the low of teachers ability in teaching, the chanted of system in learning process, insufficiently of variation and uninteresting learning. One of many kinds way that can support it to overcome the obstacles by increasing the quality of teaching and learning.

Based on the discourse above the writer tried to analyze the effective way to increase the quality of the education's content, the entry, the process and the study result, but nowadays there are many problems that is faced by the educator to increase the students' outcome. One of the problem is the lack of interest from the students to study English that can be caused by the various of factors such us the lack of variation in teaching process and the lack of the students' vocabulary. Those are some reasons so the writer tried to apply the new model in learning that is called the whole brain teaching (WBT).

This WBT the writer got when she was in Pare Kediri East of Jawa. At that time she took the course in the ontel vocabulary class, and there we were taught with



this whole brain teaching by our tutor. The Whole Brain teaching is methodic learning that is introduced at north american since 1999. The fundamental strategy from Whole Brain Teaching is how to catch audience attention in this case is participant so they more focussed on the material that is given by the teacher. Based on the expaination above so the writer assume that The Whole Brain Teaching can be apply to solve the problems in learning process especially in teaching vocabulary. The Whole Brain Teaching also have been researched by Maria Szott and Megan Molitoris, is of elementary and the middle school at Park Forest school in their article "how can whole brain teaching impact our classroom environnment?"<sup>1</sup>

In this case the writer reasearch about teaching vocabulary through the Whole Brain Teaching especially for the second level of Vocational High School. One of the reason why she did the research at 2B1 class of SMKN 1 because as the writer saw during PPL there for 2 months from 3rd October to 18th November, the students' ability in English is still low. So the writer interested in doing the Classroom Action Reseach there, the research entitles : "Teaching Vocabulary Through the Whole Brain Teaching (WBT) at the Eleventh Year Students (2B1) of SMKN I Palopo."

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<sup>1</sup> Maria Szott and Megan Molitoris, is of elementary and the middle school at Park Forest school in the article *How Can Whole BraIn TeachIng Impact Our Classroom EnvIronment?* P. 5

### ***B. Problem Statements***

In the connection with the research the writer would like to formulate the problems in two statements as follow:

1. Can the Whole Brain Teaching be applied to increase the students' vocabulary?
2. What are the ways in applying the Whole Brain Teaching to attract the students learning vocabularies.

### ***C. Objective Of The Research***

The objective of this research are as follows:

1. To find out whether the whole brain teaching can be applied in teaching vocabulary at the eleventh year students of SMKN I Palopo.
2. To find out the students' response toward applying the Whole Brain Teaching in teaching vocabulary.

### ***D. Significant Of The Research.***

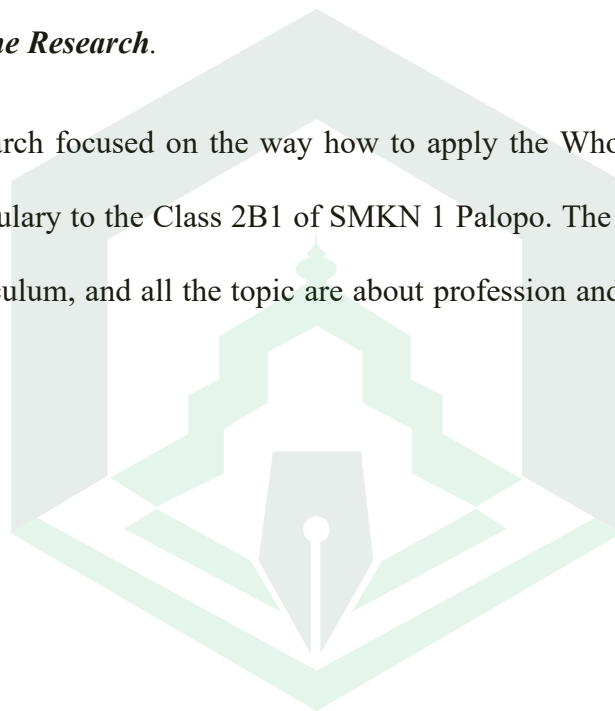
The result of this research will be useful:

1. To give new information to the english teachers especially to SMKN 1 Palopo as effort to motivate the students to improve their engagement between one another and also can increase their students' vocabulary.

2. To give contribution and solution to the learners of english especially at SMKN 1 Palopo to find out the effectiveness of the new model classroom management that is called the whole brain teaching model to increase their vocabulary.

***E. Scope Of The Research.***

This research focused on the way how to apply the Whole Brain Teaching in teaching vocabulary to the Class 2B1 of SMKN 1 Palopo. The material is adapted by teacher's curriculum, and all the topic are about profession and verb related of social activity.



**IAIN PALOPO**

## CHAPTER II

### LITERATURE PREVIEW

#### *A. Preview Of Related Research Findings*

Some researches which make the researcher eager to hold this research, those are:

1. Maria Szott and Megan Molitoris, is the elementary and the middle school at Park Forest school in their research under the title "How Can Whole Brain Teaching Impact Our Classroom Environment?" they state that both of them felt that their students' behavior was challenging as they were teaching. they felt their students were not getting the most out of their lessons due to the management issues that took instructional time away.<sup>1</sup>

2. Liann Nutini in the Canadian teacher magazine on January/February 2012 "Whole Brain Teaching A New Way Of Life" stated that "in a short period of time, I have seen numerous improvements in all my students, both the academically and behaviourally."<sup>2</sup>

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<sup>1</sup> Maria Szott And Megan Molitoris, is of elementary and the middle school at Park Forest school in the article *How Can Whole Brain Teaching Impact Our Classroom Environment?* P. 5-6

<sup>2</sup> Liann Nutini, *Whole Brain Teaching A New Way Of Life* (Canadian teacher magazine, 2010) p.24

3. Jumarni in her research “Presenting The Meaning Of New Vocabulary Through Synonym At The Students Of SMP Muhammadiyah Palopo ” showed that synonym was able students’ vocabulary.<sup>3</sup>

4. Ratna Susanti in her research under the title “penguasaan kosa kata dan kemampuan membaca dalam bahasa inggris”. The research done by the English teacher of SMUK 5 BPK Penabur Jakarta to their students shows that the mastering of English vocabulary are equal to their mastering of the English reading ability. Pupils who have a high level on mastering the English vocabulary, they have a high level on mastering the English reading ability too. The same result happen also to the opposite one, that pupils who have low level in mastering the English vocabulary, their mastering in English reading ability are low too).<sup>4</sup>

### ***B. The Concept of Teaching***

Generally, people usually said that teaching is a process that takes someone from unknown to know. But as we know there are some expert have definition about teaching, according to brown, teaching is guiding and facilitating learning, enabling the learner, setting the condition for learning.<sup>5</sup>

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<sup>3</sup>Jumarni, *Presenting The Meaning Of New Vocabulary Through Synonym At The Students Of SMP Muhammadiyah Palopo* ( Thesis STAIN Palopo, 2010 ), p. 63.

<sup>4</sup>Ratna Susanti in her article *Penguasaan Kosa Kata Dan Kemampuan Membaca Dalam Bahasa Inggris*. Jurnal Pendidikan Penabur - No.01 / Th.I / Maret 2002.

<sup>5</sup> Douglas Brown, *Principle Of Learning And Teaching*, ( U.S.A, 1980 ), p.8.

Hamalik gives some definition of teaching, they are :

- a. Teaching is delivering knowledge to the educator or the students at school.
- b. Teaching is bequeathing of culture to the young generation through education behavior.

c. Teaching is the effort of environment organizing to make learning condition for the students. We cannot take the conclusion if we just know one definition, but we must know the other definition like Manser. According to Manser, teaching is work or idea that is taught.<sup>6</sup> Teaching is an art that delivered of science and skill to the students. So the teaching target more effective and efficient<sup>7</sup>. Another definition suggested by several scholars (scientist) they are :

- a. Cranach defines that learning is shown by a change in behavior as a result of experience.
- b. Harold spears give limit; learning to observe to read imitate to try something those selves, to listen, to follow the direction.
- c. Gauche said : learning is change in performance as a result of practice. it would impossible to learn a language without vocabulary or words. because vocabulary is the main part in a sentence, very important be mastered. we cannot organize our idea in a sentence without words.

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<sup>6</sup>Manser H Martin, *Oxford Learner Pocket Dictionary*, ( New edition: Oxford university Press, 1995 ), p. 8.

<sup>7</sup>Pardiyono, *Bahasa Inggris Communicative Teaching 12 Tenses Grammar Material*, ( Cet.I; Yogyakarta: CV. Andi Offeset, 2006 ). P. 3

From several definition about teaching above, we can take the conclusion that teaching is an art how we guide and facilitate the students in learning process.

### ***C. Concept of Vocabulary***

#### **1. Definition of vocabulary**

There are many concepts about vocabulary, some of them :

1). vocabulary is all the words that a person knows or used, all the words in a language, list the words with their meaning, especially in a book for learning foreign language.<sup>8</sup>

2). Vocabulary is words known, learned used, short list of word with their meaning.<sup>9</sup>

3). Vocabulary the sum or scope of one's expressive technique, as in the arts.<sup>10</sup>

4). Vocabulary is one of the component of language so that no more language exist without words. Words are signs or symbols for ideas. The more word live learn the more ideas we should have so we can communicate the ideas more effectively.<sup>11</sup>

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<sup>8</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary* ( Fourth edition ; New York: Oxford University Press, 2008 ), p. 495

<sup>9</sup> Handy Learner's, Dictionary Of American English.

<sup>10</sup> Mas'ud, *Upgrading Students' Vocabulary Through Weekly Vocabulary Program In STAIN Palopo* (Palopo, 2008), P.

<sup>11</sup> Pieter A. Napa, *Vocabulary Development Skills*, ( Cet.I; Yogyakarta Karnisius, 1991 ), p.6.

## 2. Types of Vocabulary

In learning vocabulary there are some types that always used by the learners as follow :

### 1). Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. this is the largest type of vocabulary simply because it includes the other.

### 2). Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

### 3). Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. contrary to the previous two vocabulary types, the writing vocabulary is stimulate by its user.

### 4). Speaking Vocabulary

A person's speaking vocabulary in all the words he or she can use in speech. due to the spontaneous nature of the speaking vocabulary, words are often misused. this misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice , or hand gestures.<sup>12</sup>

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<sup>12</sup> *Types of Vocabulary*, Online: <http://en.wikipedia.org/wiki/vocabulary> – Tembolok – Mirip, Accessed On Juni, 11, 2012



Part of Speech is words classes that is based on the function in a sentence. part of speech is an essential component that must be learned for anyone who wants proficient in English. And according to Masrudi and Hendro Darsono, they explained in their book, there are 8 (eight) parts of speech that must be learned. there are adjectives, adverbs, verbs, nouns, pronouns, prepositions, conjunctions, interjections.<sup>13</sup>

### 1) Adjective

Adjective is the words that is used to explain the noun. according to Marcella there are two types of adjectives. They are determiners and descriptive adjectives. Determines consist of a small group of structure words without characteristic form. Such as: (a) Articles: The, a-an, (b) Demonstrative adjective: this – plural these, that – plural those, (c) Possessive adjective: from pronouns – my, your, one's etc. form nouns – john's, the girl's, etc. (d) Numeral adjective: cardinal – four, twenty five, one hundred. Ordinal – fourth, twenty fifth, one hundredth. (e) Adjectives of indefinite quantity – some, few, all, more, etc. (f) Relative and interrogative adjectives – whose, what, which.

Whereas descriptive adjectives usually indicate an inherent quality, or physical state such as age, size, color. Inflectional and derivational endings can be added only to this type of adjective. Some descriptive adjectives take the form of: (a) Proper adjectives: a catholic church, a french dish, a Shakespearian play. (b) Participial

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<sup>13</sup> Masrudi, Hendro, *Panduan Praktis English Grammar*, ( Jakarta: Kawah Media , 2010), p. 2-18.

adjectives: present participle – an interesting, a charming view, a disappointing experience, Past Participle – a Bored student, a tired housewife. (c) Adjective compounds: with participles – a good looking, a heart-breaking story, with - ed - added to nouns functioning as the second element of a compound. The first element is usually a short adjective – absent - minded, ill - tempered, tear - stained.

## 2) Adverbs

Adverbs are kind of word that are used to explain verb, adjective, or another adverb. Based on the book of Masrudi and Hendro there are 8 kinds of adverbs. They are adverbs of manner such as beautifully, fluently, quickly. Adverbs of frequency are such as always, never, often, etc. Adverbs of degree are such as very, so, too. Adverbs of time are such as now, today, yesterday, etc. Adverbs of place are such as here, there, everywhere. Interrogative adverbs are such as when, where, why. Relative adverb are such as when, where, why. Sentence adverbs are such as actually, surely, unfortunately.<sup>14</sup>

## 3) Verbs

Verbs (verb) is a word that shows the name of the deeds done by the subject, but perhaps also to indicate the state. Verbs are divided into: (a) Finite Verbs are such as read, write, grow, sleep, etc. (b) Auxiliary Verbs are such as is, am, are, was, were,

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<sup>14</sup> Ibid.

have, might, etc. (c) Linking Verbs are like look, stay, Appear, sound, taste, feel, etc. (d) Transitive Verbs are like read, build, write, open, close, etc. (e) Intransitive Verbs are such as freeze, rise, boild, cry, etc. (f) Regular Verbs are such as called, visited, phoned, etc. (g) Irregular Verbs are such as writted, read, spoken, war, etc.

#### 4) Nouns

Nouns is everything we see or we can talk about and show people, objects, places, plants, animals, ideas and so on. Nouns are divided into: Concrete Nouns and Abstract Nouns. Concrete Noun have some parts, there are ;

Proper Noun : Anggi, Australi, University of South Queens land

Common Noun : Bag, car, chair, house, river, etc.

Material Noun : Bronze, coal, oil, silver, etc.

Collective Noun : Army, crew, fleet, group, etc.

Abtract Noun is thing that can not feel it such as agreement, freedom, wisdom.ect.

#### 5) Pronouns

Pronouns are words that replace nouns. Some words used in pronouns is also used in adjectives, but different functions ands forms. According to Simajuntak Pronouns are divided into: Personal Pronouns, Demonstrative Pronouns, Possessive Pronouns, Interrogative Pronouns, Relative Pronouns, Indefinite Pronouns, Reflexive Pronouns, Intensive Pronouns, Reciprocal Pronouns.<sup>15</sup> (a) Personal Pronoun: I, you,

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<sup>15</sup>Herpinus Simajuntak, *Bahasa Inggris Sistem 52 m*, ( Jakarta: Visipro, 2004), p. 70.

they, we, he, she, it. I like Sarah. Example: She is a doctor. (b) Demonstrative Pronoun: this, that, these, those. Example: Those are my pencils. These are yours. (c) Possessive Pronoun: my, mine, yours, its, his, hers, ours, theirs. Example: This is my car. That is yours. -> Possessive. (d) Interrogative Pronoun: Who, which, what, whose, whom. Example: What is your name? (e) Relative Pronoun: Who, Whose, Which, That. Example: The man who called you is my uncle. (f) Indefinite Pronoun: Someone, anyone, something. Example: Someone knocked at the door. (g) Reflexive Pronoun: myself, yourself, itself, himself, ourselves, themselves, yourselves. Example: I cut myself with a knife. (h) Reciprocal Pronoun: one another, each other, to each other. Example: They love each other. (i) Emphasizing Pronoun.

## 6) Prepositions

Preposition is a word that can not change its shape and are usually in place in front of a noun or noun equivalent others (objects) that aims to show a certain relationship with the other words in the sentence. Prepositions are divided into: (a) Simple Prepositions, are like on, at, to, in, etc. (b) Double Prepositions, such as into, onto, from under, etc. (c) Compound prepositions, such as across, along, behind, about, etc. (d) Participial Prepositions, such as pending, during, notwithstanding, considering, etc. (e) Propositional Phrase, such as Because of, by means of, In the

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name of, by the name of, etc. (f) Disguised Prepositions, such as o'clock, O'Lantern, a-hunting, etc.

### 7) Conjunctions

One of the parts of Speech that we need to learn is conjunctions. Conjunctions (link word) is a word used to connect words, phrases or sentences, and so on. conjunctions are divided into: Coordinating Conjunctions, Sub-Ordinating Conjunctions.

### 3. The Importance of a Vocabulary:

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others based on his or her vocabulary. <sup>16</sup>

### 4. Vocabulary Selection

Teaching vocabulary is an important part of language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students. Useful words are the words that occur frequently in every day English.

To select the important vocabulary, means that we choose the actual words that can be used by the students in this case, before teaching it, the teacher should

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<sup>16</sup> Jimmy Wales, *Types Of Vocabulary*, online : <http://en.Wikipedia.org/wiki/vocabulary>. Accessed on November 27<sup>th</sup> 2012.

select the vocabulary students' need. The vocabulary needed by the students is the vocabulary that can be used for the language performance. For example : vocabulary for thinking, for communication, or for human relation in the class particularly and except generally.

Harmer in his book, the practice of english language state that : a generally principle of vocabulary selection has been that of frequently. We can decide which words we should teach based on how frequently they are used, are the ones we should teach first.<sup>17</sup>

To select the vocabulary, means that we can choose the actual words that can be used by the students. In this case before teaching it, the teacher should select the vocabulary students' need. The vocabulary needed by the students is the vocabulary that can be used for the language performance. For the selection of vocabulary, the learning process is more efficient.

Primary criteria for the selection of vocabulary for auxiliary or support instruction in English should be the students' need to know the word, the opportunities the students will have to use and repeat them, and the extent to which the students are also can be interest in the word's referents their relevance. These are criteria which the vocabulary selection of no commercially available ESL (English Special Language) material in completely satisfy for specific students in specific

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<sup>17</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, ( London: Longman Group, 1991 ),p.154

context. Fully relevant content in language that is needed as a medium for learning must be selected, arranged in sequence, taught by educators within content who are sensitive to the students' specific needs, opportunities, and interest. To reiterate, one primary consideration in vocabulary selection is the content vocabulary of whatever subject is being studied in English.

The need to know is therefore readily apparent, opportunities to use and reiterate them are built into the content lesson, and interest in any subject will surely be enhanced by better understanding of the which conveys it. Therefore, an English teacher in this case needs to rely on certain of vocabulary selection in order to meet the various goals and conditions. In connection with reading materials, selection of vocabulary should be considered by the teacher especially for the first stage of English instruction. The teacher should relate the vocabulary to the first stage of English Instruction. The teacher should relate the vocabulary to the particular situation where it is going to be used.

##### 5. Technique Of Memorizing Vocabulary.

Language is word oriented. If we want to study language we have to memorize its vocabulary first. There are more than 50,000 lists of words in English including its derivation. According to Anderson to Hidayat that Indonesia-English dictionary

which made by Jhon M. Echols and Hasan Shadily only consist of 12.000 vocabularies.<sup>18</sup>

## 6. Teaching Vocabulary

One of the problem of vocabulary teaching is how to select what words to teach. To select the important vocabulary, means that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need. harmer state that there are three activities which are designed to teach and practice word, they are :<sup>19</sup>

- 1). Presentation
- 2). Discovery techniques
- 3). Practice

There are many occations when some form of presentation and explanation is the best way to bring new words into the classroom. Such as :

### a). Realia

One way of presenting words is to bring the things. they present into the classroom – by bringing “ realia ” in the room. Words like ‘pen’, ‘ruler’, ‘bag’,

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<sup>18</sup> Hasan Shadily, Jhon M. Echols, *Kamus Inggris Indonesia*, ( Jakarta: PT. Gramedia: Pustaka Utama, 1979 ).

<sup>19</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, p.161



'book', etc. can obviously be presented in this way. The teacher holds up the object ( or points to it ) says the word and then gets students to repeat it.

b). Picture

Bringing a book into the classroom is not a problem and bringing a car however. One solution is the use of pictures. picture can be board drawings, will pictures and charts, flashcards, magazine picture and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concept such as above and opposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc.

c). Mime, Action, and Gesture.

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions, ('to' , 'towards', etc) and times (a hand jerked back over the shoulder to represent the past).

d). Contrast

We saw how words exist because of their sense relations and its can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'ful',

'cold' by contrasting 'hot', 'big', by contrasting it with 'small'. We may present these concepts with picture or mime, and drawing attention to the contrasts in meaning us unsure our students' understanding.

e). Enumeration

Another sense relation we looked was that of general and specific words. we can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. the same is true of 'vegetable' or 'furniture', for example.

f). Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. but with more intermediate students such a gtechnique can be used. It is worth remember that explaining the meaning of a word must include explaining any facts word use which are relevant. If we are explaining the meaning of 'mate' (= friend) we have to point out that it is a colloquial word used in informal context and that is more often used for females.

g). Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words. and in the second place. event where translation is possible. It may make it a bit too easy for the students by discouraging them from interacting with the words. Where translation

can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teachers and students.

All of the presentation techniques either singly or in combination are useful ways of introducing new words. that must be remembered with vocabulary material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the wrds in speech, it will also help them to remember the words.

#### 7. Test Vocabulary

The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. After a brief discussion of what words to test, the balance of the chapter will illustrate how to evaluate vocabulary mastery.<sup>20</sup>

Four general kinds of vocabulary test are presented :

- a). Limited response is for beginners these test itemsrequire either a simple physical action like pointing at something ar a very simple verbal answer such as “ yes”, or “ no ”.

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<sup>20</sup> Harold S, Madsen, *Techniques In Teaching* , ( New York: Oxford University Press ), p.12

b). Multiple – choice completion is a test in which a sentence with missing words is presented; students choose one of our vocabulary items given to complete the sentence.

c). Multiple choice paragraphs, is a test in which of four words is the closed in meaning to the underlined item.

d). Simple completion (words) has students write in missing part of words that appear in sentences.

#### ***D. Whole Brain Teaching***

Whole Brain Teaching is methodic learning that is introduced at North American since 1999. whole brain teaching is a grass roots, education reform movement begun in 1999 by three yucaipa, California teachers: Chris Biffle (college), Jay Vanderfin (elementary school) and Chris Rekstad (elementary school). described by one of its creators, Chris Biffle as, "lessons that engage students in seeing, hearing, doing, speaking, and feeling ... while they're having lots fun pedersen, 2010)."<sup>21</sup> That concept teach learning method by recognizes protege studying principle that is divided becomes three a part which is visual, verbal, and body / kinesthetic. strategy fundamental from Whole Brain Teaching is how to noise about audience in this case

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<sup>21</sup> Maria Szott and Megan Molitoris, is of elementary and the middle school at Park Forest school in the article *How Can Whole Brain Teaching Impact Our Classroom Environment?* P. 5

is proteges so they more focused on material those are given to learn. Shall there is interaction, since taught learning method all this time tend evoke bore on student."<sup>22</sup>

### ***E. Whole Brain Teaching In Learning Process***

We can become interested in these strategies when we read about how Whole Brain Teaching was said to be "especially successful with teaching challenging kids because they engage the whole brain. When a student's entire brain is involved in learning, there isn't any mental real estate left over for challenging behavior" (Pedersen, 2010). Both of us felt that our students' behavior was challenging as we were teaching. We felt our students were not getting the most out of our lessons due to the management issues that took instructional time away. From our main wondering came these sub wonderings about Whole Brain Teaching.<sup>23</sup>

The Whole Brain Teaching has the Big Seven as follow:

a. Step One is The Class-Yess

In Whole Brain Teaching contains methods that are amazingly effective in classroom management and for the first step is how to get the attention from the students. Nowadays as we saw the reality at the class we can see that its too difficult to reach the attention from the students. How many times that have we started the class, called for our class to get quiet, only to have a few kids comply, and several

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<sup>22</sup> Ibid

<sup>23</sup> Ibid, p. 6

others continue chatting. That situation of course can make us bad mood and the darned class is only just beginning, but in this case the WBT give one of the strategy is “class-yess”. This strategy to consistently catch the attention of your class is simple. To get the classes’ attention the teacher simply say “class!” and then the students replay “yess!”. Next is the catch, the hook that makes this fun, and gets them invested in it in a way that has them looking at the teacher and grinning rather than continuing their conversations. The students have to say it the way how the teacher said it. If the teacher say “class!” three times loudly they have to say “yess!” three times and loudly also.

Jeff Battle, Director North Carolina Whole Brain Teaching said that this “class-yess” in terms of brain structure so effective because the neo-cortex the part of our brain behind the forehead, controls among other things decision making.

b. The Step Two Is Five Classroom Rules

Five classroom rules: the set of the rules custom are designed by Saskia Biffle. They are displayed prominently in the front of the room. The set of the rules are:

- Follow direction quickly
- Raise your hand for permission to speak
- Raise your hand for permission to leave your seat
- Make smart choices
- Make your dear teacher happy

c. The Step Three Is The Teach-Okey

The teach-okey is the step to prompt the students to teach their neighbors about anything the teacher has taught them. When the teacher say “teach” the student replay and say “okey”, Just as with the class-yes, but in this step after the students say “okey” they have to turn toward their neighbors using a “full body turn”. Show them that they should completely turn and face their neighbors and start to teach their neighbors about what the teacher has taught until the teacher say “class”.

d. The Step Four Is Scoreboard

The Scoreboard is the motivator, the student energizer after the students have mastered the second step, draw the frowny and the smiley symbol on the board. The teacher have to explain to the student that when he make a mark on the frowny side they should lift their shoulders very quickly and groan, “ohhh!” but when he mark on the smiley side, they should clap their hands and say “oh yeah!”

A scoreboard is drawn on your white board signs, magnets, or other items, may be added to the display. Teacher makes estimation column at blackboard, one that consisting of 2 columns: "satisfy" and "insufficiently satisfies" (can be substituted by emotikon's image "jolly" and "disappointed"). Then teacher informs to students that if students gets to put across activity "mutually teaches" one that asked for by teacher, therefore teacher will give score 1 or sign hits on column "satisfy". But if on the contrary (or adverse, e.g. available student that was engaged, haven't used movements, insufficiently serious, etc.), teacher will give score 1 or sign hits on column "insufficiently satisfies".

While learns to give score on column "satisfy", student will exclaim "nicely!" while making "gesture" jolly. But if learns to give score on column "insufficiently satisfies", student will exclaim "waaah..." while making "gesture" disappointed. In term still "insufficiently satisfies", teacher can offer the students to repeat the activity. If students answers "Yes", therefore teacher will be back "i review" a part its study and back afterwards exclaiming, "Teach!". Teacher afterwards will give estimation by adds score at whiteboard.

e. Step Seven Is Mirror

Mirror is one of WBT's simplest and most powerful techniques. You say "mirror" and your students respond "mirror." They then pick up their hands ready to mimic your gestures. As students imitate the motions you use to teach a lesson, their motor cortex, the brain's most reliable memory area, is automatically engaged. Mrs. Maestra used mirror when telling a story, giving directions, describing the steps in a procedure, demonstrating a process... anytime she wanted her class locked in to what she was saying. If the teacher say mirror, the student also say mirror and start to mirroring all of the teacher's gestures while saying the teacher's talk about.

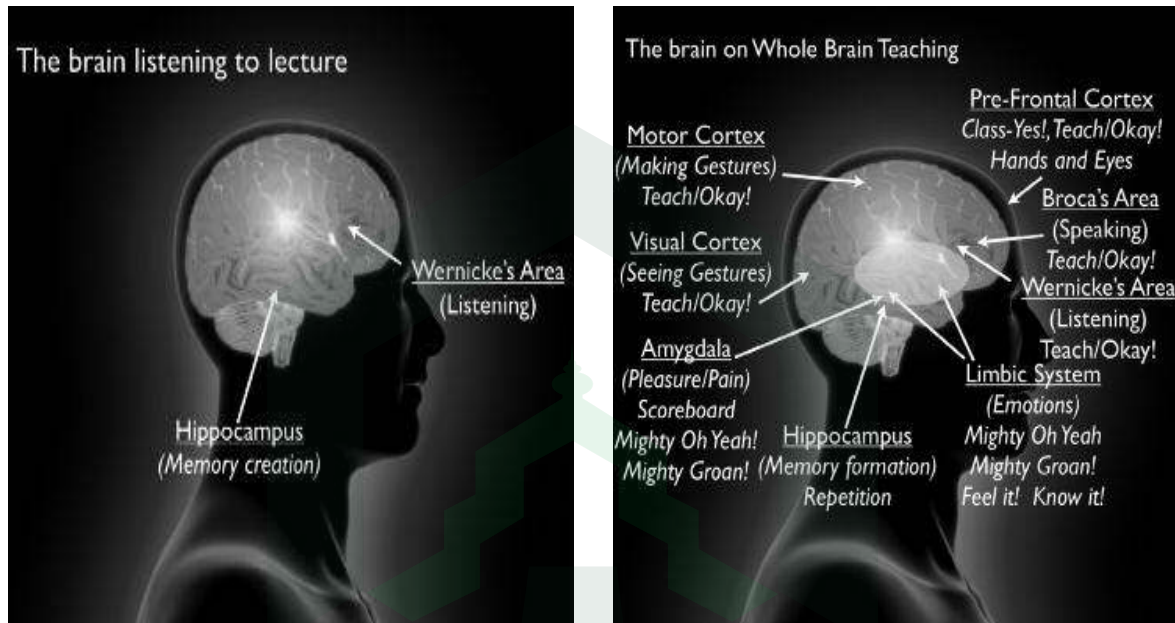
f. Step Six Is Switch

Count your class off in 1s and 2s. when students are teaching their neighbors, after teach-okay, the 1s teach with gestures and the 2s mirror the gestures. When you shout, "switch!," all students shout "uh, oh! switch!" and then they reach up and pull down a large, imaginary switch. Then the 2s teach and the 1s mirror their gestures.



g. Step Five Is Hands And Eyes

When you have an important point to make, say “hands and eyes!” your students say “hands and eyes!” and fold their hands and stare at you intensely.



Source : The brain on the Big Seven strategies <sup>24</sup>

1. **The Attention Getter:** 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.

2. **The Organizer:** 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.

<sup>24</sup> Chris Bifle, *Whole Brain Teaching For Challenging Kids*, (2013) p. iii.

3. **The Whole Brain Activator:** 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.

4. **The Motivator:** 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.

5. **The Focuser:** Hands and Eyes focuses all mental activity on seeing and hearing the teacher's lesson.

6. **The Involver:** Switch helps students fully develop both their speaking (broca's area) and their listening (wernicke's area) abilities.

7. **The Class Unifier:** Mirror activates the visual and motor cortex, as well as mirror neurons in other brain areas which are central to learning.

## CHAPTER III

### RESEARCH METHOD

#### *A. Research Design*

Research method is one of thing that very important when we did research. In this case researcher uses the Classroom Action Research as the one of variable to support the research. Classroom Action Research, judging from its name already indicates the content contained there in, is a research activity conducted in the classroom. Because there are three words that make sense, then there are three terms that can be explained, as follows:

- a. Research: refers to an activity looking at an object by using a specific methodology and rules for obtaining the data or information useful in improving the quality of the things that interest and importance to researchers.
- b. Action: point to something deliberate motion activities with a specific purpose. in a series of cycles in the form of research activities for students.
- c. Classes: in this sense is not tied to the classroom, but in more specific terms. as has long been recognized in the field of education and teaching, the meaning of the term class is a group of students who are in the same time, receive the same lessons from the same teacher as well.<sup>1</sup>

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<sup>1</sup> Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*, (Cet. VI; Jakarta: Bumi Aksara, 2007), p. 2-3.

Classroom Action Research is a study of four series of activities carried out in repetitive cycles. There are four main activities that exist in each cycle, the planning, action, observation, and reflection.<sup>2</sup> The procedures of classroom action research are: planning, action, observation, and reflection, that use collaborator as the partner. Researcher as teacher worked together with collaborator (the real teacher) to solve the real problems that they find out when they do the action. Because the objectives of my research is to find out whether the Whole Brain Teaching can be applied in teaching vocabulary at the eleventh year students of SMKN I Palopo so, researcher think Classroom Action Research was very appropriate in this research. Researcher believe that the results of research can facilitate the teacher of school, specially for second grade of Vocational High School (SMKN) 1 Palopo to find the appropriate way to teach. In this research, researcher asked the teacher to be the collaborator.

### ***B. Time And Place Of The Research***

The research was carried on at the second grade of Vocational High School (SMKN) 1 of Palopo. Time of the research was started from 26<sup>th</sup> of September 2013 to 19<sup>th</sup> of October 2013.

### ***C. Instrument of Research***

Research instruments to be used in the study of this action are:

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<sup>2</sup> *Ibid.*, p.74.

1. Test, a test given to students after three meetings in each end of the cycle with the matter in the form of a description (essay test).
2. Interview, a method for collecting data by asking a few questions directly to the respondent.
- c. Observation, used to collect data on attendance, attention, and active in teaching students to apply the WBT.
- d. Questionnaire to know the response of students, students' active sheets, and the sheets of the students studying results.

#### ***D. The Procedure of research***

##### Description of the first cycle activities

- 1). Planning
  - a). Reviewing the curriculum in accordance with the subject under study.
  - b). Prepare the implementation of learning to be implemented.
  - c). Make an observation of sheets, includes attendance list, activity, and interest students in learning English.
  - d). Make an evaluation tool of tests, which test questions adjusted to the implementation of learning plans are made each cycle.
- 2). Actions
  - a). Learning begins with preparing students to learn in pairs.

- b). Teachers apply the Whole Brain Teaching model classroom management.
- c). Teachers presented the material to students with true learning, and provided opportunities for students to ask about lessons not yet understood.
- d). Teachers provide opportunities for each pair to present back the lessons which is taught by the teacher.

3). Observation and evaluation.

This observations were made by teachers when implement teaching and learning in the classroom. Teachers noted the situation and condition of student learning based on the observation sheet that had been prepared previously. in this case the attendance, attention, and the activity of the students in following the teaching and learning process. To get output from students about the learning activities that have been done, then at the end of the cycle students will be asked to carry out the evaluation of the response and to determine the increase in the learning of english in cycle I.<sup>3</sup>

4). Reflection.

At this step, the results obtained at the stage of observation and evaluation were collected and analyzed. Observation and evaluation of the results obtained, then the teacher will reflect on ourselves by looking at the data collected. The results of the analysis on a cycle can show us the level of success and failure while achieving goals

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<sup>3</sup> <http://www.scribd.com/doc/10284529/Penelitian-Tindakan-Kelas>.

and serve as a reference for formulating further improvement in the second cycle, so that what will be achieved in the second cycle as expected and should be better.

a. Description of the second cycle activities.

Before starting the second cycle, the researcher examined the students' perception that was taken at the end of cycle I. The deficiencies found in cycle I, the improvements will be held on the second cycle. Activities performed on the second cycle that is reflecting back to the activities that have been carried out on cycle I.

Activity in the second cycle, as follows:

1). Planning

- a). Reflecting back to the planning stage that has been done on cycle I.
- b). Reflections of the cycle I used as a reference for teachers to develop a new plan to be followed up again, among other more firmly supervise students and provide direction or motivation to students who are less concerned or inactive.

2). Actions.

Action at this stage reflect back the steps that have been done in cycles 1 and provide some improvements may be necessary in solving problems that arise on cycle

I. Action taken at this stage, namely:

- a). The researcher as the teacher continue learning with the implementation of the whole brain teaching model classroom management.
- b). Students who have difficulty in learning are given some motivation and guidance about the material that is not understood.
- c). The teacher give praise and encouragement to students.

### 3). Observation and evaluation.

In principle, observations on the second cycle is similar to observations made earlier, in which teachers record the findings and the changes that occur in students during the learning process with the application of the Whole Brain Teaching. It is also conduct an evaluation to provide test results to learn at the end of the second cycle, to find out increase the results of studying english in cycle II.

### 4). Reflection.

Reflection is doing at the end of the cycle. the results obtained at the stage of observation and evaluation were collected and analyzed. From the results obtained, the researcher can make a conclusion on the using of the whole brain teaching model classroom management is performed for two cycles. The procedure in this class studies was only conducted in two cycles in accordance with the changes that will be achieved.

## ***E. Data Collection Techniques***

1. Data source: Sources of data in this research is all of the students class II b 1 (2 akuntansi 1) of smkn 1 palopo, which amount of 31 students consist of 6 male and 25 female in the odd semester of the academic year 2013/2014. Where the students are not just treated as an object but also active in the activities undertaken. In addition for early information researcher got the data that the students still have a difficulties in English learning process when she taught them at PPL.



2. Data Type: The types of data are quantitative and qualitative data. Qualitative data obtained from observation and interview sheet. while the quantitative data derived from test scores at the end of each cycle. The quantitative data that is analysed with descriptive. e.g. Looking for the average score. The qualitative data such as the information in the sentences form that give picture about students' expression gets bearing with level understanding students.<sup>4</sup> The result of observation sheet can be analyzed by qualitative techniques. While the result of students' test can be analyzed by quantitatively used descriptive statistics which is used standard categorization techniques that have been set by the department of education.<sup>5</sup>

3. Method of data collection: data of this research got from observation and interview. Researcher used students' observation sheets and the video to get students active results from students. Students' active participation sheets were filled by collaborator. To get the score of students, researcher did test using several questions to measure the study result of the students. Then the researcher gave questionnaire for students to know the students' response in applying this WBT at the learning process. In this research, she used camera to take picture and video in the class. The functions of these activities are observing the situation in class as

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<sup>4</sup> Kunandar, S.Pd., M.Si, *langkah mudah penelitian tindakan kelas sebagai pengembangan profesi guru*, (jakarta: Rajawali Pers, 2009), p.126.

<sup>5</sup> Isma Usman, *Pengaruh Intensitas Pemanfaatan Perpustakaan Terhadap Prestasi Belajar Bahasa Inggris Siswa Kelas Vii Smp Negeri 1 Palopo*, (Skripsi Sarjana, FKIP Bahasa Inggris Universitas Cokroaminoto Palopo, 2009), p. 29.

long as the teaching process and learning process was ongoing. The researcher measure the score of students' outcome using the standard categorization as follow:

### Flowchart

#### Standard Categorization

No	Categorization	Value
1	Very low	0-34
2	Low	35-54
3	Medium	55-64
4	High	65-84
5	Very high	85-100

#### F. Data Analysis Techniques

Researcher explained the data from the results had been done by test. To get results from test in every cycle, researcher used counting as follows:

1. Scoring the student answer:<sup>6</sup>

$$\text{score} : \frac{\text{students' correct answer}}{\text{total number of item}} \times 100$$

2. To explain about their ability so researcher had orientation it is explained by

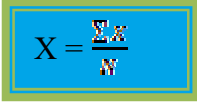
Piet. As follows:

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<sup>6</sup> Sudjana, *Metode statistika* (Bandung : tarsito Bandung, 1992 ),p.73

- 81 – 100      very good.
- 61 – 80        classified as good.
- 41 – 60        classified fair .
- 21 – 40        poor .
- 1 – 20         classified very poor.<sup>7</sup>

3. To explain about the mean of scoring researcher used



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

Where:

X = Mean

$\sum X$  = Total of score

N = Total of students

4. Students' active would be analyzed by students' active participation sheets.

There are many criteria that are lie in the sheets. In order that students could say very active, active, less active and not active. Whereas the response of students, researcher could analysis the data from the results of questionnaire.

To analysis the results of this research what the research success or not.

Researcher gave some criteria to know it. These are:

1. The mean scoring of oral test must be exceeded 65. 65 is the standard of kkm which was determined by school.

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<sup>7</sup> Piet A Sahertian, *konsep Dasar dan Tehknik Supervisi Pendidikan*, (Isrediwon : Rineka Cipta, 2000), p. 60

2. Students have 80% positive response of teaching and learning process by using wbt.

3. The quality of teaching and learning process is increased from the 1<sup>st</sup> cycle to 2<sup>nd</sup> cycle. The quality can be seen from the students' behavior that emerge during learning and teaching process.

checking validity of qualitative data which is researchers used is triangulation. Triangulation is a technique that used in checking validity of data which is utilized something else.<sup>8</sup> for example are consultation with the homeroom teachers, subject teachers, and administrators of the curriculum.

checking the validity of data is done in several stages, as follows:

- a. Comparing data from observations with the result of interviews
- b. Comparing the observations with the contents of documents is related.

### ***G. Indicators Of Success***

The indicator of success in this action research, if the score of students learning have an improvement. According to the Criteria of Completeness of Material (CCM) which is established by SMKN 1 Palopo for English subject was 65. There were also changes in attitudes of the students during the learning process is characterized by increased attendance, attention, and the activity of students in the learning process that can be seen in the observation sheet.

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<sup>8</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Cet. I; Bandung: PT Remaja Rosdakarya, 2005), h.330.

## CHAPTER 1V

### FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion. Before proceeding the findings, it is important to explain the cycles of the research.

#### *A. Findings*

##### **1. Findings cycle 1**

The results of action in cycle 1 are the basic score of students, the results students' active participation, the score of test in cycle 1, and students' response.

**Table 4.1.1**  
**The Result of Students' Basic Score**

NO.	RESPONDENTS	SCORE
1	01	40
2	02	70
3	03	40
4	04	20
5	05	45
6	06	45
7	07	35
8	08	30
9	09	20
10	010	55
11	011	65
12	012	

13	013	
14	014	35
15	015	25
16	016	25
17	017	65
18	018	35
19	019	65
20	020	20
21	021	45
22	022	45
23	023	
24	024	
25	025	65
26	026	35
27	027	50
28	028	35
29	029	60
30	030	65
31	031	65
TOTAL		$\sum x = 1200$

Calculating the mean score of the students' basic score in the first meeting:

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

$$x = 1200/27 = 44.44$$

addition information:

	⇒ Means not come or absent
	⇒ Means out from school

**Table 4.1.2**

**The Rate Percentage of Students' Basic Score**

Classification	Score	Frequency	Percentage
Very Good	81-100	-	-
Good	61-80	7	25.92 %
Fair	41-60	7	25.92 %
Poor	21-40	10	37.03 %
Very poor	1-20	3	11.11 %

The table I and II are made to support the beginning statement in my research. The basic score is used to compare the students' skills before and after the implementation of the learning model wordsquare in cycle I. Based on research data which is shown by the description above that included 27 respondents, there were 7 students were good, 7 students were fair, 10 students were poor, and no students were very poor. The data attest that 37.03 % had poor vocabulary, and there were 11.11% had very poor vocabulary. The mean of the basic score is 44.44 and it is not reach the score of kkm is 65.

**Table 4.1.3**  
**The Result of Students' Scoring in Cycle I**

<b>No.</b>	<b>Respondents</b>	<b>Score</b>
1	01	70
2	02	85
3	03	60
4	04	65
5	05	63
6	06	70,5
7	07	70
8	08	67
9	09	50
10	010	90
11	011	89,5
12	012	67
13	013	
14	014	80
15	015	68
16	016	60
17	017	83
18	018	90
19	019	80
20	020	66
21	021	83



22	022	50
23	023	
24	024	83
25	025	78
26	026	85
27	027	75
28	028	70
29	029	70
30	030	73
31	031	79
TOTAL		$\sum x = 2120$

Calculating the mean score of the students in cycle I :

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

$$2120/29=73,10$$

**Table 4.1.4**  
**The Rate Percentage of Students' Score in Cycle I**

Classification	Score	Frequency	Percentage
Very good	81-100	9	31.03 %
Good	61-80	16	55.17 %
Fair	41-60	4	13.79 %
Poor	21-40	-	-
Very poor	1-20	-	-

The table above shows that the students' score in the test of cycle I are good improvement ; in which there were 9 students got 'very good' and the percentage was 31.03 % , 16 students got 'good' and the percentage was 55.17 %,and 4 students got 'fair' and the percentage was 13.79 %, none of students got 'poor' and 'very poor' classification.

## 2. Findings Cycle II

**Table 4.2.1**  
**The Result of Students' Scoring in Cycle II**

No.	Respondents	Score
1	01	97.4
2	02	93.3
3	03	85.8
4	04	96
5	05	83
6	06	79
7	07	88.5
8	08	76
9	09	52.5
10	010	96
11	011	96
12	012	93.5
13	013	42.3
14	014	88

15	015	57.6
16	016	78.2
17	017	93.5
18	018	94.8
19	019	98.7
20	020	80
21	021	100
22	022	51
23	023	
24	024	87
25	025	83
26	026	94.8
27	027	84
28	028	83
29	029	89.7
30	030	97.4
31	031	87
TOTAL		$\Sigma x = 2527$

The mean of students' scoring in cycle II , as follow:

$$X = \frac{\Sigma x}{N}$$

$$2527/30 = 84.23$$

**Table 4.2.2**  
**The Rate Percentage of Students' Score in Cycle II**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	81-100	22	73.33 %
Good	61-80	4	13.33 %
Fair	41-60	4	13.33 %
Poor	21-40	-	-
Very poor	1-20	-	-

The table above shows that the students in cycle II are still have varieties; which is there were no student got 'poor and very poor', 4 students got 'fair' (13.33 %). There were 4 students got 'good' (13.33 %), and 22 students got 'very good' (73.33%).

**Table 4.2.3**  
**Recapitulation of Learning Achievement in Cycle I**

<b>The mean of basic score</b>	<b>The mean of score in cycle I</b>	<b>The mean of increasing score</b>
44.44	77.42	32.98

Based on the table 11, there was increasing in vocabulary learning from basic score to the first test in cycle I. The basic score had mean 44.44 and the cycle I had mean 77.42. So the enhancement was become 32.98.

**Table 4.2.4**  
**Recapitulation of Learning Achievement in Cycle I To Cycle II**

<b>The mean of score in cycle I</b>	<b>The mean of score in cycle II</b>	<b>The mean of improving score</b>

77.42	84.23	6.81
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The previous table there was increasing but it is not significant such as the table 22 in this table mean of score in cycle i was 77.42. the mean of score in cycle II was 84.23. Only 6.81 was enhancement.

**Table 4.2.5**  
**The Results of Students' Response using Questionnaire**

<b>Questionnaire</b>	<b>Strongly agree (sa)</b>	<b>Agree (r)</b>	<b>Uncertain (u)</b>	<b>Disagree (d)</b>	<b>Strongly disagree (sd)</b>
1	2	24	4	-	-
2	6	23	1	-	-
3	4	17	9	-	-
4	5	13	11	1	-
5	8	13	9	-	-
6	4	17	8	-	1-
7	6	20	4	-	-
8	8	14	8	-	-
9	11	19	-	-	-
10	1	-	9	9	11
11	1	2	13	7	7

Based on the table 13 above, most of the respondents show positive response towards the every item which represented positive statement and negative statement.

Positive statement represent up number 1 to 9. The negative statement represent up number 10 to 11.

In the table 13, researcher will explain further in below. It is talking about the response of student about wbt model in vocabulary learning.

**Table 4.2.6**  
**The Use of WBT in Vocabulary Learning Makes Students Feel Enthusiastic and Fun in Learning English.**

Classification	Frequency	Percentage
Strongly agree	2	6.66 %
Agree	24	80 %
Uncertain	4	13.33 %
Disagree	-	-
Strongly disagree	-	-

The table 14 explained about feeling of the students are enthusiastic and fun with using WBT in learning process. There were 2 students said 'strongly agree' and the percentage was 6.66%, 24 students said 'agree' and the percentage was 80 %, 4 students said 'uncertain' and the percentage was 13.33 %, and no students said disagree and strongly disagree. It means that by using WBT in learning process, it can make students feel enthusiastic and fun in learning English.

**Table 4.2.7**  
**The Using Strategies of WBT in Learning Process Facilitate Student to Remember Words, So It Can Increase The Vocabulary Of Students.**

Classification	Frequency	Percentage
----------------	-----------	------------

Strongly agree	6	20 %
Agree	23	76.66 %
Uncertain	1	3.33 %
Disagree	-	-
Strongly disagree	-	-

Based on the table 15, the researcher got data that most of the students agree if the using strategies of WBT in learning process facilitate student to remember words, so it can increase the vocabulary of students. At the data; there were 6 respondents said 'strongly agree' and percentage was 20% , 23 respondents said 'agree' and the percentage was 76.66 %, and only 1 respondent said 'uncertain' and the percentage was 3.33 %. And for disagree and strongly disagree no students said it.

**Table 4.2.8**  
**The Use of Mirror Strategy Makes Students More Quickly To Memorize Words**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	4	13.33 %
Agree	17	56.66 %
Uncertain	9	30 %
Disagree	-	-
Strongly disagree	-	-

Table 16 above explains about the use of mirror strategy makes students more quickly to memorize words. And the result of this statement was most of the students

or respondents agree with this statement. There were 4 students said 'strongly agree' and the percentage was 13.33 %, 17 students said 'agree' and the percentage was 56.66 %, 9 students said 'uncertain' and percentage only 30 % and same previous table no students said disagree and strongly disagree. It means that word square makes students more quickly to memorize words.

**Table 4.2.9**  
**The Use of Teach-Okey Strategy Can Help Them To Keep The Words in Their Long Term Memory.**

Classification	Frequency	Percentage
Strongly agree	5	16.66 %
Agree	13	43.33 %
Uncertain	11	36.66 %
Disagree	1	3.33 %
Strongly disagree	-	-

Table 17 is talking about the use of teach-okey strategy can help them to keep the words in their long term memory. There were 5 respondents said 'strongly agree' where the percentage was 16.66%, 13 students said agree it where the percentage was 43.33%. There were 11 respondents said 'nctan' where the percentage was 36.66%, and 1 respondent said 'disagree and n strongly disagree'. It means that word square increases the readability of students to recognize words in paragraph.



**Table 4.2.10**  
**The Gestures Make Them Easier To Find Out The Meaning of The Words That Was Taught and Also Train Their Qualification in Larning**

Classification	Frequency	Percentage
Strongly agree	8	26.66 %
Agree	13	43.33 %
Uncertain	9	30 %
Disagree	-	-
Strongly disagree	-	-

The table 18 explains about the gestures make them easier to find out the meaning of the words that was taught and also train their qualification in larning. There were 8 students said 'strongly agree' and the percentage was 26.66%, 13 students said 'agree' and the percentages was 43.33% , 9 students said 'uncertain' and the percentage was 30%. None of the students said disagree and strongly disagree. It means that most of the students agree if word square can practice the competence of students to find the words of the gestures which is based on the questions.

**Table 4.2.11**  
**Using Class Yess Makes Students More Focus To The Lesson That Will Be Given**

Classification	Frequency	Percentage
Strongly agree	4	13.33%
Agree	17	56.66%
Uncertain	8	26.66%

Disagree	-	-
Strongly disagree	-	-

Based on the table 19, Researcher got data most of the students agree if using class yess makes students more focus to the lesson that will be given. Where; there were 4 respondent said 'strongly agree' and percentage was 13.33% , 17 respondents said 'agree' and the percentage was 56.66%, and 8 respondents said 'uncertain' and the percentage was 26.66%. And for disagree and strongly disagree no students said it.

**Table 4.2.12**  
**The Use of Wbt Model Classroom, Learning Process Felt Easier and More Fun.**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	20 %
Agree	20	66.66 %
Uncertain	4	13.33 %
Disagree	-	-
Strongly disagree	-	-

The table 20 explains about using of WBT in learning process felt easier and more fun. There were 6 students said 'strongly agree' and the percentage was 20 %, 20 students said 'agree' and the percentages was 66.66 % , 4 students said 'uncertain' and the percentage was 13.33 %. None of the students said disagree and strongly disagree. It means that most of the students agree if WBT's strategies, not

only can be easy to help them memorize the words but also can make them eazier to understand the material in learning process.

**Table 4.2.13**  
**The Using of Wbt Make The Situation in Learning Process in The Classroom**  
**Become More Active and Communicative.**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	8	26.66 %
Agree	14	46.66 %
Uncertain	8	26.66 %
Disagree	-	-
Strongly disagree	-	-

The table **4.2.15** is talking about using wbt make the situation in learning process in the classroom become more active and communicative. And the result of the table were 8 students said 'strongly agree' and percentage was 26.66 %, 14 students said 'agree' and the percentages was 46.66 %, 8 students said 'uncertain' and percentage was 26.66 %. None of students said 'disagree' and also said 'strongly disagree'.

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**Table 4.2.14**  
**Students' Vocabulary Increase After Learn It with the WBT**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	11	36.66 %
Agree	19	63.33 %
Uncertain	-	-

Disagree	-	-
Strongly disagree	-	-

Based on the table 22 is talking about students' vocabulary increase after learn it with the wbt. And the result of the table were 11 students said 'strongly agree' and percentage was 36.66 %, 19 students said 'agree' and the percentages was 63.33%. None of students said 'uncertain' and also said 'disagree' and 'strongly disagree'.

**Table 4.2.15**  
**The WBT model didnt make them more active and creative.**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	1	3.33 %
Agree	-	-
Uncertain	9	30 %
Disagree	9	30 %
Strongly disagree	11	36.66 %

The table 23 is negative statements. It is talking about the wbt model didnt make them more active and creative. And the result of the table were 1 student said strongly agree and percentage was 3.33 %, none of students said 'agree', 9 students said 'uncertain' and percentage was 30 %, 9 students said 'disagree' and percentage was 30 %. Also 11 students said 'strongly disagree' and percentage was 36.66 %.

**Table 4.2.16**  
**The students can not elaborate the material of learning with the knowledge and potential which they have.**

Classification	Frequency	Percentage
Strongly agree	1	3.33 %
Agree	2	6.66 %
Uncertain	13	43.33 %
Disagree	7	23.33 %
Strongly disagree	7	23.33 %

The table 24 is negative statements. It is talking about the students can not elaborate the material of learning with the knowledge and potential which they have. And the results of the table were variable. 1 student said strongly agree and percentage was 3.33 %. 2 of students said 'agree' and percentage was 6.66 %. 13 students said 'uncertain' and percentage was 43.33 %. 7 students said 'disagree' and also 7 students said 'strongly disagree' percentage were 23.33 %.

### 3. Cycle I

#### a. Planning

Preparing the tools was more important thing before the implementation of car (classroom action research), so in this section researcher did the steps as follows:

Researcher analyzed material of English book in the second grade of vocational high school of palopo. It was done to adapt the material with WBT model that she would apply. She designed the lesson plan which describes about activity in class and prepared the aids or tools to optimalization or support teaching and learning process to using the Whole Brain Teaching strategies.

Researcher also prepared material to be presented. In this research, all of the learning process in this class used the strategy of WBT such as class-yess, teach-okey, and the score board. She discussed with the collaborator to clarify what should be done in the process observation and then she made orientation of observation to give value of classroom teaching and learning process are: observation of interesting and enthusiasm, students' active participation, and scoring student of every cycle.

b. Action

The action of the first cycle was for 3 (three) times. The action started on 3rd September 2013 Thursday, the 1st meeting at 08.40 p.m. Wita, and it was done 2 x 45 (90 minutes). For the first meeting researcher opened the class by greeting to the students and introduced herself.

Researcher explained about purpose to be achieved in this section and she did a little warming up before she told the material. Its time needed 15 minutes. After that researcher took the book and explained about the material, but before that she asked the students to open their book "get along" for vocational high school student year xi the topic was how to get a job.

She explained about the text of the book. Such as had been explained in the book, and also explained about the list of vocabulary how to pronounce vocabularies correctly. Time which researcher needed for this was 15 minutes. In this time researcher introduced the WBT model classroom management because in all the learning process students had to apply it. For the first meeting researcher just did the

meeting as usual, such as greetings, warming up and explanation. The time which is needed by researcher for this was 30 minutes.

To support and measure of students' score in vocabulary, researcher gave 25 minutes to answer the task that was available in work sheet. So that she could take data to support the statement in this thesis about the condition of students in the second grade of SMKN 1 Palopo.

After the students finished, researcher concluded from the process teaching and learning. Then she told the students about what we would do in the next meeting.

**Figure 4.3.1**  
**The situation of class at the first meeting in cycle one**



The students did the base evaluation



The situation of students when did the five rules

The 2<sup>nd</sup> meeting continued on 5th of September 2013 at 11.40 p.m. Saturday. Time allocation was 2x45 minutes (90 minutes). Before continuing the the class, researcher dealt out the students' assignment of the last meeting and corrected it together in a mathing game. After that she explained a little bit about noun but previously the researcher practiced the class-yess to get the students attention. The class yess is one of several strategies in the whole brain teaching that is used to get the students attention. When the teacher say class, the students have to mention it with yess. How ever the teacher mention it that is how the students answer it. For example claaaaaasss they have to say yeeeeeeess, or class class claaass they have to say yes yes yeeees.

After mastering the class yess strategy, she gave them the list of vocabularies and mentioned it one by one of the vocabularies then asked them to repeat after her and show them the way how to produce the word correctly. There were 20 of vocabularies that were given. In every 5 words that have been mention by the teacher, they are asked to use teach-okey until the taecher say class again.

Teach okey is also one of strategies in the whole brain teaching to help the students to memorize the vocabularies. When the teacher say teach, the students have to say okey while do the teachers gestures. Almost similiar with class yess strategy, that how ever she say teach that is how they say okey. After it the students have to face to face with their peer and automatically they are teach each other about the lesson that have been given by the teacher. To check the students'



vocabularies comprehension she mention the word in English and asked the students to mention it in Indonesian or otherwise.

Researcher concluded from the process teaching and learning, and then she told the students about what we would do in the next meeting. After that researcher gave motivation to stimulate students so that the student always kept spirit and always would study hard.

**Figure 4.3.2**

**The situation of the class at the second meeting in cycle one**



the students worked in group to do matching words



The students repeated what the teacher have said (repeation)

The 3<sup>rd</sup> meeting continued on 10th of September 2013 at 08.40 p.m. Thursday. Time allocation was 2x45 minutes (90 minutes). Researcher started the class by greeting the students and asked their condition, and then recalled their mind about subject in last meeting with using of class yess. It is needed 10 minutes.

For the 3<sup>rd</sup> meeting researcher continued the subject yesterday, and gave them the new strategies namely mirror. Mirror strategy is one way to stimulate the students memory in memorize the lesson, when the teacher say mirror they have to say mirror and put their hands in front of their chest then mirroring all of the teacher's talk about and also the gestures. The students can be helped to mastering the strategy while give them an entertainment trough this way. After mastering that strategies, she used it in teaching language and part of speech, she made a list of the new vocabulary that students didnt understand during the learning process was carried out.

She also asked them to do the five rules and recalled their memory about 20 vocabularies of profession. The five rules are used to evaluate the students behaviour during the learning process. This rules consist of five instruction namely; follow direction quiiickly, raise your hand for permioosion to speak, raise your hand for permission to leave your sit, make smart choises, and make your dear teacher happy. The students mention it one by one while gesturing the teacher's body language.

Afterward she had them to rewrite all of the vocabulary in their paper that they found during several meeting, from the first until the recent meeting. Then collect it and it became the evaluation in the first cycle.

**Figure 4.3.3**  
**The pictures were when researcher taught language and part of speech used mirror and teach okey strategy**



**(Cycle I Test)**



**c. Observation**

Based on the observation which was done by her and the collaborator through evaluation sheets, where the evaluation sheets was done to get the score for cycle I, So she could determine the enhancement from the basic score to cycle 1 using the mean of every score. We found the enhancement from the test. We found that their vocabulary increased than before, Where we could see in the test of cycle 1, it was become enhancement from the basic score.

**Table 4.3.1**  
**The Result of Students' Active Participation**

Respondents	Very active	Active	Less active	Not active

01				
02				
03				
04				
05				
06				
07				
08				
09				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
024				

025				
026				
027				
028				
029				
030				
031				

Where:

1. Very active: the students were responsive and participate fully in all activities in teaching process
2. Active: the students are respons the materials by using word square activity in teaching process.
3. Less active: the students pay attention and give response once in a while.
4. Not active: the students do not give response to the material, she looks confused, bored, and sometimes leaves the class.

**Table 4.3.2**  
**The Percentage of Students' Active Participation in Cycle 1**

Classification	Frequency	Percentage (%)
Very active	4	14.81 %
Active	10	37.07 %
Less active	8	29.62 %
Not active	5	18.51 %

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

Where:

P: Percentage

F: Frequency

N: Total of students.<sup>1</sup>

Based on research data in the cycle I which is shown by the table 4, there were 3 students were very active in the class by using word square in vocabulary learning, and percentage reached 15.78 %. The active students were 7, and the percentage reached 36.84 %. The less active students were 6, and the percentage reached 31.57 %. And there were 3 students were not active, the percentage is 15.78 %.

#### d. Reflecting

Based on the results of observation in cycle I. Researcher and collaborator did reflection to see the weakness and success in action or implementation. The results of cycle such as explaining as follows:

The mean score of cycle I was 73.10, and the basic score just 44.44. It means that was enhancement of test in cycle I, and it said success. It had exceeded the value of KKM (Kriteria Ketutansan Minimal) that was only 65 for English subject. Even though it was be success, we still be able to increase the score if the students more studying and active in the class. The students' active participation were very active 14.81 %, active

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<sup>1</sup> Sudjana, *Metode statlstlka* (Bandung : Tarsito Bandung, 1992 ),p.73

37.07 %, less active 29.62 %, not active 18.51 %. It was good enough, but there were a few of students still less active. The indicator of it is caused of they still confused with all the new strategies of the WBT. In addition all of the WBT's strategies are using English language in every kinds of activities, so it is also the other factor why there are several of students less active on it where they haven't fluently in speaking English. The students who less active, they still pay attention but just laugh without practice the instruction when their friends are practice it while laughing also. So that the researcher and collaborator determined to always practice it over and over and also used another strategy of WBT to make it more as usual and fun.

#### **4. Cycle II**

##### **a. Planning II / revised plan**

The content of this planning was the results from reflection of cycle I. The results of cycle I was used to plan the action in cycle II. The planning would be done in the cycle II where the researcher and collaborator discussed about the results of reflection in cycle I. The goal of discussion was for solving the problem or weakness which was become in the cycle I as effort to increasing the participation of cycle II.

(1) Researcher prepared the tools of learning, such as the pieces of part of paper that contain of a word, as a new vocabulary. (2) Researcher prepared the material. In this case the material of this cycle are different from the cycle before. The vocabularies in this cycle are about the verb related to the words in social activity where in the first cycle are the noun vocabularies. Actually the plan of cycle II was closely same with

cycle I. (3) she also used new strategy for increasing the cycle II. The other strategies are switch and score board. Switch is the part of teach okey strategy, but to make it in a variation way. When the teacher say teach the students have to say ok and they start to teach ech oter, but when the teacher say swich they have to teach one another in turn way. The score board is the strategy to measure the students' grasp about all of the strategies in WBT. In this strategy the teacher can make a smily face and a growny face on the white board and try to apply the strategies one by one. If the students do it in a good way or correctly she can give a mark on a smily face or otherwisesuch as changed their position, and making group

(4) researcher gave questionnaire for students at the end of cycle II, to measure the students' response and opinion about this WBT.

#### b. Action

The 1<sup>st</sup> meeting was continued on 12<sup>th</sup> of October 2013 Thursday. Time allocations were 2x45 minute (90 minutes). The meeting was begun at 08:40 a.m. in the cycle II, material which was told same topic with the cycle I. The material was verb of social activity. At the beginning of the first meeting was closely same with previously meeting. Researcher opened the class by greeting the students. Researcher recalled their mind and announced the students score of oral test in cycle I. It was needed the time 15 minutes.

To main activity researcher made group and every group there were 5 members. But before, they were asked to count 1 to 5, until the entire seat and so the students sat with their group. The purpose of making group is for doing a finding meaning for



each word, the words are the verb that have been prepared before in a small pieces of paper. It needed 15 minutes. After that researcher explained again the words used the gesture. These words were about 30 verbs related to the social activities. The students did mirroring the gesture while speak loudly the word and its meaning. In every meeting same as the first cycle to get the students attention the teacher say claaaass the student have to say yeeess, but to make it different from the first cycle she applied the other way such as say it in wisphering or loudly. She also said teaaaacchh and the students said okey and they teach each other untril she said said class again and they pay attention for the next instruction and continue to another words. For each five words they are asked to do teach okey, swich, and class yess with take turns. In this cycle the difference from the cycle before after doing the teach okey she also said swich and they said oooo' swich while pull ddown their hand. After repeating for several times the teacher checked the students' comprehension. Some times the teacher used the gestures and the student were asked to mention the word and its meaning. The time allocations were 30 minutes. The last activity, researcher told students about what we would do next meeting. Researcher also gave motivation and stimulate student as usual. Time allocations were 15 minutes. In this section, collaborator also did their job. She filled the students' active participation sheets.

**Figure 4.4.1**  
the students situation in first meeting at the cycle 2



The students finding the meaning out of the vocabularies with that available pair on the right side



The students are doing gesturing of the vocabularies

The 2<sup>nd</sup> meeting was done on 17<sup>th</sup> of October 2013 Thursday. The 2<sup>nd</sup> meeting started at 01.40 p.m. Time allocation was 2x 45 minutes (90 minutes). Researcher opened the class as usual greeting students and asked about their condition. Researcher continued about the verb that have been taught before with the gestures.

In this meeting all of the students are enjoy and active in every single activities in learning, some times they were loughing while doing the gestutes or mirroring it. They are more fluently in speaking English language in practicing all the five ruiles,

because they were habitual with all of the strategies in the WBT, especially in class yess strategy.

Afterward researcher asked them to teach okey about the vocabulary with the gestures. Researcher also told them swich strategy, where the first student as the speaker and the pair as the listener or otherwise.

**Figure 4.4.2**

**Situation of the class at 2nd meeting in cycle II**



the students are doing teach okey of verb in social activities



The students are gesturing the vocabulary

The 3<sup>rd</sup> meeting was continued at 19<sup>th</sup> of October 2013 Saturday. The time allocations were 2 x 45 minutes (90 minutes). The 3<sup>rd</sup> meeting in cycle II started 01.40 p.m. This was the last meeting for cycle II. Researcher took score in this

section. In the beginning, she was greeting the students and asked their condition. she also told students that it was a last meeting for the observation. After that she recalled the mind of students about subject that had been studied before that needed 15 minutes she entered the main activity. In the main activity students just continued the task of test. Same as the 3<sup>rd</sup> meeting in the cycle I, they also answered the task. The task has 3 categories such as change the words into bahasa, change into the correct pairs, and rearrange the letters into a good word. It needed 30 minutes. After that researcher answered and discussed with the students.

The teacher asked the students if there were something was not clear. It needed 30 minutes. Then the researcher gave appreciation for students who active in the class. Researcher also gave a tooty ta childrens music to improving their knowledge while having a lot of fun. The tooty ta childrens music is a song that contains of matery that related to the WBT's strategies such as gesturing, repeating, and entertaining. At that time we saw the video of that song and practice it until tree times where the students have mastered it. The last researcher told students thank you for their participation in this research. and closed her class with saying 'alhamdulillah' and 'wassalam'. It needed 15 minutes.

**Figure 4.4.3**  
**(Cycle II Test)**



The picture when researcher gives the students' work sheet one by one about the vocabulary that had been memorized during the research



The tudents are doing the tooty ta children music

#### c. Observation

Based on the results of cycle II, the action of cycle II was said success. The data of cycle II was taken from students' active participation which had been filled by the collaborator. The result of cycle II also was taken by test which was done by researcher. It was said success because the mean of score cycle II was 84.23%. It exceeded the score of KKM (Kriteria Ketuntasan Minimal) that only 65. And for students' active participation was 43.33% for active and also was very active. It also exceeded the score of target which had been determined in the chapter 3 about the factor of success was 75 %.

**Table 4.4.1**  
**The Result of Students' Active Participation in Cycle II**

<b>Respondents</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
01				
02				
03				
04				
05				
06				
07				
08				
09				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				

022				
023				
024				
025				
026				
027				
028				
029				
030				
031				

Where:

1. Very active: the students was responsive and participle fully in all activities in teaching process
2. Active: the students have a good response in learning by using word square activity in teaching process.
3. Less active: the student pays attention and give response once in while.
4. Not active: the student does not give response to the material, she looks confused, bored, and sometimes leaves the class.

**Table 4.2.2**  
**The Percentage of Students' Active Participation in Cycle II**

Classification	Frequency	Percentage (%)
Very active	13	43.33 %
Active	13	43.33 %



Less active	4	13.33 %
Not active	-	-

Where:

P: Percentage

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

F: Frequency

N: Total of students.<sup>2</sup>

Based on the table 8, it explained that the percentage of students' active participation was become enhancement or increasing from cycle I to cycle II. There were; 13 students were 'very active' (43.33 %). There were 13 students were 'active' (43.33 %). There were only 4 students were 'less active' (13.33 %), and no student was 'not active'. The increasing was become of 'very active' and 'active', where the increasing reached (5.27 %) for 'very active', and 'active' reached (10.53%), whereas 'less active' became (5.27 %). If it is compered by the result of cycle I, it reduces. It means that the action for cycle II wassuccess to make the students active in learning process. the percentage reached (94.74 %). It was sucess because in the cycle II, when the students learning in grouping they felt easier than cycle I.

The new strategy and quality in learning and teaching process made enhancement in cycle II. Full attention from researcher and my collaborator were one of success factor in this cycle. So I was as researcher and my friend Cindy Claudia

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<sup>2</sup> Ibid



and the teacher mis Irawati M. as my collaborator were satisfying. And finally researcher said success for cycle II because students were active and students got good score for their vocabulary. So WBT model could be useful to increase vocabulary of students in the second grade of Vocational High School SMKN 1 Palopo.

#### d. Reflection

Based on the observation in the cycle II researcher did the reflection to see weakness and success in cycle II. It was commonly situation if there were next cycle. But in this research, researcher and collaborator had feel success. And we believed that WBT's strategies could be increasing the students' vocabulary and also with this fun way in learning the students felt happy in learning process so it could make them more active in it. But in this case we still see weakness after the evaluation in the cycle 2, the few of students still confused to write down of the several words. That is caused of that we didnt spell the words, we just memorize it with a good pronunciation and gesture it. So for suggestion and additon beside gesturing and pronouncing the words it would be better if we spell it out and write down the words, but we were as human being we do a mistake. So as a professional teacher we have to always upgrade our knowledge. So researcher hoped for students to always increase and upgrade their knowledge. Motivation, praying and spirit were very needed to increasing their knowledge and their ability. From the evaluation of cycle II there

were things that could be doing by students and teacher to always increasing their ability in every meeting, as follows:

- 1) Always upgrade their knowledge through read book,
- 2) Teacher always paid attention the students what they need. After that make strategy or the best solution of the problems.
- 3) Always make communication with students what they need, teacher also must give motivation and stimulate for the students and always making fun for condition in the class.

The reflection above for teacher to make a good results in every meeting.

## **B. Discussion**

Beside on the results of findings above, researcher would discuss that:

For the first section, researcher wants to discuss about students' active participation. In the first cycle she got data that 4 students were *very active* in teaching and learning process by using wbt as learning model to increase students' vocabulary, the *active* students were 10, the *less active* students were 8, and there were 5 students were *not active*. To reach the criteria of success which was determined 75 %, and accumulation from *very active* students and *active* students reached 48.13 %. It did not reach the criteria that had been determined 75 %. In cycle I, researcher took the data from the second meeting when students and teacher discussed and answered the assignment or the base evaluation at the first meeting. From the data and video that was got, researcher found the problems of the class, why

students not active and less active because part of students still confuse with this new model of learning. It is caused of they have just known about the strategies in WBT just from this research.

So, to solve this problem researcher and collaborator determined to repeat it over and over till they are usual with it, and we also gave them a new strategy wich is called mirror so the researher hope the student didnt feel bored at the next meeting.

The results of reflection in cycle I that was done in cycle II, in the cycle II researcher got the students' active participation data became enhancement or increasing from cycle I to cycle II. Where; 13 students were 'very active' and 'active', only 4 students were less active and no student was 'not active'. Where the increasing reached 38.52 % for 'very active', and 'active' reached 5.26 %, whereas 'less active' decrease 16.29 %, if it is compered to the result of cycle I, it reduces. It means that the action for cycle II success to make the students active in learning process. And the percentage reached 86.66 %. The success because in the cycle II ,the students have known well about the wbt in learning process, they also more enjoy in english learning through WBT model.

Besides students' active participation, researcher also discussed about the results of score. The score was got by test observation in the third meeting in every cycle. In the results of basic score, researcher got data that none of students got 'very good', 7 students got 'good' and 'fair' also, 10 students got 'poor' there were 3 students got 'very poor' classification. The percentage reached 84.21%. The data attest that 74.06% had poor vocabulary .

The results of first cycle, there were 9 students were very good, there were 16 students were good, 4 students were fair, and none of students were poor and very poor. The enhancement that done was 28.66 %, the mean score for basic score was 44.44 and the mean score for cycle I was 73.10. And the mean score of cycle I had exceeded the value of kkm was 65. So, for the first cycle researcher can say success to increase the students' vocabulary.

Although, in the cycle I experienced enhancement but in the cycle II researcher still did the test to know the last score for meeting. And the score for the cycle II, there were no student got 'poor and very poor', 4 students got 'fair'. 4 students got 'good' and 22 students got 'very good'. Total of percentage for cycle II that was very good and good 86.66 %, for mean score was 84.23. It also experienced the enhancement. In addition the score of vocabulary and students' active participation, researcher also took the data about students' response toward WBT as model of teaching and learning process.

Researcher also used questionnaire to get the data. Based on the explanation at the discussion about all the statements in questionnaire, except the 10th to 11th statements researcher got the data that most of students have positive response with the WBT. It makes asense because all of the strategies that available in WBT are designed to involve all of the students' brain work effectively while having a lots of fun. According to haerum in learning foreign language, the teacher should try to find out appropriate method to upgrade the students' vocabulary because there is no word of target language can be produced without vocabulary.<sup>3</sup> It was proven that researcher

had found the appropriate method to teaching especially to increase the students' vocabulary. It was WBT as a new model of teaching and learning.

From all the action in this research, researcher could say that the teaching and learning process have the best quality, because, all of action that was success. The improvement can be seen through students' mean score at cycle I (73.10) and cycle II (84.23), most of the students have positive response and active involvement in learning and teaching process, and also the quality of learning and teaching process increase from first cycle to second cycle to the next cycle. This quality can be seen from the students' behavior emerge during learning and teaching process. I certainly was supported by good research method. Classroom action research is research which pay attention of the process and then the results. Car is not research which is only look at the result. So, it was very appropriate way to find the effective procedure and to solve the problems in teaching and learning process. And researcher used the car to get appropriate way in teaching and learning process in second grade of SMKN 1 Palopo.

Based on the all explanation, researcher could say that the research success to apply in second grade of the Vocational High School (SMKN) 1 of Palopo, because the result of all the activity gave the positive response and experienced enhancement of observation.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the analysis and the findings in the previous chapter.

#### *A. Conclusions*

There are some conclusions from this research:

WBT was one of learning model that could increase students' vocabulary with its strategies. It was proven by the students' response of it. Based on the results of questionnaire, most of students had positive response toward wbt as learning model. Positive response that was given by students toward WBT also influenced the results of teaching and learning process. The score result of teaching and learning process experienced enhancement in cycle 1 was 77.42 and cycle 2 was 84.63. It exceeded the value of KKM 65.

This WBT is a new model that can help the students and specially for the teacher to make the situation of classroom more fun so all of us are happy to study, and the way to apply this WBT are as follows:

1. Prepare the lesson plan and the gestures that relevant with the lesson which would be taught.
2. Prepare the students position to do teach okey in pairs.

3. Introduce the strategies one by one while practice it. Do the strategy over and over till they are usually to do it.

4. In the next cycle try to practice mirror or hands and eyes to get students engage.

### ***B. Suggestions***

Based on the conclusions above, the writer would like to put forward some suggestions as follows:

1. Suggestion for teacher, they are hoped to use this effective procedure of teaching and learning process that had been done by researcher, and hoped to use the wbt also interpolate teaching vocabulary in every learning English process so that can increase the students' vocabulary and students' anggement.

2. Suggestion to another researcher to find out another method in increasing students' ability. Teacher and another researcher can use classroom action research as research method, so they can find the new way of effective procedure or appropriate way in teaching and learning process.

3. Suggestions for teacher and another researcher try to apply WBT in four skills listening, reading, writing, and speaking if this enable to be used.

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