

**TEACHING STUDENTS' SPEAKING SKILL THROUGH WHOLE BRAIN
TEACHING (WBT) AT THE ELEVENTH YEAR STUDENTS OF MA
AL-FALAH BONE-BONE**



A THESIS

**Submitted To the English Language of S1 Tarbiyah and Teacher Training
Faculty of state Institute for Islamic Studies of Palopo in Partian Fulfillment of
Requirement for S.Pd Degree in English Education**

By

MUKHRIMAH

NIM. 11.16.3.0040

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY OF THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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Under Supervision:

- 1. Amaliya Yahya, SE., M.Hum**
- 2. Jufriadi, S.S., M.Pd.**

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IAIN PALOPO

Palopo, November 08th 2015

The Writer

PRONOUNCEMENT

Signature by:

Name : Mukhrimah
Reg.Number : 11.16.3.0040
Study Program : Tadris English
Faculty : Tarbiyah and Teacher Training

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by herself except the listed sources. If somebody proves that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

Palopo, September 18th 2015

Writer,

MUUKHRIMAH
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TABLE OF CONTENTS

ACKNOWLEDGEMENT	<i>iv</i>
PRONOUNCEMENT.....	<i>viii</i>
TABLE OF CONTENTS.....	<i>ix</i>
LIST OF TABLES	<i>xi</i>
ABSTRACT.....	<i>xiii</i>
CHAPTER I : INTRODUCTION	
A. Background	1
B. Problem Statement.....	4
C. Objective of the research.....	4
D. Significance of the Research.....	4
E. Scope of the Research.....	5
CHAPTER II : REVIEW OF LITERATURE	
A. Previous Studies	6
B. Definition of speaking	7
C. Whole Brain Teaching	19
D. Theory of Multiple Intelligence.....	27
E. Conceptual Framework.....	30
CHAPTER III : METHODOLOGY	
A. Type of Research.....	33
B. Time and Place of The Research	34
C. Data and Data Sources.....	34
D. Research Procedure	34
E. Data collection Technique.....	39
F. Data Analysis Technique.....	40
G. Indicators of Sources.....	48
CHAPTER IV : FINDINGS AND DISCUSSIONS	
A. Findings.....	49
B. Discussions	81
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	85
B. Suggestions	86
BIBLIOGRAPHY	
APPENDIXES	

LIST OF TABLES

Table 4.1 The Result of Student's Active Participation of cycle 1	64
Table 4.2 The percentage of Student's Active Participation Cycle 1	64
Table 4.3 The Result of Student's Scoring of Speaking Cycle 1	65
Table 4.4 the Rate Percentage of Student's Score of Accuracy Cycle 1	66
Table 4.5 The Rate Percentage of Student's Score in Fluency Cycle 1.....	66
Table 4.6 The Rate Percentage Score in of Comprehensibility of cycle 1	67
Table 4.7 The Result of Student's Active Participation Cycle 2	68
Table 4.8 Percentage of Student's Active Participation in Cycle 2	68
Table 4.9 Result of Students Scoring of Speaking Cycle 2	70
Table 4.10 Rate Percentage of Student's Score of Accuracy Cycle 2	71
Table 4.11 Rate Percentage of Student's Score of Fluency Cycle 2.....	71
Table 4.12 Percentage of Student's Score of Comprehensibility Cycle 2	72
Table 4.7 The Result of Student's Active Participation Cycle 3	73
Table 4.8 Percentage of Student's Active Participation in Cycle 3	73
Table 4.9 Result of Students Scoring of Speaking Cycle 3	74
Table 4.10 Rate Percentage of Student's Score of Accuracy Cycle 3	75
Table 4.11 Rate Percentage of Student's Score of Fluency Cycle 3.....	75
Table 4.12 Percentage of Student's Score of Comprehensibility Cycle 3	76
Table 4.7 The Result of Student's Active Participation Cycle 4	77
Table 4.8 Percentage of Student's Active Participation in Cycle 4	77
Table 4.9 Result of Students Scoring of Speaking Cycle 4	78

Table 4.10 Rate Percentage of Student's Score of Accuracy Cycle 4 79

Table 4.11 Rate Percentage of Student's Score of Fluency Cycle 4..... 79

Table 4.12 Percentage of Student's Score of Comprehensibility Cycle 4 80



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ABSTRACT

Mukhrimah, 2015. "Teaching Students' Speaking Skill Through Whole Brain Teaching (WBT) at The Eleventh Year Students of MA Al-Falah Bone-Bone ". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty The State Institute For Islamic Studies (IAIN) Palopo.

Key words: Teaching, Speaking, Whole Brain Teaching (WBT).

This thesis express on teaching students' speaking skill at MA Al-Falah Bone-Bone by Using WBT technique. This thesis focuses in on research question: "How to Apply WBT in teaching speaking effectively?". The objective of the research is to find out the way of applying WBT in teaching speaking effectively at the eleventh year students of MA Al-Falah Bone-Bone.

This thesis used Classroom Action Research (CAR). The target populations of this research were all of the eleventh year students of MA Al-Falah. The procedure of the research used four cycles namely cycle 1, cycle 2, cycle 3, and cycle 4, to find out the ability of students in speaking skill. Each cycle consist of four parts: planning, action, observation and reflection. Data collection method of this research used observation, and documentation. Then the researcher analyzed their score by using simple percentage to know the mean score of the students.

The analysis result shows that: (1) the students' speaking skill by teaching use whole brain teaching technique was improved (the mean score of students in the cycle 1 58,63%, cycle 2 62,72%, cycle 3 69,22%, cycle 4 76,6. (2) the students' activity during teaching speaking use WBT technique included in active category was equal to 59,09%.

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CHAPTER I

INTRODUCTION

A. Background

Language is a system of arbitrary vocal symbols which is used by members of a social group to communicate with one another. It is a means to convey idea, thought, opinion, and feeling. This is the function of language as means of communication. In this globalization era English language is the international language. English is a foreign language in Indonesia which is supposed to be very important for the purpose of studying and developing science, technology, cultural art, and developmental relation with other nations. Therefore, it is determined as one of subjects major at in Indonesia schools, used as a means of students to achieve the purpose. So that, students can grows and develop to be the intellegent and skilled citizens.

Learning a second language is a long and complex undertaking. Your whole is affected as you struggle to reach beyond the confines of your first language and in to a new language, a new culture, a new way to thinking, feeling and acting. Total commitment, total involvement, total physical, intellectual, and emotional responses are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it- yourself kit. So much is a stake

that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in foreign language solely within the confines of the classroom.¹

The most important factor that can influence learning outcome is a comprehension. Speaking as a course offered schools and universities play an important role in improving human development. Through speaking, a learner can acquire knowledge or ideas to improve his grade point average, to change this behavior and to complete for good place in any aspect of life in the world.

Good speaker must be able to speak, explored ideas, work out some aspects of the world or simply being together. Good speakers can build a relationship with others they get new learning experience and the use language for communication. There should be an appropriate strategy and technique which can be applied. Strategies and technique are very important in speaking. Therefore, the teacher should realize that if one is not able to speak well, the students feel bored and not interested to speak and they do not have any confidence to speak. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating.² That is home work for a teacher to find strategy to attract student's motivate to speak English.

¹ Douglas H. Brown *Principles of Language Learning and Teaching fifth edition* Library of Congress Cataloging in Publication Data 2007, Assessed on November 20th 2014

² Jeremi Harmer, *The Practice of English Language Teaching*, (New York: Longman group UK, 1991).P.5 Assessed on 08th Desember 2014

There are many strategies and technique that be used in teaching speaking. The teacher tried to take Whole Brain Teaching (WBT) method to taught student's speaking skill because in this method the teacher can identify three principles of students that are Visual, Verbal and kinestetik. By means of this method can combine three principles to learning speaking. Whole Brain Teaching (WBT) is how the way to teaching student so they can be motivated and focused with the teacher.

Based on above, the writer interested to conduct investigation into teaching students speaking skill through WBT for the eleventh year students of MA Al-Falah Bone-Bone. Generally, students in mastering English face many problems, according the teacher observation especially in eleventh year students of MA Al-Falah Bone-Bone. The condition of students MA Al-Falah especially at the eleventh year students, they felt that English was very difficult subject and they demotivated in study English. The students often were attracted to study English if the teacher gave games in learning process, so the teacher had to have many games to teach the students. Many students lack of motivation to learning English and in this case role of teacher is very important to motivate students to learning English. Lack of vocabulary is big problem when the students want to speaking. The other problem that is the students have low self confident to speaking in front of class. Students are often discouraged to speak English because they hesitate to talk and they are afraid of making mistakes. This reason made them reluctant to try to speak in English words in

their communication, even they was speaking, then students were often worried about incorrect pronunciation and grammar.

B. Problem Statement

Based on the background of the issues that the teacher described above, the teacher formulated the problem statement as follows:

How to Apply WBT in teaching speaking skill effectively at the Eleventh Year Students of MA Al-Falah Bone-Bone?

C. Objective of the Research

The purpose of the classroom action research is as follows:

To find out the way in applying WBT in teaching speaking effectively at the Eleventh Year Students of MA Al-Falah Bone-Bone.

D. Significance of the Research

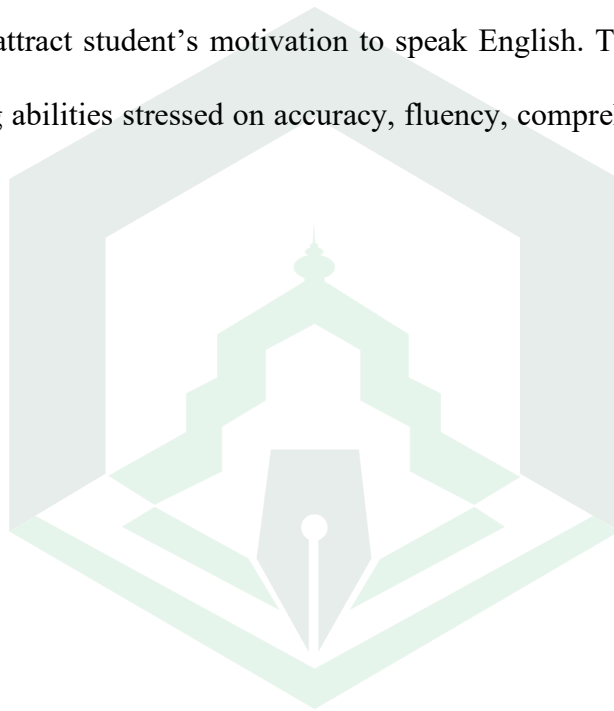
The findings of this research are expected to be theoretical and practical reference for teachers who teach English at the eleventh year students of MA Al-Falah Bone-Bone. In additions the thesis is also expected to provide new information to the English teachers and motivate the students to improve their engagement with their English learning to help their speaking skill.

Furthermore, this research can be practical information to English teachers too as an alternative method at the MA Al-Falah Bone-Bone to guide students improve their Speaking Skill through Whole Brain Teaching (WBT). Hopefully, the result of

this research brings useful information regard the practical use of Whole Brain Teaching (WBT) to improve students' speaking skill.

E. Scope of Research

The scope of the research is restricted in improving students' speaking skill through Whole Brain Teaching (WBT) for the eleventh year students of MA Al-Falah Bone-Bone to attract student's motivation to speak English. This research is limited on the speaking abilities stressed on accuracy, fluency, comprehensibility in Informal speaking.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are few researchers who have conducted previous research in relation to the student's skill in speaking English.

1. Muliana Mansur said that, WBT is one of learning model that can increase students' vocabulary with its strategies. It is proven by students' response of it. Based on the results of questionnaire, most of students had positive response toward WBT as learning model. Positive response that is given by students toward WBT also influences the results of teaching and learning process.¹

2. Selvia Agustin in her journal “ Penerapan pembelajaran Whole Brain Teaching untuk meningkatkan hasil belajar siswa pada mata pelajaran sejarah kelas X SMA Lancang Kuning kota Dumai” said that Whole Brain Teaching is harmonization method and optimal left brain function and right brain. The researcher choose this study model because the concept teach way recognize principle learn divided protege become three shares that is Visual, Verbal, and Body / kinesthetic. The main strategy of Whole Brain Teaching is how to draw attention audience in this case is protege so that they more focus on the materials which given by teacher. There must be

¹ Muliana Mansur *Teaching Vocabulary Through the Whole Brain Teaching (WBT) Model Classroom Management at the Eleventh Grade Students (2B5) of SMKN I Palopo*. A Thesis S1, Unpublished, (Palopo: Perpustakaan IAIN Palopo)

interaction, because existing study method during the time tends to generate boredom pupil. The researcher as a history teacher in SMA Lancang Kuning try to apply whole Brain Teaching model and the result that after applying study of whole brain teaching models happened the makeup of result learn student pursuant to absorption and complete learn student.²

Based on previous of findings above, researchers use same model that is Whole Brain Teaching (WBT) but in different skill. The first researcher to improve students' vocabulary skill and the second researcher to improve students' knowledge in History lesson. The result of researchers Whole Brain Teaching has positive response from students and it give motivation for students to study.

Therefore the researcher used whole brain teaching to improve student's speaking skill at the eleventh year of MA Al-Falah Bone-Bone.

B. Definition of Speaking

As a human being we always need communication to express our idea to do everything, what's more as students or learners, they have to speak with their teacher as long as in learning process to express their idea. Speaking is one of the elements of communication. Where communication is first of all exchanging opinions information, nations of social, cultural, political and other aspects of everyday life. Communication is a vital part of our daily routines. We sit in school and listen to

² Selvia Agustin, *Penerapan pembelajaran Whole Brain Teaching untuk meningkatkan hasil belajar siswa pada mata pelajaran sejarah kelas X SMA Lancang Kuning kota Dumai*, Pekanbaru, 2004

teachers. We read books and magazines. We talk to friends, watch television, and communicate over the Internet.

Communications is the exchange of words with the purpose of mutual understanding. We can understand each other only if we watch and listen to actions and words. Effective communication means mutual understanding. Each of us a unique perception of reality, communication is the process by which we translate for other people the view of other world and relate it to their view.³

Speaking is the productive aural /oral skill .it consists of producing systematic verbal Utterances to convey meaning⁴. Speaking seeks to provide you with the highlights, to motivate you, remind you, and persuade you. Sometimes, in fact the best speaking seeks nothing more than to motivate you to get more information. Speaker first of all has to produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production. Speaker first of all has to produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production.

Feedback is a vital component of successful speaking. By being sensitive to the audience's reactions, the speaker can modify his message to achieve the best effect. All three of these theoretical components of communication, then, have their

³ J Jerome Zolten and Gerald M Phillips "*Speaking to an Audience*" ITT Bobbs-Merril Educational Publishing Company, Inc. 1985. P.17 Assessed on 11th Desember 2014

⁴ David Nunan,*Practical English Language Teaching*.p.48

counterparts in spoken communication. Too many thoughtless speakers think that their words reflect exactly what they are thinking, and that their hearers interpret those words perfectly. Not so. Nothing is perfect, and language is very imperfect.

1. How To be Good Speaker?

If we are to improve speaking skill, we must first become more aware of ourselves, our motivations, behavior patterns, and likely mistakes. Second, we must be aware of the audience's psychology, and their reactions to the speaker's faults and omissions. We look at how you can become a more fluent speaker of English, and at some of the skills you need for effective communication.

a. Becoming a confident speaker

Confidence is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake or that the people listening will not understand them. But how can you sound more confident?

a). Practice often, The more often you speak, the easier it become. Try to think of people you can talk to in English, or places in your town where English is spoken a lot. You need to put yourself in a position where you need to speak.

b). Relax and think about the message It's easy to become nervous if you only focus on grammar rules when you are speaking. But, as you see from Goran Ivanisevic's interview, what you want to say is usually more important than how you say it! The key to relaxing when you are speaking is to talk about something which

you find really interesting. Speaking is easier when you have something to say, and you are enjoying the conversation.

c). Rehearse what you want to say If you are very nervous, try to practice saying what you want to say to yourself a few times. Planning and rehearsal can make your speaking more confident. Remember, however, that you need to think about the person who is listening to you – what are they likely to say in response?⁵

b. Fluency or accuracy

Speaking English fluently is a goal for many learners of English. Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many learners also have the goal of spoken accuracy. Speaking accurately means that you speak without errors of grammar and vocabulary.

Speaking a language well requires both fluency and accuracy. So how can you make sure that you develop both?

a). Identify your learning style What kind of learner are you? Think about situations in which you have used English and how you felt about making mistakes. Is being correct when you speak the most important thing for you? Or do you always take risks, trying out new language even though it might not be correct? The first step towards improving your spoken English is recognizing what is easy for you – and then working on what is difficult.

⁵ BBC (British Broadcasting Corporation. “*Better English*” 2003. P. 1 Assessed on 11th December 2014

b). Focus on one area at a time When you speak English, do you notice any mistakes which you make quite often? Maybe you make mistakes with tenses, or with question forms? Or do you sound slow – as if you are always searching for words and correct grammar? Next time you speak with your friends, try to work on the problem you have noticed. If it's fluency, try to focus on making sure your friend understands what you've said, not on avoiding mistakes. If you have a problem with tenses, try to correct yourself only when you make a tense error – don't think about other mistakes. By choosing an area to work on, you can help yourself overcome problems.

c). Vary your practice If you are a member of an English club or Learning Circle, make sure you vary the types of activities you do so that you get practice both in fluency and in accuracy. Discussions are good fluency activities, as long as you don't stop each time a mistake is made!⁶

c. Finding the right words

We all know how important vocabulary is when we are learning a language. Finding the exact word for the idea you want to express is important for becoming a fluent, confident speaker. It is not unusual for learners of English to feel that they don't know enough words.

So how can you do this in English?

a). Explain what you mean Don't worry if you can't find the exact word you are searching for. Instead, try to explain what you mean. This is known as *paraphrasing* and is an important skill. You can give a short definition – for example, if you forget

⁶ *Ibid*, P. 2

the word 'envelope', you might say 'the thing you put a letter in before you post it'. Or you can give a description. So, instead of 'elephant' you could say 'a big, grey animal with large ears. They live in Africa. You can even use your hands to demonstrate the meaning.

b). Starts your sentence again If you simply stop when you reach a word you don't know, the person who is listening to you will just stop listening. Remember that what you are saying is important to you and to them. To give yourself more time to think of a word or definition, go back to the beginning of your sentence and start again. It's not unusual to hear native speakers of English say 'What was I saying?' before repeating what they've said. Remember – try to give yourself time to think.

c). Ask for help If you get stuck and really can't think of the word you need, why not ask the person listening for help? You could say 'I can't think of the word I need'. Together, you and your listener might be able to find the words for the idea you want to express. Working together with the person who is listening will make life easier for you and give you both a chance to practice speaking and listening.⁷

d. Learning language in chunks

Phrases or chunks are useful because, when we use them, we do not need to build each sentence word by word. By learning and using useful chunks of language you can begin to sound more fluent.

Here are some ideas to help you with chunks of language.

⁷ *Ibid*, P. 3

a). Listen out for fixed phrases Are there any phrases which are repeated a lot in your favorite programmes? How do the presenters introduce new stories, or end the programme? When they talk to guests, how do they introduce them or say goodbye? By focusing on phrases rather than individual words, you can begin to build your store of language chunks. This can help you become more fluent because you will not need to think about each individual word in the sentence.

b). Record collocations When you are putting new vocabulary in your notebook, remember to think about any important collocating words. For example, if you have learned the verb 'to depend', don't forget that it is almost always followed by the preposition 'on'. So, in your notebook, write 'to depend on'. You will find that many nouns have strong collocating adjectives (e.g. heavy smoker) or verbs (do your homework) and verbs can have collocating prepositions, like 'depend on'! If you are buying a new dictionary, check to see that it contains information on collocations.⁸

e. Showing where you are going

One thing which is important to consider when you are speaking in English is how you are going to show the listeners what is important in your talk, and places where they don't need to concentrate so much.

So, how can you signpost your talk effectively?

a). Listen out for signposting, Listen out for the phrases which they use for signposting in your favorite program. Becoming aware of how other speakers signpost their talks will help you to do the same.

⁸ *Ibid*, P. 4

b). Plan what you are going to say If you are going to give a talk or presentation, plan the stages in your talk. When you introduce a new idea, show the listener by using phrases like ‘Let me tell you about...’ or, like Tselios, you could start your talk with a question which you then answer. If you are going to give a list of points, how are you going to show the listener that they link together? Think of phrases such as ‘first of all...’, ‘another thing is...’ And how are you going to finish? Perhaps you could say ‘in conclusion...’ or ‘to finish off...’. Use your plan as a map through your talk, showing how things link together.

c). Ask a friend to follow your plan If you are speaking in your English club or Learning Circle; ask one of your friends to note down phrases they notice you using to signpost your talk. Did they notice all the important points? Getting feedback like this from friends is one good way of finding out how effective your speaking is.⁹

f. Keeping the listener interested

When we are learning to speak a new language, we often focus on the accuracy of what we are saying. We think about what we are saying, making sure we choose words and grammar to express our ideas precisely. However, as a speaker, it’s also important to think about how your listener feels. If what you say is dull, or if the listener does not have a chance to become involved, then she or he may stop listening. So how can you make sure that you can keep your listener’s attention?

a). Vary your vocabulary As Richard says, effective speakers usually use a variety of words for the same idea. When speaking English, it’s important to avoid repeating

⁹ *Ibid*, P. 5

the same words too often – this can make what you say sound very boring. To help you vary your vocabulary, try to make space in your vocabulary notebook for ‘synonyms’ – that is, words which have the same meaning.

b). Plan what you want to say If you are a member of an English club or Learning Circle where you have regular discussions in English, or if you have business meetings or academic study in English, it’s important to think about the topics you are going to discuss before the discussions begin. Simply take a few minutes to remind yourself of all the words you know about this topic – you could brainstorm vocabulary with a colleague or other club members. Then, when the discussion starts, you will have a stock of words ready to use.

c). Involve your listeners As Richard says, the most effective speakers find ways to keep their listeners involved. The easiest way to do this is to ask questions – don’t worry, the listeners don’t actually need to answer. But questions such as ‘Have you thought of...?’, ‘Do you know about...?’ asked *before* you tell your story will get the listeners to think about the topic, and to be more interested in what you have to say.¹⁰

g. Being a supportive listener

The person who is listening in a conversation can help the speaker a lot. When we have a conversation, we usually speak for some of the time and listen for some of the time. But it is important to remember when listening that you have an important part to play in making sure the speaker’s message is clear.

So what are the most important things to do to be an effective listener?

¹⁰ *Ibid*, P. 6

a). Recognize how you listen in your own language Are there words, phrases or noises which are used in your language to show interest and understanding? How often do you use them? Do you usually make eye contact with the person who is speaking? Try to identify how you become an active listener in your own language.

b). Show you are interested As we said on page 1, one very important element in fluent, confident speech is being interested in what is being said. Try to make sure you take an active interest when you are listening. Think of at least one question you can ask the speaker to show you have been listening.

c). Ask for clarification Sometimes a speaker can say something which you don't understand, or which isn't really clear. Practice asking for clarification – that is, asking the speaker to make their meaning clearer. For example, if the speaker says he or she is feeling 'exhausted' and you are not sure of the meaning, you can ask 'I'm sorry; I'm not sure what you mean. How do you feel?' Remember, the responsibility for making sure that the conversation is successful is always shared between the speaker and the listener!¹¹

h. Sounding natural

For many people who are learning to speak English, pronunciation is a problem. There may be sounds in English which you don't have in your own language and which are difficult for you to recognize and to say. You may have had difficulty making yourself understood, even though your vocabulary and grammar are good. So how important is pronunciation. Pronunciation is often a difficult area for students

¹¹ *Ibid*, P. 7

and teachers. Improving your pronunciation in English involves many things. You need to think about the stress in words and sentences. This means thinking which syllables you need to put emphasis on in order to make your meaning clear. You also need to think about intonation.

So how can you work on your pronunciation and still feel confident?

a). Notice the stress When you learn a new word, always try to notice which syllable is stressed. For example, in the word ‘dictionary’, the syllable **dic-** is the one which carries most emphasis. Getting the stress right is very important. If you put the stress on the wrong syllable, listeners may not be able to understand you.

b). Getting the rhythm right Just as words have stressed syllables, so sentences have stressed words. When speaking in English, try to think which words are the most important in showing the meaning of what you want to say. These are the words which are likely to carry most emphasis. The result of this type of stress is that some of the other words in the sentence almost disappear.

c). Speed and fluency aren’t the same Many students of English think that native speakers talk very quickly, and try to do the same. However, the ‘speed’ you hear is the effect of the type of stress we’ve spoken about above. If you find that your listeners are having some difficulty understanding you, it could be because you are speaking too quickly. Try to slow down a little and concentrate on stressing the meaning-carrying words in your sentence.¹²

¹² *Ibid*, P. 8

2. Characteristic of a Successful Speaking Activities

Hymes states successful communication involves more than just the mastery of the “rules of grammar” that is the linguistic forms of a language, but also the understanding and appropriate application of the “rule of use”. Thus effective teaching of oral skills would naturally involve developing “communicative competence” or “pragmatic competence” in the learners.¹³

Penny Ur states that there are four characteristics of speaking activities, as follow:

a. Learner to Talk

As much as possible of the period or time allocated to the activity is in the fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

b. Participation is Even

A minority of talkative participants does not dominated classroom discussion, all get change to speak, and contribution is evenly distributed.

c. Motivation is High

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an Acceptable

¹³ Foley J. A., *New Dimension in Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p. 55.

Learner expresses themselves in utterances that are relevant. Easily comprehensible to each other and of an acceptable level of language accuracy.¹⁴

3. The Principle For Teaching Speaking

- a. Be aware of the differences between second language foreign language learning contexts.
- b. Give student practice with both fluency and accuracy.
- c. Provide opportunities for the students to talk by using group work or pair work, and limiting teaching talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practices in both transactional and international speaking.¹⁵

C. Whole Brain Teaching

Whole Brain Teaching is a method of learning that was introduced in North America since 1999. Whole Brain Teaching is a grass roots, education reform movement that began 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,

¹⁴ Penny Ur, A., *Course in Learning Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p. 21.

¹⁵Kathleen M Bailey, "Practical English Language Teaching," David Nunan (ED), *Speaking* (International Editor, USA), P. 48

speaking, and feeling while they're having lots fun Pedersen, 2010)."¹⁶ 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 know about audience in this case is proteges so they more focus on material those are given to learn. Shall there is interaction, since teach learning method all this time tend evoke bore on student.

Whole brain teaching is a new "radical" idea to some, however it is nothing more than try and true teaching practices, combine into a new approach. Whole brain teaching combine's direct instruction, sharing and immediate feedback to become a new style of teaching. Whole brain teaching surmounts to seven steps that a teacher incorporates into their everyday classroom.

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 it's 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

¹⁶ Maria szott and megan molitoris, the researchers of elementary and the middle school at park forest school in the article *How Can Whole Brain Teaching Impact Our Classroom Environment?* P. 5

others continue chatting. That situation off 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-yes". 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 "yes!". 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 te teacher say "class!" three times loudly they have to say "yes!" three times and loudly also.

Jeff battle, director, nort carolina whole brain teaching said that this "class-yes" 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 sit
- Make smart choises

- Make your dear teacher happy

c. The step three is The teach-okay

The teach-okay 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 "okay", Just as with the class-yes, but in this step after the students say "okay" 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, draws the frown and the smiley symbol on the board. The teacher have to explain to the student that when he make a mark on the frown side they should lift their shoulders very quickly and groan, "ohm!" 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 emoticon'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, have not 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 add score at whiteboard.

e. Step five is hands and eyes

This is the important step because the students will not only mirror your tone of voice in the class-yes and the teach-okay, they also pick up your mood. Hand and Eyes is the supporting techniques in functions as the focuser. So, the teacher is not obligated to use this technique because the teacher uses this technique whenever teacher wants maximum attention from the students. This step is used at any point during the lesson when you want students to pay "extra attention" to what you are saying/doing.

f. Step six is mirror

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. Similar to "Hands and Eyes," mirror allows the teacher to gain control of the classroom as well as have students mimic the motions and speech of the teacher. This is the main part of the lesson where teachers are expected to contribute their own "silliness" and movements into the lesson. Teachers will incorporate their own gestures, songs or chants in this portion of the lesson and the students are expected to "mirror" the teacher after the teacher says "Teach" and the class responds "OK."

g. Step seven is switch

In our classes we have chronic yackers and chronic listeners. We want the chronic yackers to learn to listen and we want the chronic listeners to start talking. So, the teacher have counted the students off in 1's and 2's. The teacher wants the 1's to be the teachers, use gestures, teach everything the teacher has taught the students. The teacher wants to the 2's to be the students, use listening gestures, encourage your teacher. When the teacher shout "Switch!", the students shout "Switch!" and then the 1's will be the students and the 2's will be the teachers. This step is to be used with the "Teach-OK" step, while students are teaching it is imperative that the same student not teacher every time. Therefore, in order to get every student involved in

the lesson, the teacher will direct the students to "Switch!," the students will respond by saying "switch" and the "teacher" of the group will rotate.

Current research suggests that the historical approach to learning, right brain and left brain, is no longer applicable. According to Jill Bolte Taylor, author of *My Stroke of Insight*, "Although each of our cerebral hemispheres processes information in uniquely different ways, the two work intimately together when it comes to just about every action we take" (Hermann-Nehdi, 38). Therefore, as teachers it is our duty to teach to the whole brain as opposed to the right or left hemisphere. Teaching to the whole brain requires establishing rituals and routines, stimulating emotions and allowing students to become active learners. As Graham Tyrer puts it, "Using the principles of whole brain learning, everyone is a potential genius" (8). If we as teachers embrace the differences each student brings to the table, while also incorporating fun active lessons into our teaching, there can be no room for failure. "Teaching..should encompass different alternative delivery options (materials, media, and methods)...allowing teachers to become facilitators instead of broadcasters of new information" (Jones, 1979). Whole brain teaching, in the 21st century classroom, incorporates music, dances, singing, chants, and technology based projects. "The goal is to liven up lessons with zany and upbeat actions and sayings while placing a major emphasis on students immediately re-teaching information to their peers" (Lindstrom, 2010). Whole-brain teaching centers on the use of active

learning and rituals in the classroom where students become the teachers and teachers become merely "facilitators of learning."¹⁷

The basis for Whole Brain Teaching, began with one teacher's problem classroom, led to research and the design of a new way of teaching. "A theoretical background is provided from a constructivist point of view as a rationale for using Whole Brain Teaching in relation to Vygotsky's Social Learning Theory and Wenger's (2006) framework of Community Practice" (Macias & Macias). Whole brain teaching breaks learning down into small segments with direct instruction leading to cooperative learning and instant feedback. Based on Vygotsky's theory of the "more knowledgeable other," using WBT teachers transfer the role of more knowledgeable other to the students. Therefore, putting the students in control of their own learning.

Whole brain teaching is considered a best practice, because this method of teaching seeks to empower students as learners. In most classrooms nation and worldwide, teaching remains direct instruction by a teacher who is "more knowledgeable" transferring knowledge through lectures and worksheets all leading to a test. However, whole brain teaching attempts to break away from this norm and allow students to become the "more knowledgeable ones" in control of teaching, while also taking attention away from tests and focusing on daily activities. Although there is no agreed upon definition for a best practice, many organizations agree that a

¹⁷ <http://www.wholebrainteaching.com> assessed on 19th Desember 2014

best practice is a research driven method which demonstrates success and can be replicated. I think that whole brain teaching meets every aspect of this definition and in some ways defies the norm for a best practice. I believe that because this method can be adapted to any age level, any group of students in any place, this practice may be one of the best, best practices.¹⁸

D. Theory of Multiple Intelligence

The concept teach learning method by recognizes protege studying principle that is divided becomes three a part which is Visual, Verbal, and Body / Kinesthetic. Howard Gardner's theory of Multiple Intelligences utilizes aspects of cognitive and developmental psychology, anthropology, and sociology to explain the human intellect. Although Gardner had been working towards the concept of Multiple Intelligences for many years prior, the theory was introduced in 1983, with Gardner's book, *Frames of Mind*. Although the theory was not originally designed for use in a classroom application, it has been widely embraced by educators and enjoyed numerous adaptations in a variety of educational settings Teachers have always known that students had different strengths and weaknesses in the classroom.

Gardner's research was able to articulate that and provide direction as to how to improve a student's ability in any given intelligence. Teachers were encouraged to begin to think of lesson planning in terms of meeting the needs of a variety of the intelligences. From this new thinking, schools such the Ross School in New York, an

¹⁸ [Http//Whole Brain Teaching-Best Teaching and Practices.htm](http://Whole Brain Teaching-Best Teaching and Practices.htm).assessed on 06th June 2015

independent educational institution, and the Key Learning Community, a public magnet school in Indianapolis emerged to try teaching using a Multiple Intelligences curriculum. The focus of this part of the chapter will be on lesson design using the theory of Multiple Intelligences, and providing various resources that educator's may use to implement the theory into their classroom activities. Gardner argues intelligence is categorized into three primary or overarching categories, those of which are formulated by the abilities.

According to Gardner, intelligence is: 1) The ability to create an effective product or offer a service that is valued in a culture, 2) a set of skills that make it possible for a person to solve problems in life, and 3) the potential for finding or creating solutions for problems, which involves gathering new knowledge.

1. Verbal/Linguistic

Verbal/Linguistic intelligence refers to an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaking, and other forms of verbal and written communication. Teachers can enhance their students' verbal/linguistic intelligence by having them keep journals, play word games, and by encouraging discussion. People with strong rhetorical and oratory skills such as poets, authors, and attorneys exhibit strong Linguistic intelligence. Some examples are T.S. Elliot, Maya Angelou, and Martin Luther King Jr. Traditionally, Linguistic intelligence and

Logical/Mathematical intelligence have been highly valued in education and learning environments.

2. Visual/Spatial

Visual/Spatial intelligence refers to the ability to form and manipulate a mental model. Individuals with strength in this area depend on visual thinking and are very imaginative. People with this kind of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas and often express their feelings and moods through art. These individuals often daydream, imagine and pretend. They are good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles. Teachers can foster this intelligence by utilizing charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphics software. It could be characterized as right-brain activity. Pablo Picasso, Bobby Fischer, and Georgia O'Keefe are some examples of people gifted with this intelligence.

3. Bodily/Kinesthetic

Bodily/Kinesthetic intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move around, touch the people they are talking to and act things out. They are good at small and

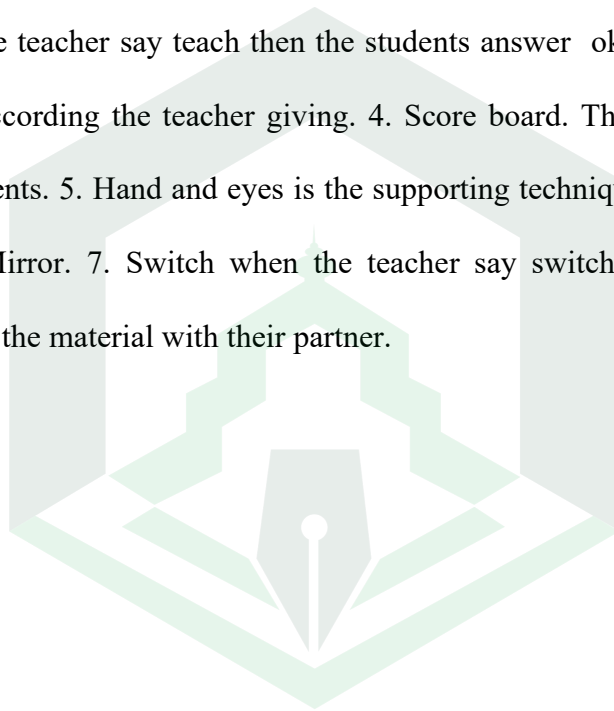
large muscle skills; they enjoy all types of sports and physical activities. They often express themselves through dance. Teachers may encourage growth in this area of intelligence through the use of touching, feeling, movement, improvisation, "hands-on" activities, permission to squirm and wiggle, facial expressions and physical relaxation exercises. Some examples of people who are gifted with this intelligence are Michael Jordan, Martina Navratilova, and Jim Carrey.¹⁹

E. Conceptual Framework

Whole brain teaching sign that this study is optimal educative participant brain, left brain, and right brain in other Language could probably be told this learning entangle the aspects of students by high impact in cognitive, affective and psikomotorik. The great of Whole brain teaching lay in study emphasizing domination, complete in understanding or ability of student to re-laying open concept, and explanation, submitted by teacher. This method will make the students fun to study English especially in speaking skill, the teacher give gesture to explain the material and the students follow it to review the material to their partner. When the students always repeating the material and teach with another partner it can make them easy to remember it, and using gesture it make balance between their left brain and right brain. The students more self confidence to speaking because this method is fun. The attractive of this method is the ordinary steps than we can master it fast.

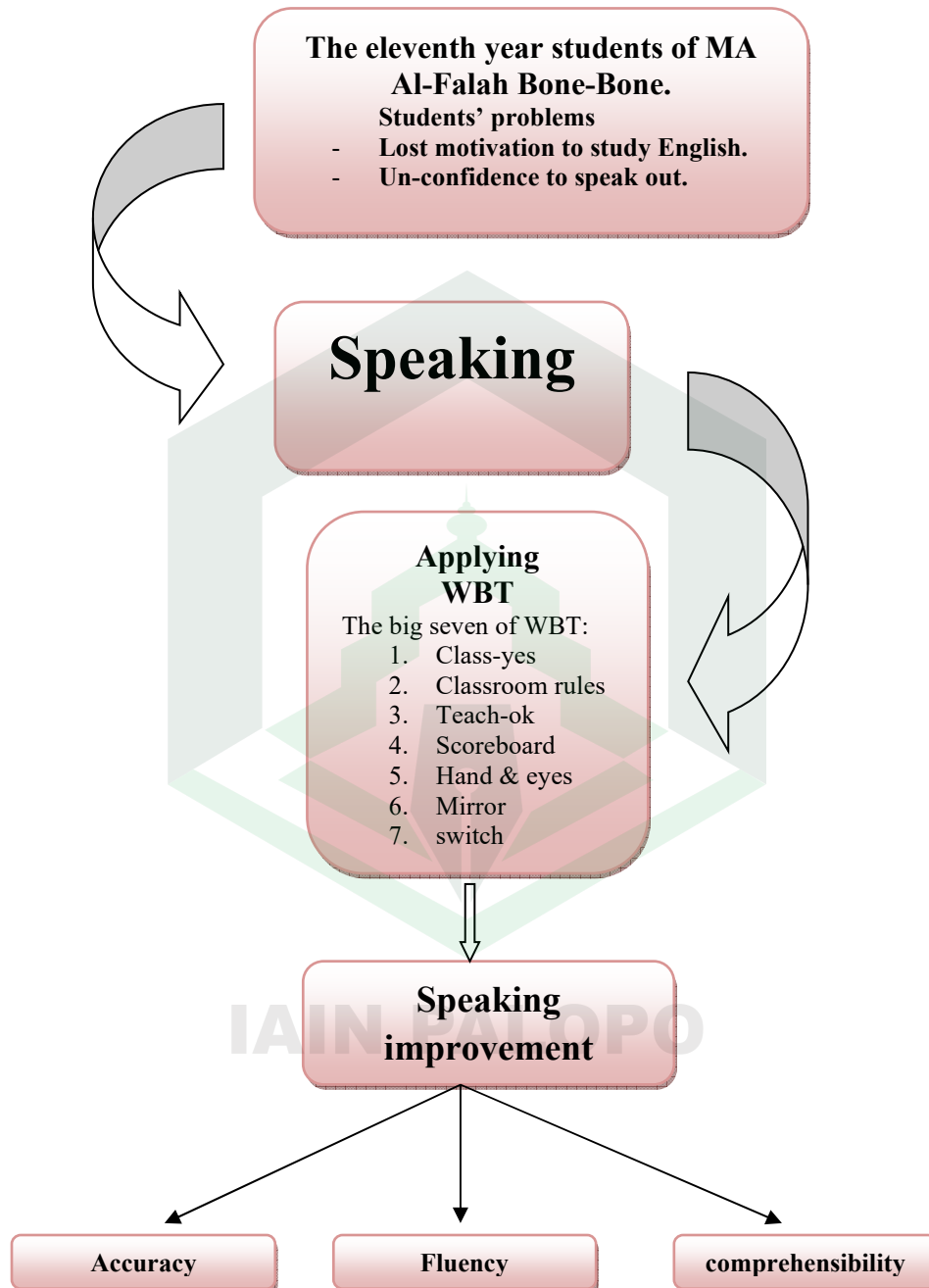
¹⁹ <http://www.multipleintelligence.com/Thomas-Amstrong/htm> assessed on June 2015

Chris Biffle offer seven steps to manage study with this method. Activity of interactive coloring this study process was controlled with commands and simple response by English word which relative have been recognized by student. The big seven are 1. Class-yess. When the teacher say class and the students answer it with yess. 2. Classroom rules. There are some rules that students must know. 3. Teach-okay. When the teacher say teach then the students answer okay, the students teach their partner according the teacher giving. 4. Score board. This step is assessing of teacher to students. 5. Hand and eyes is the supporting techniques in functions as the Focuser. 6. Mirror. 7. Switch when the teacher say switch the students have to change explain the material with their partner.



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The conceptual framework underlying in this research is in the following diagram:



CHAPTER III

RESEARCH METHOD

A. Type of Research

This research applied Classroom Action Research method by using four stages, such as, planning, action, observation and reflection. Classroom action research is collaborative, which is typically done because there is a common concern for the situation needs to be improved. The type of this research was using empirical action research. The basic idea of this kind of action research is to do something and record what was done and what happened. Process research principally with regard to record keeping and gathering experience in daily work ¹

The characteristic of classroom action research are:

1. Situational, contextual, small-scale, realized and are directly relevant to the real situation in the world of work.
2. Flexible and adaptive
3. Classroom action research there is a commitment to the improvement of education in action research conducted systematic monitoring to generate valid data.²

¹Suwarsih Madya, *teori dan Praktik Penelitian Tindakan (Action Research)*. Cet.IV:Bandung Alfabeta cv.2011 p.70

² *Ibid.* p. 11

B. Time and Place of the Research

This research started on 11 August 2015- 25 August 2015 conducted at the eleventh year of MA Al-Falah Bone-Bone Academic year 2015.

C. Data and data sources

a. Data

The data in this study obtained from observations and interview on location and the results of the final test scores at each cycle.

b. Source of data

Source of data in action research is all of student at the eleventh year of MA Al-Falah Bone-Bone, with 22 student's semester academic year 2015.

D. Research Procedures

Action research is conducted in some cycles; each cycle is implemented in accordance with changes to be achieved.

1. The Cycle I

a) Planning

1. Prepare the implementation of learning to be implemented
2. Make an observation of sheets, includes attendance list, activity, and interest students in learning English.
3. Make an evaluation tool of tests, which test questions adjusted to the implementation of learning plans are made each cycle.

b) Actions

1. Learning begins with preparing students to learn in pairs.
2. Teachers apply the whole brain teaching model classroom management.

The big seven of WBT:

1. Class-yes
2. Classroom rules
 - Follow direction quickly
 - Raise your hand for permission to speak
 - Raise your hand for permission to leave your sit
 - Make smart chooses
 - Make your dear teacher happy
3. Teach-ok
4. Scoreboard
5. Hand & eyes
6. Mirror
7. Switch

3. Teachers presented the material to students with true learning, and provided opportunities for students to ask about lessons not yet understood
4. Teachers provide opportunities for each pair to present back the lessons which is taught by the teacher.

c) Observation and evaluation.

This observation was made by teachers when implemented teaching and learning in the classroom. Teachers note the situation and condition of student learning based on the observation sheet that has 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.³

d) Reflection.

At this step, the results obtain at the stage of observation and evaluation is collected and analyzed. Observation and evaluation of the results obtain, and then the teacher will reflect on us 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 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.

2. The Cycle II

The result of the first cycle as references to the second cycle, and all of the weekness and problem in the first cycle would be conducted in this cycle.

a) Planning

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

- 1) Continued the activities that have been done in cycle 1.
- 2) Revised the weakness in the cycle 1.
- 3) Made planning again in the scenario learning process from the result of cycle 1 reflection.

b) Acting

- 1) The students divided into couples.
- 2) Every students were gave paper by the teacher.
- 3) Each couple practiced.

c) Observation

In this case the observation did at the cycle II was almost same with the doing observation at cycle I.

d) Reflecting

The teacher did the reflection toward the second cycle then made analysis and conclusion about the implementation of using WBT technique and composition (circ) in teaching speaking skill.

3. Cycle III

a) Planning

In this section, the researcher prepared the material was given to the students, arrange the material of lesson plan, arrange the observation to know increasing of the result study.

b) Acting

The teacher always gave the explanation about the new topic and then asked to the students make the explanation about the topic by their own words and their own gestures.

c) Observation

In this phase the teacher will observe the students' activity, situation, attention and speaking assessment (accuracy, fluency, and comprehensibility).

d) Reflecting

Found the weakness to prepare and manage the next cycle to improve the score and participation of students in speaking. Based on the result this cycle was success but the teacher want to know the students' ability and understanding the material. So, the researcher the next cycle.

4. Cycle IV

Like at third cycle, in this fourth cycle also consist of planning, acting, observation, and reflection.

a) Planning

In this cycle, the researcher continues activities that have been done in cycle III. Repairs the weakness in cycle III and make planning again based on the result of reflection in the cycle III.

b) Acting

In this acting, the researcher still teach the students like in cycle III, but based on planning in the fourth cycle.

c) Observation

The observation in this cycle was same in the cycle III.

d) Reflecting

Based on the result in the last cycle, applying WBT technique in learning speaking effectively at the eleventh year students of MA Al-Falah.⁴

E. Data Collection Technique

Data collection Technique which is used of this action, as follows:

1. Techniques
 - a. Observing; it aims at finding out the students' activeness during the teaching and learning process
 - b. Interviewing; it aims at finding out the students' competence during the teaching and learning process by teacher.

2. Instruments

The instruments used collecting data in this research, they were:

- a. Practice Speaking

To find the students' ability in speaking through the WBT technique on the students' practice with their partner. It will be given in reflection.

- b. Observation guide

It is used to note findings and improvement during the action step in each cycle.

The guideline of the field notes encompassed:

⁴ *Ibid*

1) Observation toward the students. it is usefull to observe the students' participation during the use WBT technique in teaching speaking and observation list to observe students' participation.

2) Observation towards the teacher's way of teaching. It was usefull to observe the teacher during the use of WBT technique in teaching speaking. Also, as the basic instrument in discussion part the teacher as a way to make reflection in each cycle.

c. Video recorder as an equipment to record students' voice and activities. Digital camera as an aquipment to take the students' picture during learning activity.

F. Data Analysis Technique

In analyzing the data, the researcher was determining the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained by J.B. Heaton as follows:

There are three criteria that resided in speaking skill and these all will be evaluated, they are:

1). Accuracy

The ability to pronunciation in the target language, clearly, grammatically and logically.

2). Fluency

The ability to use the target language fluently and in accepting and giving information is quickly.

3). Comprehension

The ability to understand the general meaning and the speaker intention the category of oral test assessment as follow.⁵

1) Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A view minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.

⁵ J. B. Heaton, Writing English Language Test, (New York; Longmen, 1988), p. 98

Average	3	Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

2) Fluency

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Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two

		unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are no too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.

Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.
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3) Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help

		him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speakers' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

a. Students score:

$$students\ score = \frac{score\ obtained + 2}{20} \times 100$$

b. Scoring classification.

Alphabet	Numbers 0-4	Numbers 0-100	Numbers 0-10	Classification
A	4	85-100	8,5-10	Very good
B	3	70-84	7,0-8,4	Good
C	2	55-69	5,5-5,9	Average
D	1	40-54	4,0-5,4	Poor
E	0	0-39	0,0-3,9	Very poor. ⁶

- c. Calculating the mean score of the students' speaking test by using the following formula:

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

Where:

X = The mean score

$\sum x$ = The total raw score

N = The number of students

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- d. Calculating the rate percentage of students score by using the following data:

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

Where: P = Rate percentage

⁶Oemar Hamalik, *Tenik Pengukuran dan Evaluasi Pendidikan*, (First Edition; Bandung: Mandar Maju, 1989), p 122.

F = Frequency

N = the total number of students⁷

- e. Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification.

Where :

1. Very Active : the students is responsive and participated fully in all activities in the learning and teaching process.
2. Active : the students response the material and interacting with other, wither to the teacher or his/her friends.
3. Less Active : the students pay attention and gives responses once in a while.
4. Not Active : the students does not give response to the material, she/he looks confused, bored, and sometimes lives the class, sleepy, fiddling mobile, write or something beyond of.⁸

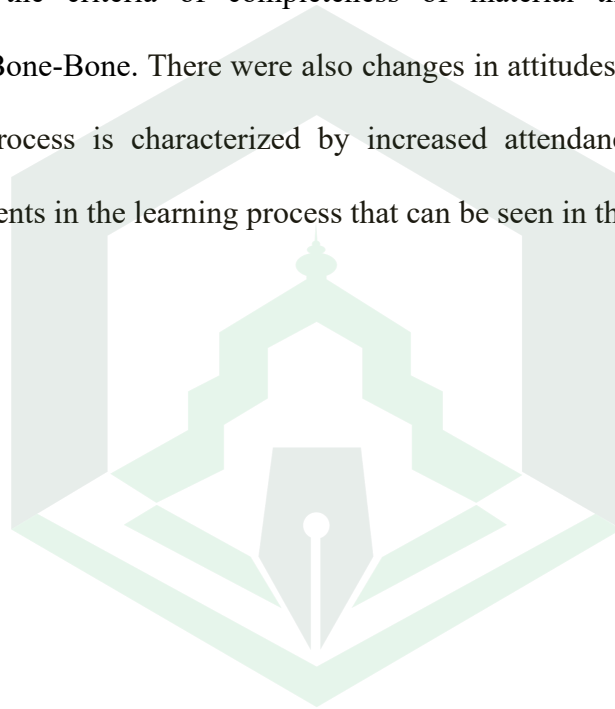
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⁷ Sudjana, *Metodestatistika* (Bandung : Tarsito Bandung,1992), p.73

⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, Bandung:PT Radjawali Persada,2009.p.13

G. Indicators of Success

Successfully in this action research, if apply WBT technique in learning speaking effectively in the class, the students can more active and creative to study English. Then the students can understand with their speaking using gestures about the topic. According to the criteria of completeness of material that is established by MA Al-Falah Bone-Bone. 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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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings are presented by using observation sheet, and test.

A. Findings

The findings explain the cycles of this research.

1. Explanation of cycle I

a. Planning

In planning section, the teacher prepared all tools that needed to carry out the study in the class, such as topic paper, observation sheet and the camera. In this section, the preparations prepared by me before doing action in the cycle 1 are:

- a) The teacher designed a lesson plan which described teacher's step in solving the students' problem in speaking skills.
- b) The teacher prepared the aids or tools to optimalization or support teaching and learning process to using The Whole Brain Teaching Model.
- c) The teacher determined the success indicators before begin this research.
- d) The teacher prepared material to be presented. In this research, all of the learning process in this class used the strategy of WBT.

b. Action

The action started on 11 August 2015, at the first lesson at 12.30 am. For the first cycle. The teacher opened the class by greeting all the students and then, the teacher introduced herself. After that, the teacher asked condition of students and gave explanation about WBT as a technique to teach speaking, and how to learn speaking by using WBT. The next, to attract student's response the teacher said "Class" and the students answered "yeess", the students follow it according teacher's intonation. The teacher gave a simple example to all students about how to speaking using WBT technique that was steps of WBT. The students had to follow the teacher activity. The teacher explained the five rules of WBT, 1) Follow direction quickly; 2) Raise your hand for permission to speak. 3) Raise your hand for permission to leave your sit. 4) Make smart chooses. 5) Make your dear teacher happy. After the students follow it, the teacher asked the students the next step "teach-okay", when the teacher said "teach" the students answered "okay" and then the students practiced with their partner same as like teacher had been taught. The teacher as observer checked the activity of students in the class. After that the teacher gave scoreboard for the student's participation as one of steps of WBT, but the students still low in speaking English, so students got "frowny". Then the teacher said "switch" as a last step of WBT, automatically the students had to change position, one become a mirror and one become physic. Next activity the first material in this cycle was the teacher gave example gestures how to introduce their self using WBT technique, such as "Hello

guys, my full name is Mukhrimah, my nick name is Rima. I am from Sukamaju, I am 22 years old, my hobby is jogging, and my idea is ambassador.” The simple material that was self introduction, In the first cycle the teacher focused on the steps of WBT technique. So the teacher’s target was the students can understand the steps of WBT and more quickly to follow the teacher’s action.

By the end of the class, the teacher closed the class by a conclusion as appreciation to all students that the students had done well in learning although still there were some of them unable to follow the steps of WBT and the students still confused about the technique, but they looking attract to study. The teacher did not satisfy with the result of first cycle, so the teacher continues it in the cycle 2.

Here was activities of WBT at the first cycle.

Picture 1
First activities cycle 1



Based on the pictures above, the teacher explained the WBT technique and gave material about self introduction to students as the first cycle.

c. Observation

Based on the observation done by the teacher, the teacher found that students were interested with the technique, but the students felt confused about the steps of WBT technique.

Through students active participation the teacher found that: (1) there were no students seem responsive and participated fully in all activities in the learning and teaching process (very active). (2) 10 students responses the material by listening, speaking, interacting with others, whether to the teacher (active). The classification both of very active students and active students were accumulated and reached 27,27%.

Through students' speaking the mean score of students reached 58,63. The teacher found that there were still some still of students cannot express their speaking using gesture ,they still difficult to balanced their speaking with their gesture and sometimes the speaking and the gesture was not correct. Especially in fluency, accuracy, and comprehensibility, those characterized by some of students look awkward to say some words because they doubt about the meaning of the words, and doubt to pronounce the words, halting delivery that made their speaking sometimes hardly to understand. So, the teacher made conclusion that WBT has successful as technique of English teaching learning process, but it needs some different models to

make students more understand what they want to speak using gestures so that the student's speaking skill be better.

d. Reflection

The reflection was done by the teacher, caused there were still weakness in implementation of WBT as technique in teaching speaking, this is have problems in fluency, and make balance between when they speaking with using gesture, and not active in learning process, the students still confused about the steps of WBT. According percentage of students active participation in cycle 1 still got 27.27%.

To know the students' activity using WBT technique in learning speaking effectively, the teacher still did teaching learning process in cycle 2. The effort which has been done by the teacher was to get the result of students' concept master.

2. Explanation of cycle II

a. Planning/revised plan

The teacher hoped in the cycle II the students be better especially in fluency and make balance between when they speaking with using gesture. The plan in the cycle II was closely same with the cycle 1. In this cycle the teacher gave students warming up to fluently the steps of WBT, and then gave topic with a paper, and the teacher gave them example with simple gestures, and then students follow it. The students had to practice it with their partner.

b. Action

The second cycle continued on 13 August 2015 at 12:30 a.m. The teacher started the class by greeting with call them “Class-class” and the students answered “Yess-Yess” then the teacher asked the students asked their condition. The teacher reminded the students about the previous lesson and relates it back to the current lesson. Like action in the first cycle. The teacher gave students warming up that was “Up and down and shake, shake, shake, shake to the left and shake to the right, turn turn around and shake shake” after the teacher explained it, the teacher started to said “class” and the students answered “yess” then the teacher claps hand twice and said “Teach” the students answered “Okay” the process of students activity explained with their partner. The teacher observed the activity of students, Hand and eyes and mirroring of students participations. Next the teacher said “Switch” the students change the position one be a speaker and one be mirror. Then the teacher gave scoreboard for the students as a motivator to students to do best in speaking activity. After the teacher gave and explained it using gestures the students practiced in front of their partner. Then the teacher started to give students second material, the material about describing. The teacher gave the students one topic, the topic is “Family” the teacher divided one paper, on paragraph about describing the topic, the paragraph was:

Family

I have family. The parts of my family are my father, my mother, my brother, and my sister. The leader in my family, he is my father. He is big, he is strong, and he

is a good man in the world. My mother is a beautiful woman and she likes cooking, and then my brother. My brother is a silent man, his hobby is reading. And the last is my sister, she is cheerful girl, her hobby is singing a song. I have a complete family and I love my Family

Then the teacher showed to them the gestures about the topic. The teacher said “Class-Class” with slow intonation and the students answered with same intonation “Yess-yess”. After that the teacher said “teach” and students answer “okay” the students showed their action with their partner until the teacher said “class” and they answer “yess” then the teacher said “switch” the students had to change position to explain the topic, automatically the students change position one be a speaker and one be a mirror. And then the teacher gave students scoreboard

Here was activities of WBT at the second cycle.

The First Topic
“Family”

Picture 2
Second activities of cycle 2



The pictures above were the student's activity explanation about "Family" with their partner.

c. Observation

Based on the observation done by the teacher, the teacher found that students were interested with the technique and looking fun and enjoy when they were speaking but the students still read the paper to practice with their partner about the topic.

Through students active participation the teacher found that: (1) there were 2 students seem responsive and participated fully in all activities in the learning and teaching process (very active). (2) 6 students responses the material by listening, speaking, interacting with others, whether to collaborator or me (active). The classification both of very active students and active students were accumulated and reached 36,36%.

Through students' speaking in learning process the mean score of students reached 62,72. The teacher found that there were some of students were not fluent in

speaking the topic, the students still read the paper when they explained the topic with their partner. So, the teacher thought to give new topic with another model, and continue in the cycle 3.

d. Reflection

The reflection was done by the teacher, caused the teacher was not satisfied with the result in this cycle there were still weakness in applying WBT as technique in teaching speaking, this is have problems in accuracy, fluency, and the students still monotone when they shown the topic, and still some students were not active in learning process, but most of them were able to describe well. The percentage of students very active participation got 9,09%

3. Explanation of cycle III

a. Planning/revised plan

The teacher hoped in the cycle 3 the students be better especially in accuracy, fluency and comprehensibility. The plan in the cycle 3 was closely same with the cycle 2. In this cycle the teacher gave students different model but still using WBT technique to make effective in learning process, and to improve students speaking skill. The teacher gave new topic that was about “House”, Then the teacher gave them example with a simple gesture, and then students follow it. After that the teacher gave instruction to students to make designed and describing the topic with their own expression to show it with their partner. With a gesture of their own made, they can express their style by using their own gesture. In this section, the students are more discipline, and they were practice in pair with her friend, so they can made

little discussion with their friends about what they have to described or how to show the topic using their own gesture.

b. Action

The third cycle continued 18 august 2015 at 12:30 a.m. The teacher opened the class by greeting the students and asked their condition. All actions in this cycle were based on the revised plan. The topic that used in this cycle was different from cycle 2. At the beginning of the third cycle the teacher gave them one topic about “House”

HOUSE

I’m going to describe my house. I live at home, with my family. When you go in, you can find a hall. On the right, there is a flower garden and on the left side there is a kitchen. The kitchen is small, but it’s OK for us. In the middle, there is a living room. This room has a lot of light. I love it. The next room is my bedroom. There is a double bed, there are no pictures on the wall. It’s very simple house.

Then the teacher described and showed it using simple gesture, and the students follow it using steps of WBT. The teacher asked the students about the topic that they can change the gesture and described it with their partner. But before it they would be discussed with their mates and make simple paragraph by their own words. The teacher gave the students to discuss. And then, the students ready to showed it, the teacher said “class-class” and students answered “yes-yes” then the teacher said

“teach” students answered “okay”, it’s the time the students showed their expression with their partner. When the teacher said “switch” automatically the students change position one be a speaker and one be a mirror. Then the teacher gave them scoreboard as the result of their expression, the teacher gave them “smiling” because the teacher thought that the students more active and showed it with good.

The second Topic *“House”*

Picture 3 Third activities of cycle 3



Basen on the pictures above, the activity of students desribing the topic using their own words and their own gestures.

c. Observation

Based on the observation done by the teacher, the teacher found that students were attractive, the students more active and creative to design their expression.

Through students active participation the teacher found that: (1) there were 6 students seem responsive and participated fully in all activities in the learning and

teaching process (very active). (2) 11 students responses the material by listening, speaking, interacting with others, whether to collaborator or me (active). The classification both of very active students and active students were accumulated and reached 72,27%.

Through students' speaking the mean score of students reached 69,22. Based on the observation activity made by the teacher in the cycle 3, in this cycle the students were interested to describe the topic because there were many words and sentences can be aroused from the topic, they were being more active in learning process than the previous cycle.

d. Reflection

The reflection was done by the teacher, learning process in this cycle more improvement, almost students more active than previous cycle, but some the students were not self confidence to practiced the topic, so when they speaking their expression and the gestures were not satisfied. The teacher would be continuing to the next cycle as the last cycle. The percentage of students very active participation got 27,27% and active participation got 50%.

4. Explanation of cycle IV

a. Planning/revised plan

The plan in the cycle 4 was closely same with the cycle 3. In this cycle the teacher gave students new topic, about "Best Friend" and the teacher gave them example with a simple gesture, and then students follow it. After that I gave instruction to students to make designed and describing the topic with their own expression to show it with

their partner. With a gesture of their own made, they can express their style by using their own gesture. The learning process was like with the cycle, but this cycle the teacher only made clear the using of WBT technique in student's speaking skill until this technique really improve the student's speaking effectively.

b. Action

In this section, the teacher greet the students with said "Class oh Class" used spirit intonations, and the students answered with same intonations of the teacher. The students were more discipline, and they were practice in pair with her friend, so they can made little discussion with their friends about what they have to described or how to showed the topic using their own gesture. The fourth cycle continued on 25 August 2015 at 12.30 a.m. The teacher continued the cycle. At the fourth cycle the teacher gave them the last topic about "Best Friend" and then the teacher described and showed it using simple gesture, and the students follow it using steps of WBT. The steps same as like in the previous meeting, after that the students had chance to practiced in front of class with their partner using their own gesture and their own words, the students speak out about the topic. And then the teacher gave a good scoreboard for the all students, because the students gave fully attention and spirit to explain about the topic. The teacher gave the conclusion as appreciation to all students that they have been better than yesterday meeting. The teacher gave motivation to all students about how lucky the people who can speak English? the teacher Especially the people who are able to explain a topic or describing something well.

The third Topic
“Best Friend”

Picture 4
Fourth activities of cycle 4



The pictures above the student activity when their were action in fron of class.

c. Observation

Based on the observation activity made by the teacher in the cycle 4, in this cycle the students were interested to describe the topic and the students more confidence to speak out with their partner using WBT technique. they were being more active in learning process than the previous cycle.

Through observation sheet in this cycle students were not awkward to describe the object using their own gesture. Besides that, students' speaking becomes more fluent than the previous cycle

Through students active participation the teacher observed and found that classification both of very active students and active students reached 90,90%

whereas in the cycle 1 only 27,27%, cycle 2 only 36,36%, cycle 3 only 72,27% every cycle the students were improvement.

Through students' speaking in the class there were great improvement in speaking in which mean score of students' test in cycle 1 was 58,63% and in the cycle II become 62,72, in the cycle 3 69,22% in the cycle 4 76,63%, and there were improvement in every component.

d. Reflection

The teacher believed that WBT was an effective technique to learn English especially in English speaking. The learning process of cycle 4 has observed by the teacher found that students have shown the students more active and comprehend the meaning what they discuss by using WBT technique. The percentage of students very active participation got 36,36%, and active participation got 54,54%.

The observation result of students active participation of cycle I

Table 4.1

The observation result of students active participation of cycle I

Respondents	Very active	Active	Less active	Not active
Ahmad Andri R.S		√		
Aisya Mayu			√	
Eka Wanda Sari			√	
Emil Widia Yanti				√
Endang Pratiwi				√
Husnaeni			√	
Hijra		√		
Inayatul Qoidah			√	
Indira Larasati		√		
Isna Wati				√
Izzatul Markhamah			√	
Lailatul Fitria			√	
Muh. Sholihin				√
Nurhasni Ningsih			√	
Ramlah				√
Rima Sartika			√	
Romi Zarkasi			√	
Ryian Pratama			√	
Sitti Nur Aeni		√		
Suci Citra Anugrah		√		
Sulastrri		√		
Syayidil Ashar				√

Table 4.2

The percentage of students' active participation of cycle 1

Classification	Frequency	Percentage
Very active	-	-
Active	6	27,27%
Less active	10	45,45%
Not active	6	27,27%

Based on the my observation data in cycle I which is shown there were not students very active in the speaking class by using WBT as one of technique to learn speaking. The active students were 6 and the percentage reached 27,27%. The less active students were 10 and the percentage reached 45,45%. And the not active were 6 students and the percentage reached 27,27%. The classification active students reached 27,27%.

Table 4.3
The result of students' scoring of speaking in cycle 1

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
Ahmad Andri R.S	3	4	3	70
Aisya Mayu	1	2	2	45
Eka Wanda Sari	2	1	2	45
Emil Widia Yanti	2	2	2	50
Endang Pratiwi	1	2	2	45
Husnaeni	2	1	2	45
Hijra	2	3	4	70
Inayatul Qoidah	2	3	2	60
Indira Larasati	2	3	4	70
Isna Wati	2	3	2	60
Izzatul Markhamah	2	3	3	60
Lailatul Fitria	2	2	3	60
Muh. Sholihin	1	2	2	45
Nurhasni Ningsih	2	3	2	60
Ramlah	2	1	2	45
Rima Sartika	2	3	2	60
Romi Zarkasi	2	2	3	60
Ryian Pratama	2	3	3	60
Sitti Nur Aeni	3	3	4	70
Suci Citra Anugrah	4	5	5	80
Sulastri	3	4	4	70
Syayidil Ashar	2	2	3	60
				$\Sigma D=1290$

Calculating the mean score of the students' speaking test of cycle 1

$$\begin{aligned} Md &= \frac{\sum D}{N} \\ &= \frac{1290}{22} \\ &= 58.63 \end{aligned}$$

Table 4.4
The students' accuracy score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	1	4,54%
Average	3	3	13,63%
Poor	2	15	68,18%
Very poor	1	3	13,63%

The table above shows that score of accuracy of cycle 1 varieties: in where there were no students (0.00%) got 'excellent', no students got 'very good', 1 students (4,54%) got 'good', 3 students (13,63%) got 'average', 15 students (68,18%) got 'poor', and there were 3 students (13,63%), got 'very poor', classification.

Table 4.5
The students' fluency score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	1	4,54%
Good	4	2	9,09%
Average	3	9	40,90%
Poor	2	7	31,81%
Very poor	1	3	13,63%

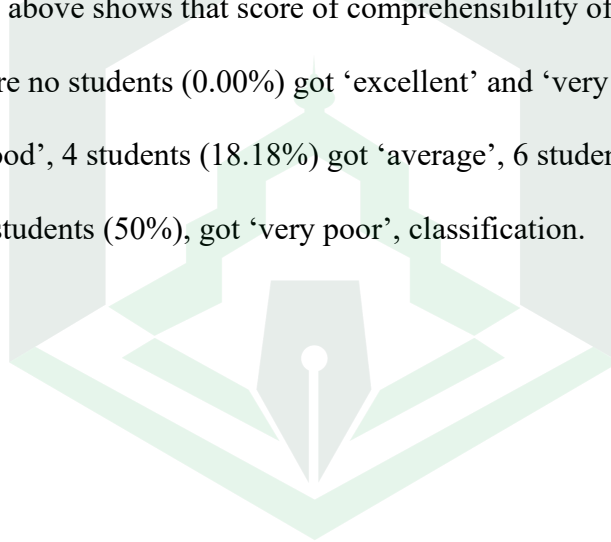
The table above shows that score of fluency of cycle 1 varieties: in where there were no students (0.00%) got 'excellent' and 'very good', 1 students (4,54%) got

'good', 2 students (9.09%) got 'average', 7 students (31,81%) got 'poor', and 3 students (13.63%) got 'very poor', classification.

Table 4.6
The students' comprehensibility score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	1	4,54%
Good	4	4	18,18%
Average	3	6	27,27%
Poor	2	11	50%
Very poor	1	-	-

The table above shows that score of comprehensibility of cycle 1 varieties: in where there were no students (0.00%) got 'excellent' and 'very good', 1 student (4,54%) got 'good', 4 students (18.18%) got 'average', 6 students (27,27%) got 'poor', and 11 students (50%), got 'very poor', classification.



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The observation result of students active participation of cycle 2

Table 4.7

The observation result of students active participation of cycle 2

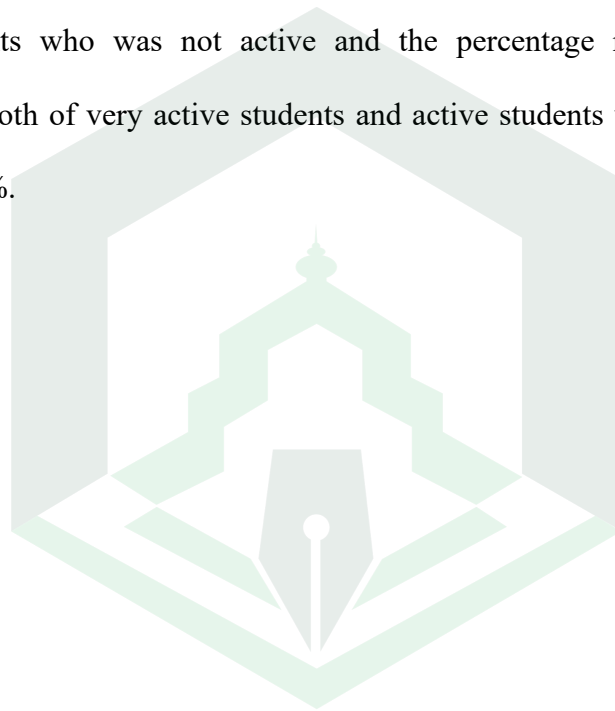
Respondents	Very active	Active	Less active	Not active
Ahmad Andri R.S		√		
Aisyah Mayu			√	
Eka Wanda Sari			√	
Emil Widia Yanti				√
Endang Pratiwi				√
Husnaeni				√
Hijra		√		
Inayatul Qoidah		√		
Indira Larasati		√		
Isna Wati				√
Izzatul Markhamah		√		
Lailatul Fitria			√	
Muh. Sholihin				√
Nurhasni Ningsih			√	
Ramlah				√
Rima Sartika			√	
Romi Zarkasi			√	
Ryian Pratama			√	
Sitti Nur Aeni	√			
Suci Citra Anugrah	√			
Sulastris		√		
Syayidil Ashar			√	

Table 4.8

The percentage of students' active participation of cycle 2

Classification	Frequency	Percentage
Very active	2	9,09%
Active	6	27,27%
Less active	8	36,36%
Not active	6	27,27%

This observation data was collected and classification like in cycle 1. Based on the my observation data in cycle II which is shown there were 2 students very active in the speaking class by using WBT as one of technique to learn speaking, and the percentage reached 9,09%. The active students were 6 and the percentage reached 36,36%. The less active students were 8 and the percentage reached 36,36%. And were 6 students who was not active and the percentage reached 27,27%. The classification both of very active students and active students were accumulated and reached 36,36%.



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Table 4.9
The result of students' scoring of speaking in cycle 2

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
Ahmad Andri R.S	3	4	4	75
Aisyah Mayu	2	3	2	55
Eka Wanda Sari	2	2	2	50
Emil Widia Yanti	2	3	2	55
Endang Pratiwi	2	2	2	50
Husnaeni	2	2	2	50
Hijra	3	3	4	75
Inayatul Qoidah	2	3	3	60
Indira Larasati	3	4	4	75
Isna Wati	2	3	3	60
Izzatul Markhamah	3	3	3	65
Lailatul Fitria	2	3	3	60
Muh. Sholihin	2	3	2	55
Nurhasni Ningsih	2	3	2	55
Ramlah	2	2	2	50
Rima Sartika	2	3	3	60
Romi Zarkasi	3	2	3	60
Ryian Pratama	3	4	3	65
Sitti Nur Aeni	4	4	4	80
Suci Citra Anugrah	5	5	5	85
Sulastri	4	4	4	80
Syaidil Ashar	2	3	3	60
	$\Sigma D=1380$			

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Calculating the mean score of the students' speaking of cycle 2

$$\begin{aligned}
 Md &= \frac{\Sigma D}{N} \\
 &= \frac{1380}{22} \\
 &= 62.72
 \end{aligned}$$

Table 4.10
The students' accuracy score of cycle 2

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	1	4,54%
Good	4	2	9,09%
Average	3	6	27,27%
Poor	2	13	59,09%
Very poor	1	-	-

The table above shows that score of accuracy of cycle 2 varieties: in where there were no students (0.00%) got 'excellent', 1 students (4,54%) got 'very good', 2 students (9,09%) got 'good', 6 students (27,27%) got 'average', 13 students (59,09%) got 'poor', and there were no students (0.00%), got 'very poor', classification.

Table 4.11
The students' fluency score of cycle 2

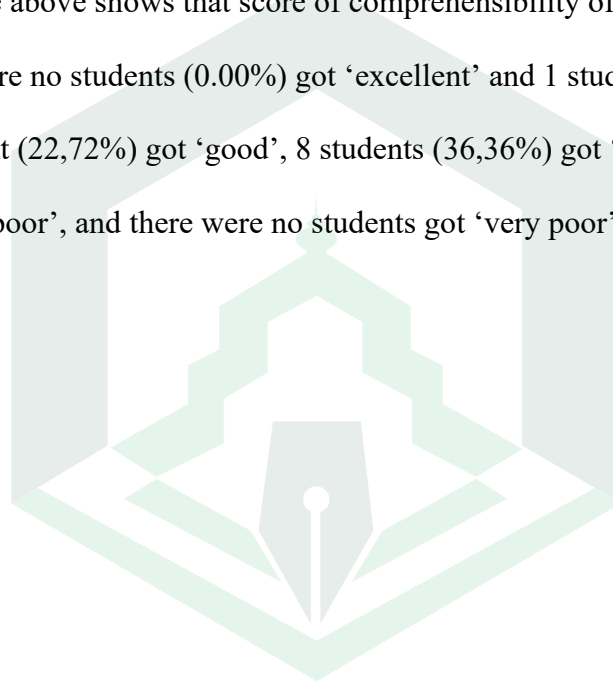
Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	1	4,54%
Good	4	5	22,72%
Average	3	11	50%
Poor	2	5	22,72%
Very poor	1	-	-

The table above shows that score of fluency of cycle 2 varieties: in where there were no students (0.00%) got 'excellent' and 1 student (4,54%) got 'very good', 5 students (22,72%) got 'good', 11 students (50%) got 'average', 5 students (22,72%) got 'poor', and there were no students got 'very poor', classification.

Table 4.12
The students' comprehensibility score of cycle 2

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	1	4,54%
Good	4	5	22,72%
Average	3	8	36,36%
Poor	2	8	36,36%
Very poor	1	-	-

The table above shows that score of comprehensibility of cycle 2 varieties: in where there were no students (0.00%) got 'excellent' and 1 student (4,54%) 'very good', 5 student (22,72%) got 'good', 8 students (36,36%) got 'average', 8 students (36,36%) got 'poor', and there were no students got 'very poor', classification.



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The observation result of students active participation of cycle 3

Table 4.13

The observation result of students active participation of cycle 3

Respondents	Very active	Active	Less active	Not active
Ahmasd Andri R.S	√			
Aisya Mayu		√		
Eka Wanda Sari		√		
Emil Widia Yanti			√	
Endang Pratiwi		√		
Husnaeni			√	
Hijra	√			
Inayatul Qoidah		√		
Indira Larasati	√			
Isna Wati				√
Izzatul Markhamah		√		
Lailatul Fitria		√		
Muh. Sholihin		√		
Nurhasni Ningsih		√		
Ramlah				√
Rima Sartika		√		
Romi Zarkasi		√		
Ryian Pratama		√		
Sitti Nur Aeni	√			
Suci Citra Anugrah	√			
Sulastri	√			
Syayidil Ashar				√

Table 4.13

The percentage of students' active participation of cycle 3

Classification	Frequency	Percentage
Very active	6	27,27%
Active	11	50%
Less active	5	22,72%
Not active	-	-

This observation data was collected and classification like in cycle 2. Based on the my observation data in cycle 3 which is shown there were 6 students very active in the speaking class by using WBT as one of technique to learn speaking, and the

percentage reached 27,27%. The active students were 11 and the percentage reached 50%. The less active students were 5 and the percentage reached 22,72%. And there is no student who was not active. The classification both of very active students and active students were accumulated and reached 72,27%.

Table 4.14
The result of students' scoring of speaking in cycle 3

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
Ahmad Andri R.S	4	5	4	80
Aisya Mayu	3	4	4	70
Eka Wanda Sari	4	3	3	65
Emil Widia Yanti	4	3	3	65
Endang Pratiwi	3	4	3	65
Husnaeni	3	3	3	60
Hijra	4	5	4	80
Inayatul Qoidah	3	3	4	65
Indira Larasati	4	5	4	80
Isna Wati	3	3	4	65
Izzatul Markhamah	3	4	3	65
Lailatul Fitria	3	3	3	60
Muh. Sholihin	3	3	4	65
Nurhasni Ningsih	3	3	3	60
Ramlah	3	4	3	65
Rima Sartika	3	3	4	65
Romi Zarkasi	3	3	4	65
Ryian Pratama	3	4	3	65
Sitti Nur Aeni	5	5	4	85
Suci Citra Anugrah	6	6	5	88
Sulastri	5	5	5	85
Syayidil Ashar	3	3	3	60
				$\Sigma D=1523$

Calculating the mean score of the students' speaking of cycle 3

$$\begin{aligned} Md &= \frac{\sum D}{N} \\ &= \frac{1523}{22} \\ &= 69,22 \end{aligned}$$

Table 4.15
The students' accuracy score of cycle 3

Classification	Score	Frequency	Percentage
Excellent	6	1	4,54%
Very good	5	2	9,09%
Good	4	5	22,72%
Average	3	14	63,63%
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of accuracy of cycle 3 were still varieties but there were some improvements: in which there were 1 student (4,54%) got 'excellent', 2 students (9,09%) got 'very good', 5 students (22,72%) got 'good', and there were 14 students (63,63%) got 'average', and no students (0,00%) got 'poor', and 'very poor' classification.

Table 4.16
The students' fluency score of cycle 3

Classification	Score	Frequency	Percentage
Excellent	6	1	4,54%
Very good	5	5	22,72%
Good	4	5	22,72%
Average	3	11	50%
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of fluency of cycle 3 were still varieties but there were some improvements: in which there were 1 students (4,54%) got 'excellent', 5 students (27,72%) got 'very good', 5 students (22,72%) got 'good', 11 students (50%) got 'average', and no students (0.00%) got 'poor', and 'very poor' classification.

Table 4.17
The students' comprehensibility score of cycle 3

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	2	9,09%
Good	4	10	45,45%
Average	3	10	45,45%
Poor	2	-	-
Very poor	1	-	-

The table 19 above shows that score of comprehensibility of cycle 3 were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 2 students (9,09%) got 'very good', 10 students (45,45%) got 'good', and 10 student (45,45%) got 'average', and no students (0,00%) got 'poor', and 'very poor' classification.

The observation result of students active participation of cycle 4

Table 4.18

The observation result of students active participation of cycle 4

Respondents	Very active	Active	Less active	Not active
Ahmasd Andri R.S	√			
Aisya Mayu		√		
Eka Wanda Sari		√		
Emil Widia Yanti		√		
Endang Pratiwi		√		
Husnaeni		√		
Hijra	√			
Inayatul Qoidah		√		
Indira Larasati	√			
Isna Wati				√
Izzatul Markhamah		√		
Lailatul Fitria	√			
Muh. Sholihin		√		
Nurhasni Ningsih		√		
Ramlah				√
Rima Sartika		√		
Romi Zarkasi		√		
Ryian Pratama		√		
Sitti Nur Aeni	√			
Suci Citra Anugrah	√			
Sulastri	√			
Syayidil Ashar		√		

Table 4.19

The percentage of students' active participation of cycle 4

Classification	Frequency	Percentage
Very active	8	36,36%
Active	12	54,54%
Less active	2	9,09%
Not active	-	-

This observation data was collected and classification like in cycle 3. Based on the my observation data in cycle 4 which is shown there were 8 students very active in the speaking class by using WBT as one of technique to learn speaking, and the

percentage reached 36,36%. The active students were 12 and the percentage reached 54,54%. The less active students were 2 and the percentage reached 9,09%. And there is no student who was not active. The classification both of very active students and active students were accumulated and reached 90,90%.

Table 4.20
The result of students' scoring of speaking in cycle 4

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
Ahmad Andri R.S	6	5	5	85
Aisya Mayu	4	5	4	75
Eka Wanda Sari	4	4	3	70
Emil Widia Yanti	4	3	4	70
Endang Pratiwi	4	4	3	70
Husnaeni	3	3	4	65
Hijra	5	5	5	85
Inayatul Qoidah	4	5	4	80
Indira Larasati	4	5	5	85
Isna Wati	4	4	4	70
Izzatul Markhamah	4	4	5	75
Lailatul Fitria	4	5	5	85
Muh. Sholihin	4	4	4	70
Nurhasni Ningsih	3	4	4	70
Ramlah	4	4	4	70
Rima Sartika	4	5	4	75
Romi Zarkasi	4	5	4	75
Ryian Pratama	4	4	5	75
Sitti Nur Aeni	6	5	6	88
Suci Citra Anugrah	6	6	6	90
Sulastri	5	6	6	88
Syayidil Ashar	4	4	4	70
				$\Sigma D=1686$

Calculating the mean score of the students' speaking of cycle 4

$$\begin{aligned} Md &= \frac{\sum D}{N} \\ &= \frac{1686}{22} \\ &= 76,63 \end{aligned}$$

Table 4.21
The students' accuracy score of cycle 4

Classification	Score	Frequency	Percentage
Excellent	6	3	13,63%
Very good	5	2	9,09%
Good	4	15	68,18%
Average	3	2	9,09%
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of accuracy of cycle 4 were still varieties but there were some improvements: in which there were 3 student (13,63%) got 'excellent', 2 students (9,09%) got 'very good', 15 students (63,18%) got 'good', and there were 2 students (9,09%) got 'average', and no students (0,00%) got 'poor', and 'very poor' classification.

Table 4.22
The students' fluency score of cycle 4

Classification	Score	Frequency	Percentage
Excellent	6	2	9,09%
Very good	5	9	40,90%
Good	4	9	40,90%
Average	3	2	9,09%
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of fluency of cycle 4 were still varieties but there were some improvements: in which there were 2 students (9,09%) got 'excellent', 9 students (40,90%) got 'very good', 9 students (9,09%) got 'good', 2 students (9,09%) got 'average', and no students (0.00%) got 'poor', and 'very poor' classification.

Table 4.23
The students' comprehensibility score of cycle 4

Classification	Score	Frequency	Percentage
Excellent	6	3	13,63%
Very good	5	6	27,27%
Good	4	11	50%
Average	3	2	9,09%
Poor	2	-	-
Very poor	1	-	-

The table 25 above shows that score of comprehensibility of cycle 4 were still varieties but there were some improvements: in which there were 3 students (13,63%) got 'excellent', 6 students (27,27%) got 'very good', 11 students (50%) got 'good', and 2 students (9,09%) got 'average', and no students (0,00%) got 'poor', and 'very poor' classification.

B. Discussion

Based on the result of the collected data analysis during cycle 1 which is shown there were following, it can be discussed as follows:

1. The description of cycle 1.

The first cycle the teacher introduce herself to students and explain the technique of teaching in speaking skill that is Whole Brain Teaching (WBT) and shown the big seven steps of WBT. And then the teacher gave first material that was “self Introduction” Before it the teacher had been told to students to find their couple, then the teacher gave an example for students from steps in WBT, it made them understand to follow the rules of WBT technique. In the first teaching, class management still be a big problem because some factors, that are the situation was not clear, the students felt confusing how to speak use WBT technique, and attention of the teacher did not flatten, nevertheless using WBT had been attract student’s attention. The teacher based on the result in cycle 1 the teacher was not satisfied, so that the teacher would continue in the next cycle. in the next cycle the teacher more keep attention to the students activity and explained the material using steps of WBT clearly, so that the students were not confusing with the technique.

2. The description of cycle 2.

The second cycle the teacher observed in the class situation and before start to learning the teacher gave students warming up to remind the last material about

technique of WBT. Next, the teacher divided paper about describing the topic, and then the teacher explained using WBT technique and the students practiced with their partner. After the teaching learning process finished, the teacher gave scoreboard as one of steps in WBT technique, the students got frowny because some of them only joking with their partner, then the teacher interviewed the students. Based on the interview, the teacher found some students did not participate fully in the classroom such as some of them did not give response when the teacher explained. The teacher also found if the students still difficult to combined how to described topic using gesture. Therefore, the teacher realized that there were also some weaknesses in teaching. The students were sometime confused because they did not have some vocabularies than can help them in speaking activity. It made the teacher had to translate one by one of the words in paper. The students only speak with read the paper about family, but some of them still did not understand the meaning of words, they just follow what the teacher's had been action. Actually the students were attractive to speaking English but the teacher had been not satisfied of assessment in speaking skill from students. There were students having ability to speak fluently but the accuracy assessment was not correct. The students activity varieties there some students could speak out fluently but the accuracy and how to pronounce the words was not correctly, According this problem the teacher would continue in the next cycle, the teacher not only gave them topic about the material, but the teacher had to give explanation how to be good speaker. Good speaker not only able to speak fluently but we had to know the grammatical and what they speak.

3. The description of cycle 3.

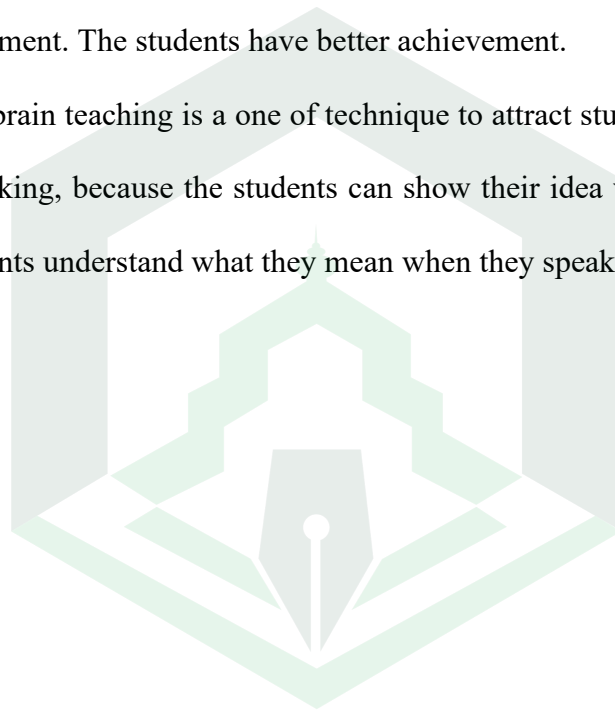
Based on the result of the test in cycle 2, it can also be drawn that there were many students who still had low skill in speaking. In the third cycle the teacher gave same model of material that was describing thing using WBT technique but with different topic. The topic was “House” the teacher changed learning model, different with cycle 2, the teacher did not gave the students paper was like the last meeting but the teacher only explained the topic using gesture then the students follow it and practiced with their partner. After that the teacher asked the students to describing the topic using their words and created the gestures by themselves. So they could speak out with their partner using their own words and their own gestures. Based on the result in this cycle, the situation in the class more active than the second cycle. Based on accuracy assessment when they were speaking it had been improved. Nevertheless the teacher wanted the using of WBT technique more effective, the teacher continued to the next cycle.

4. The description of cycle 4.

In this cycle, the teacher revised some weakness that was found in teaching learning process in cycle 3. The teacher more focused on the confidence of the students, the teacher always repeated continuously so that the students memorize the gestures and more quickly to speak the material. Then the teacher started to give the students different topic for the previous cycle the teacher gave topic about “Best Friend” and then the teacher gave example to describe it using simple gestures, and

then the teacher gave students chance to make their own gesture according the topic. The models in learning process same as like in third cycle. In this cycle, the students free to speaking about the topic with their partner and using gestures were like what they said. The standard of success criteria had already been achieved. Based on the observation, the result shows the action process has been successful because this case has an improvement. The students have better achievement.

Whole brain teaching is a one of technique to attract students learning English especially speaking, because the students can show their idea with a gesture it make easily for students understand what they mean when they speaking English.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

A. Conclusion

Based on the result of discussion, findings in the previous chapter, the researcher conclusion that effective way in improving speaking skill by using Whole Brain Teaching (WBT) technique could be described as follows:

- Whole brain teaching has seven steps to implement in the class, they are 1). Class-Yess, to attract student's participations. 2). Classroom rules, the five rules used to make conducive situation in the class. 3). Teach-ok, the teacher asked students to find their couple as a neighbor. 4). Scoreboard, the result of students participation. 5). Hand & eyes is the supporting techniques in functions as the focuser 6). Mirror activity of students to mirroring all of the teacher's gestures while saying the teacher's talk about. 7). Switch, changed position one to teach everything the teacher has taught the students.
- The teacher directly gave practice speaking with gesture so that the students could easily understand the subject that the teacher was taught and it is easy way to the students to understand what they meant when they spoke. It is one of effective way how the teacher applied WBT technique in the classroom.

B. Suggestion

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

1. According to the result of this study the teacher suggest to anyone who want to teach English, especially a teacher who want to improve students' speaking skill can use WBT technique to improve students' speaking skill. In apply WBT technique the first thing the teacher must prepare herself to teach the students because this technique trains our self confidence. In teaching speaking by using topic, the teacher has to bring interesting topic as technique to be explained and practiced use gestures by students. So, the students can enjoy practice speaking, and if their practice enjoy, they will speak more because they have motivation that is given by the teacher. In teaching speaking by using WBT, the teacher has to more active and creative to created the topic and gesture so that the learning process did not monotone or makes the students bored. So the students feel not awkward to speak with their friends. Besides that, students can exchange ideas and gestures about what should they explain of the topic. And it can make the students to speak more. The important thing that the teacher has to give students motivation about always keep spirit to study or how lucky the people who can speak English. Especially the people who are able to explained a topic or something well. Because it can make them feel attract to be the best.

2. Suggestion for the students, the students must have spirit to learning English, they should still be more active to speak in class and should have braveness to express their ideas and do not be shy or afraid to make grammatical error in speaking because they know to have a good speaking they have to always practice. Besides that, students have to bring English dictionary in every meeting.



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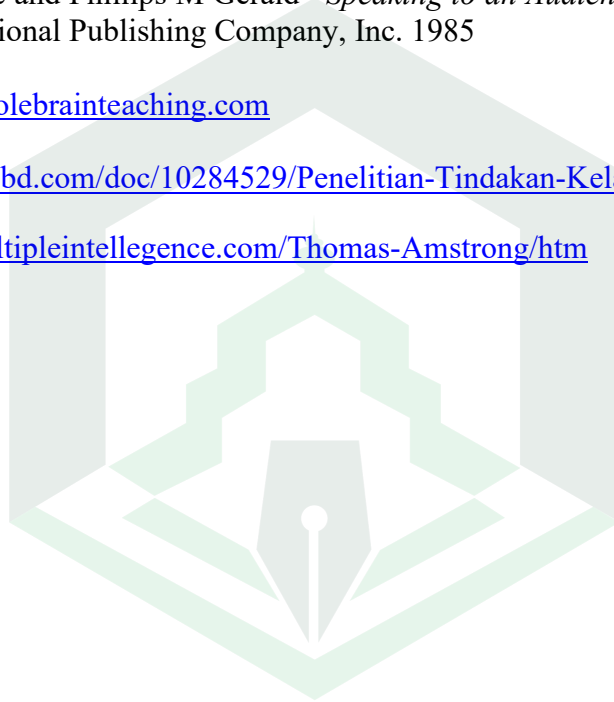
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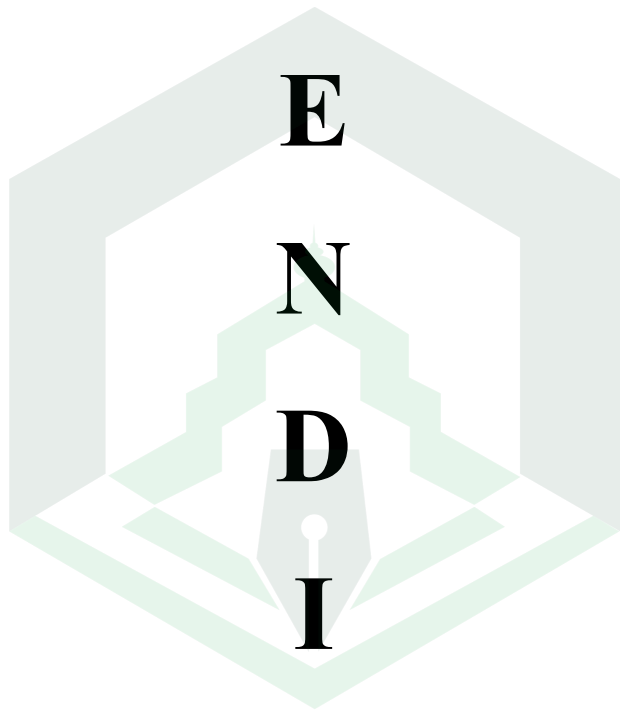
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RESEARCH DOCUMENTATION

The activities of cycle 1



I explained to all students about how to learn speaking by using WBT, and showed the topic to all students. After that, students were practice speaking in pair with their partner.

The activities of cycle II



Students were practice speaking using gesture with their partner.

The activities of cycle III



Students were practice speaking with their partner using own gesture.



The activities of cycle IV



Students were practice speaking using their own gestures and their own words





LEMBAR OBSERVASI
SIKLUS 1

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat
1	Students seem enthusiastic in learning speaking by using WBT.			15 S 68,18%			
2	Students seem not awkward to describe the object using their own gesture.				12 S 54,54%		
3	Students seem more confidence to speak English by using WBT			17 S 72,27%			
4	The use of WBT can help students improve their speaking ability in speaking English				12 S 54,54%		
5	Students be more active and creative.			16 S 72,72%			

Catatan: Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil)

Baik (B) : jika 75% - 89% dari siswa (berhasil)

Cukup (C) : jika 60% - 74% dari siswa (berhasil)

Kurang (K) : jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK): jika 0% - 44% dari siswa (gagal)

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IAIN PALOPO

Observer

Rita Fatimah S.HI

**LEMBAR OBSERVASI
SIKLUS 2**

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat
1	Students seem enthusiastic in learning speaking by using WBT.		19 S 86,36%				
2	Students seem not awkward to describe the object using their own gesture.			15 S 68,18%			
3	Students seem more confidence to speak English by using WBT			15 S 68,18%			
4	The use of WBT can help students improve their speaking ability in speaking English			14 S 63,63%			
5	Students be more active and creative.			16 S 72,72%			

Catatan: Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil)

Baik (B) : jika 75% - 89% dari siswa (berhasil)

Cukup (C) : jika 60% - 74% dari siswa (berhasil)

Kurang (K) : jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK): jika 0% - 44% dari siswa (gagal)

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**LEMBAR OBSERVASI
SIKLUS 3**

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat
1	Students seem enthusiastic in learning speaking by using WBT.		19 S 86,36 %				
2	Students seem not awkward to describe the object using their own gesture.			17 S 72,27%			
3	Students seem more confidence to speak English by using WBT		18 S 81,81 %				
4	The use of WBT can help students improve their speaking ability in speaking English			17 S 72,27%			
5	Students be more active and creative.		18 S 81,81 %				

Catatan: Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil)

Baik (B) : jika 75% - 89% dari siswa (berhasil)

Cukup (C) : jika 60% - 74% dari siswa (berhasil)

Kurang (K) : jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK): jika 0% - 44% dari siswa (gagal)

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**LEMBAR OBSERVASI
SIKLUS 4**

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan)

No	Pernyataan	SB	B	C	K	SK	Cat
1	Students seem enthusiastic in learning speaking by using WBT.	20 S 90,90%					
2	Students seem not awkward to describe the object using their own gesture.		19 S 86,36%				
3	Students seem more confidence to speak English by using WBT		18 S 81,81%				
4	The use of WBT can help students improve their speaking ability in speaking English		19 S 86,36%				
5	Students be more active and creative.	20 S 90,90%					

Catatan: Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil)

Baik (B) : jika 75% - 89% dari siswa (berhasil)

Cukup (C) : jika 60% - 74% dari siswa (berhasil)

Kurang (K) : jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK) : jika 0% - 44% dari siswa (gagal)

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LESSON PLAN

School : MA Al-Falah
Subject : English
Class : XI of MA Al-Falah
Time Allotment : 45 minutes
Language Focus : Speaking skill
Cycle : 1st – 4th

A. Standard of Competency : Speaking

- Describing about person using gesture.

B. Basic Competency

- Explaining person using gesture in simple monologue spoken language accurately, fluently, and comprehensibility.

C. Indicator

- Using simple sentence and simple gesture to explain person.

D. Purpose of learning

- Students can speak fluently using gesture
- Students can explain and make gesture to explain person.

E. Learning Objectives

- Students will be able to speak well, especially in accuracy, fluency, and comprehensibility in give opinion about the topic
- Students will be able to make gesture to explain the topic.
- Students will be able to make the other people can understand about what they say while giving opinion and giving gesture to explain the topic.

F. Steps in Learning

First cycle

No.	Materi/Subject	Interaction	Procedures	TIME
1	Introduction	T → S	<ul style="list-style-type: none"> ➤ Greeting And Introduction Self ➤ Asking The Students' Condition ➤ Giving motivation to students before giving the material. 	± 5 – 10 min
2	Pre-activities Speaking material by WBT	T → S	<ul style="list-style-type: none"> • Telling the rules of The Whole Brain Teaching method to the students. • Give instruction to the students before speak use The Whole Brain Teaching method. 	±10 – 15 min
3	Main – Activities Practice speaking	T → S	<ul style="list-style-type: none"> • The teacher says “class” and the students answer “yess”. • The teacher gives instruction to students to find a partner. • The teacher explain the big seven of WBT. • The teacher gives example material using gesture and the students follow it. • After the students understand the material, the teacher say “teach” and the students say “ok”. • After that the teacher says “switch” and the students have to explain the material with their partner by turns. • The teacher give first material about self introduction. • The teacher gives scoreboard. 	± 30 – 40 min
4	Control Practice	T → S	<ul style="list-style-type: none"> • Explaining the corrections of the students' speaking. 	±10 – 15 min
5	Closing	T → S	Giving conclusion as appreciation to all students that the students have done well in learning. And tell the students about the topic that they have to explain in the next meeting.	±10 – 15 min

Second cycle

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students. And introduce the topic that they have to explain at the day.	± 5 – 10 min
2.	Pre-activities Speaking material by WBT	T → S	I remind the students about the previous lesson and it back to the current lesson. I give the topic to all students for describing it like before.	±10 – 15 min
3.	Main-activities Practice Speaking	T → S	Give practice speaking using gesture to the students with their partner	± 30 – 40 min
4.	Closing	T → S	I give the conclusion that they have been better than yesterday meeting. I suggest to all students to study hard.	±10 – 15 min

Third cycle

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students, then give the students one topic. And ask to the students that they can change the gesture.	± 5 – 10 min
2.	Pre-activities Speaking material by WBT	T → S	The teacher gives example material using gesture and the students follow it. After the students understand the material, the teacher say “teach” and the students say “ok”. After that the teacher says “switch” and the students have to explain the material with their partner by turns. The teacher gives scoreboard.	±10 – 15 min

3.	Main-activities Practice Speaking	T → S	Give practice speaking to the students with their partner.	± 30 – 40 min
4.	Closing	T → S	I give conclusion as appreciation to all students that the students had done well in learning, I give motivation to all students about how lucky the people who can speak English?	±10 – 15 min

Fourth cycle

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students. And ask to students about the topic of the last test.	± 5 – 10 min
2.	Pre-activities Speaking material by WBT	T → S	The teacher gives example material using gesture and the students follow it. After the students understand the material, the teacher say “teach” and the students say “ok”. After that the teacher says “switch” and the students have to explain the material with their partner by turns. The teacher gives scoreboard.	±10 – 15 min
3.	Main-activities Practice Speaking	T → S	Give practice speaking to the students with their partner.	± 30 – 40 min
4.	Closing	T → S	I give some conclusion about the test at the day and tell the students that they give greet improvement in speaking skill through WBT. Then the researcher gives them questionnaire, and filled again at the day. And tell the students at the day is the last meeting. Before class is closed I say many thanks to all students for their participant during	±10 – 15 min

			teaching learning process. And I give them motivation to keep study hard.	
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CURRICULUM VITAE

Mukhrimah, She was born on 10th August 1993 in Sukamaju, as the last child from the happy and simple family. Her father's name is Samadi and her mothers' name is Yatin. She has four sisters and three brothers who always give support to continue her studying.

She was starting her studying at the Elementary School Num. 173 Sukamaju II in 1999 and graduated 2005 and continued it in Islamic Junior High School Al-falah in 2008. She graduated it and then continued her studying in Islamic Senior High School Al-falah and graduated in 2011. After that, she continued her studying at the State College for Islam Studies (STAIN) palopo and taking English Department and She finished her studying at the State College for Islamic Studies (STAIN) palopo in 2015. During his study, she was active in Internal Students Organizations. He was member of English Students Association (HMPS-BIG) STAIN Palopo since 2012 – 2013, she was member of Resimen Mahasiswa IAIN Palopo since 2012. She was member of BEM IAIN Palopo since 2013-2014. She always active in external program such as Get you club.

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