SKRIPSI

IMPROVING SPEAKING SKILL THROUGH WHOLE BRAIN TEACHING (WBT) AS STRATEGY AT THE TENTH GRADE OF SMAN 9 PINRANG

By

NASRULLAH

Reg. Num. 15.1300.019

ENGLISH PROGRAM

TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2019

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Submitted to the English Programof Faculty of State Islamic Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Skripsi

As Partial Fulfillment of the Requirement for the Attainment of the Degree

"SarjanaPendidikan(S.Pd.)"

English Program

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NASRULLAH

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to

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

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Parepare, July 26th 2019

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that himself conducted this skripsi, If it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Nasrullah. *Improving Speaking Skill through Whole Brain Teaching as Strategy at The Tenth Grade of SMA Negeri 3 Pinrang,* (Supervised by Hj, Nurhamdah. and Mujahidah.)

This study was aimed to see the *Improving Speaking Skill* at the tenth grade students of SMA Negeri 9 Pinrang. the objective of this research is to get the empirical data of the differences between students' score of speaking test who were taught by using whole brain teaching and the students who taught by using whole brain teaching and to know how whole brain teaching in teaching speaking. The population of this research consist of 153 students is and the sample of the research X.MIPA.1 as the experimental class consist of 33 students and X.MIPA.2 as the control class consist of 31 students.

The research method used in this research was a quantitative method using quasi-experimental design (nonequivalent control group). The data was collected through pretest and posttest. It aimed to know whether the whole brain teaching in teaching speaking can improve students speaking skill.

Based on the calculation, the result of the data analysis by using t-test showed the value of t_{test} (t_o) was higher than t_{table} (t_t), $t_o > t_t = 2{,}2 > 1{,}669$, in significant degree of 0.05 (5%). As the statistical hypotheses show, if t_{test} (t_o) > t_{table} (t_t) in significant degree of 0.05 (5%), it means that the whole brain teaching (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, whole brain teaching is improved to use in teaching speaking.

Keywords: Improving Speaking Skiill, Whole Brain Teaching.

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CHAPTER I

INTRODUCTION

1. 1 Background

In this age of globalization, English has increasingly become the medium in every domain of communication. English is called the International Language and also the second language of many countries in the world. In Indonesia, English is considered a foreign language, for it is a language studied in an environment where it is not the primary means for daily interaction and the use of the language is restricted. Even though English is said to be difficult to learn and to use, it keeps attracting people to learn it. Speaking is one of the parts of language, so everybody needs to know about the language specially in speaking skills. According to Richards in Kaharuddin mastering the art of speaking as interaction is difficult and may not be a priority for all learners. However, student who want to interact successfully in the global world need to familiarize themselves in such a speaking type. Those who have not ideas to speak interactively by employing the nature of interactional speaking will find themselves difficult to establish harmonies relationship with other people in communication.[1]

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. The students had problem in speaking

[1]Kaharuddin Bahar, *Interactional Speaking*, (Yogyakarta: Trust Media Publishing, 2014), p. 5.

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such as pronunciation, grammar, vocabulary, fluency and comprehension. They seldom practice their speaking in class. They just study about memorizing and conversations, after that they practice with their friends without know what was the meaning and how to speak the sentences well. It makes students lower in speaking and then student does not creative in speaking.

The teacher in teaching English just uses traditionally method, like speech method to explain the material until finish. It makes the students bored. In other hand the teachers does not use media and they never changed the method, besides that the teachers just ask to students to memorize the conversation and then ask them to practice it.

English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more interesting. Speaking must be actively practiced in order to be fluent it. By practicing, the speaker can express himself. In fact, practiced makes the speaker skillful to speak. In the classroom, it is not easy for teachers to guide the students to speak English since the students are not expressing themselves to speak. Whole Brain Teaching is one solution to stimulate students to speak. Whole Brain Teaching is a strategy in teaching that makes the students learn with their four brain areas and makes the brain works as brain is really designed to learn. Carrie Friedauer states that by using Whole Brain Teaching, teacher can achieve many things from the students, such as: Students repeat what teacher has taught with their own words, using motions for memory triggers by using “Mirror”, Students review what they have learned by retouching each other by using “Teach-Okay”, Students give back their attention to the teacher

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by using “Class-Yes”, Students can follow the rules by using “Five Classroom Rules”. Teachers who do not like teaching have the most challenging students. The unhappier you are as teachers, the unhappier your classes will make you. says, “The greatest mistake we make as teachers is making our classes more difficult to teach”. Lazy teachers create classes that could care less about what is being taught[2].

Based on the preliminary research, the writer has been experienced taught the tenth grade students in SMAN 9 PINRANG. The writer found that the students’ ability of speaking skill in SMAN 9 PINRANG was still lack. The students sometimes get confused when they hear the teacher speaks in English. Most of the students also cannot answer what has been asked by the teacher in English. The students have difficulties to speak up because it was hard for them to express about what they want to say in English and they were not confident enough with their speaking ability. From 20 students, only 20% who got score above the standard score (77) while others got score below 77 in English subject. The students were not accustomed to speak in English in their daily life; they could speak 2 or 3 words and simple sentences in English but tend to combine it with their mother tongue.

1.2. Problem Statement

Based on the background above, the research formulates research question as a follows:

1. The difference of speaking skill who were taught by using Whole Brain Teaching (WBT) and who were not taught by using Whole Brain Teaching (WBT) at the Tenth grade of SMA Negeri 9 Pinrang?

[2] Silvia Febridian Fayogi, *Teaching Self- introduction by Using the Whole Brain Teaching Method*, (Universitas Tanjungpura: Tanjungpura, 2015), P. 21.

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2. Is using Whole Brain Teaching (WBT) Strategy to improve the students` speaking skill at the tenth grade of SMA Negeri 9 Pinrang.?

1.3 The Objective of the Research

The Objective of the study are as follows:

1. To know the different speaking skill who were taught by using Whole Brain Teaching (WBT) and who were are not taught by using Whole Brain Teaching (WBT) at the Tenth grade of SMA Negeri 9 Pinrang.

2. To find out the using Whole Brain Teaching (WBT) Strategy able to improve students` speaking skill at the tenth grade of SMA Negeri 9 Pinrang.

1.4 Significant of the Research

The significances of the research are:

1. Teacher

By this research, the research really hopes that can help the teacher to improve student`s speaking skill. The teacher can be easy to control and manage the students so that goals can be achieved. The teacher can make the students to be energetic in this lesion.

2. Students

The research hopes that the students can be fun. They also can enjoy in studying and be more energetic when they study speaking.

3. Further Researchers.

The result of this research is hoped as basic consideration and information for doing a further research. Hope the students can enjoy the class when they study about speaking skill, and this Strategy it can be make the students comfortable to study English especially in teacing speaking Skill.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

2.1.1 The Concept of Speaking

There are some part will be explained here, they are definition of speaking, the element of speaking, and function speaking.

2.1.1.1 Definition of Speaking

As the writer will write in this part that should understand the concept of speaking especially definition of speaking based on the definition of speaking according to scientist. Bailey in Kaharuddin argues speaking is the capability which is express the main what we want to extend.[3] It means that how the people are able to acquit in expressing their ideas.

Many research reports show that people use speaking for a variety of different purpose. Some people speak, in conversation for instance, to make social contact with people speak, to establish rapport (understanding), or to build social relationships between two people or more. Some engage on discussion with someone, on the other hand, to speak or express opinions, to persuade someone about something, or to clarify information. In some situations, some speak to give instructions or to get

[3]Kaharuddin Bahar, *Interactional Speaking*, (Yogyakarta: Trust Media Publishing, 2014), P. 1.

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things done. The other use speaking to describe things, to complain about people behavior, to make polite request, or to entertain people`s with jokes and anecdotes.[4]

According to St. Asmayanti & Rezcy Amalia, Speaking is interaction two or more people to give and get idea when they have spoken. It can make students work together in speaking and the students can practice it in realistic setting.[5]

As previously started that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse. Speaking not only occurs in social context, but also occurs in class room context where students learnt and practice using a foreign language.[6]

Based on the quotation above, the writer formulated that speaking is one of element in English which is important because have good speaking, we can speak fluently and accurately.

2.1.2 The Components of speaking Skill

There are components of speaking vocabulary, prnuncation, grammar and, fluency. We we use in this theory.

2.1.2.1 Vocabulary

Vocabulary is the most important thing to be known or to be mattered for people who want to have skill in speaking. It is very important because the weapon of

[4]Kaharuddin Bahar, *The Communicative competence- Based,* (Yoyakarta Sleman Berbah Jogotirto: Trust Media, 2013), p.14.

[5]St. Asmayanti & Rezcy Amalia, *Improving Students' Speaking Ability By Using Whole Brain Teaching (Wbt) Method At The First Year Students' Of Smp Negeri 1 Bararaka, (*Universitas Muhammadia Makassar: Makassar, *2014), p. 4.*

[6]Kaharuddin Bahar, *The Communicative competence- Based,* (Yoyakarta Sleman Berbah Jogotirto: Trust Media, 2013), p. 22.

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speaking because the weapon of speaking is vocabulary, without vocabulary we will not be able to say something in this case, vocabulary is the first element of speaking. Vocabulary acquisition is an area of language learning more amenable than most to such techniques as this.[7]

2.1.2.2 Pronunciation

In this approaches pronunciation attended to be identified with accurate with the accurate production of individual phonemes However, with the advent of communication approaches to language teaching. Pronunciation began to be viewed as integral to communicative competence.[8] Definitely, pronunciation cannot be separate between intonation and stress. Pronunciation, intonation, and stress are largely learnt successfully by imitating and repetition.

2.1.2.3 Grammar

Grammar in reality, most of student has impotence to express their ideas. To master in grammar, student should be able to increase their learning English in grammatical so that they will be able to get plus when they speak well because they have a good grammar A good we have, it makes the people also who hear what we say can understand.

In communicative grammar translation method, grammar isn`t taught merely for studying language rules but for helping students to infiltrate language rules for the sake of developing listening, speaking, reading and writing skills in better way.[9]

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[7]Brian Tomlinson, *Material Develovment in Language Teaching*, (University Press: Cambridge United Kingdom, 1998), p. 309.

[8]Junet M. Goodwin, Donna M. Brinton, & Marianne Celce- Murciaa, *Teaching Pronuciation, (Hong Kong: 2010), p. 45.*

[9]Kaharuddin, *Communicative Grammar Translation Method*, (Yogyakarta: trust media pulishing, 2013), P.61.

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2.1.2.4 Fluency

Fluency can be defined of the fluently or accurately to speak. When the students have capability in this forth element, they will not spend much time to express the message, because they have only small number of pause and "ums" or "errs". Fluency: This means speaking fluently demonstrating a reasonable rate of speech.[10]

2.1.3 Principles of Teaching Speaking Skills

According to Anuradha et al, following are the principles of teaching speaking skills:

1. Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
2. Tolerate the students if some of them simply repeat what they say. - If a student gives one word answer to any question, bear it for the time being.
3. Let the learners speak actively with whatever English knowledge they have.
4. Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
5. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
6. Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
7. Be well prepared in advance in terms of lesson planning, activities and tasks.

[10]Aida Abd El, & Maksoud Zaher, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, (Ain Shams University, 2006), p. 27.

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8. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
9. Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.[11]

Based on the explanation above principal of speaking is they way to students to communicate with other people which are speak up, exchanging ideas and discuses.

2.1.4 The Concept of whole Brain Teaching

2.1.4.1 Theories of Whole Brain Teaching

The two theories that led to the development of whole brain teaching was Vygotsky`s social-cultural theory and the other is the Wengger`s community of practice. The two theories are discussed below:

According to Vygotsky`s Sociocultural Theory whole brain teaching Strategy is based on the philosophy of social-cultural theory introduced by a Russian psychologist Lev S. Vygotsky as he was trying to improve his teaching by studying learning and development. Vygotsky`s socio cultural theory believed that human activities take place in cultural setting and cannot be understood apart from these settings. Peer interactional is the main factor of this theory according to this theory, every child`s cultural development appears twice: first, on the social level that is between people (inter-psychological) and later on individual level that inside the child (intra-psychological). The first level which is social level is constructed during shared activities and it is considered as the higher mental processes where knowledge is

[11]Anuradha R V, Raman G, & Hemamalini H.C, *Methods of Teaching English*. (Hyderabad: Neelkamal Publications, 2014), p.76.

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constructed by teaching to each other. Then the later part where the child start to internalized the process it becomes part of the child`s cognitive development. Based on this theory Technique like teach-Okay has been included in the big seven where students construct their knowledge by teaching on their partner and also to help the child personalized their learning the last step in of every whole brain teaching lesson plane is the advanced critical thinking where the child is given the opportunity to sum up the lesson in their own word.

Whole Brain Teaching combines the philosophy of both these theories that help in setting up of big seven technique. These seven step provides a collection of highly structured classroom. With a clearly laid out set of teaching strategies and routine classroom management that can be restructured, mixed, matched, and redesigned to fit individual teachers. These seven steps are not prescribed lesson plane but is an approach to teaching which integrate fun learning activities into teaching. It also breaks leaning dawn into small segments with direct instruction leading to cooperative learning and instant feedback thus, whole brain teaching combine's direct instruction, sharing and immediate feedback.[12]

2.1.4.2 Whole Brain Teaching

Whole Brain Teaching" generally known as "Power Teaching" is An educational update established by Crafton Hills College philosophy teacher Chris Biffle and elementary school teacher Jay Vanderfin and Chris Rekstadin based on three principles of whole brain teaching: the system should be brain based, fun, and free. The three of them realized that they all had the coming problem of flagging

[12]Ms. Preslee D, Kharsati, & Dr. Praksaha G. S, *whole brain teaching, IOSR Jurnal Of Humanities and Sosial Science*, (IORS- JHSS), Vol. 22, Issue 6, Ver.2 (june. 2017), p. 7, http://www.iosrjurnals.org.

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student engagement, and worse, it was becoming epidemic. Everywhere they looked, everyone they talked to, the story was same. Something had to be done. Research into whole brain learning, and applying what they learned was the answer and they decided a radical change in approach was warranted they set out to learn more about how student should learnt as opposed to the traditional ways teachers typically use. Whole Brain Teaching was the result.

Isn`t obvious what every student wants? Students want to laugh and play games. The system of whole bran teaching (WBT), produce classrooms that are fully of orderly fun. Students should follow our rules because we make our rules too fun to follow. Students teach their neighbours because they delight in playing teacher. Students study hard with their classmate to gain a few minutes of free time, because we have to create structures that make this hard work more entertaining than zoning out.[13]

Whole Brain Teaching (WBT) is strategy that integrates an effective classroom management and teaching system that engages multiple areas of students` brains. Biffle states, when learner is doing reading aloud room the book. So the brain areas is working together when information passes from the visual cortex (seeing), to wernicke`s areas (language understanding) to Broca`s area (speaking) and finally to the motor cortex to active lips, tongue and vocal chords and if the learner the decides to stop reading and eat banana, the prefrontal cortex supply in decision making.[14]

[13]Chris Biffle, *Whole Brain Teachingfor challenging kids, and the rest of your class,* (California: Crafton Hills College Yucapia, 2013), p. 2.

[14]Chris Biffle, *Whole Brain Teachingfor challenging kids, and the rest of your class,* (California: Crafton Hills College Yucapia 2013), p. 19.

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Whole brain teaching is a strategy of teaching which combines movement, making gestures, and singing, dancing, teaching each other, group work and immediate feedback. In other words it is a method of teaching that tries to cater to all learning styles in one class. Research has documented that students learns best when the whole brain is involved. Understanding the working of the brain give opportunity to teachers to create an environment that provides students a higher chances for success in learning.

One of the strategies in whole brain teaching is teach-Ok and research say that when the student teach to each other the memory of students to retain information increases and the ability of each individuals` will be able to retain up to 90% of the lesson learn after a 24 hours period. Hosen conducted a research to check on the effect of whole brain teaching on academic of Afrian elementary male students. He found out that in order to help students reach the desired learning outcome, educators are looking more towards brain based neuroscience research. Brain research says that effective learning can take place when the whole brain is involved in learning. Interpreted in terms of Hermann`s model, that for teaching and learning activities to be effective, all four brain quadrants should be include.[15]

Whole brain teaching is a method developed to get students more attentive and focused in class. According to recent research conducted by Clark, he concluded that whole brain teaching is a predictor of positive academic self concept also found out that it increases students` engagement in classroom. The principal of mission Crest elementary in Hesperia found out that the academic performance of the students

[15]Ms. Preslee D, Kharsati, & Dr. Praksaha G. S, *whole brain teaching, IOSR Journal Of Humanities and Sosial Science* (IORS-JHSS), Vol. 22, Issue 6, Ver. 2 (June. 2017), p. 80, http://www.iosrjurnals.org.

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was improved by 30 points on the 1000 points scale after using whole brain teaching method. Another teacher who has been teaching for 37 years and also who has been using whole brain teaching found out that kids enjoyed using the gestures and are happy with the mirroring technique and are found to have fun while learning,. She also mentioned that she was very happy with the mirroring since it helps her to know whether students are listening and learning or not and can give them instant feedback.[16]

Teach- Okay strategy helps students with their ability to retain the information, as studies reveal that when students teach to each other their ability to retain the information increases. Hence while brain teaching creates active learners and effective long term memory another technique which is mirror words also proves to be very effective as it helps the teachers to be aware whether the students are listening or not.[17]

2.1.4.3 The technique of Whole Brain Teaching

1. Class – Yes (Attention Class)

In this step the attention getter activates the prefrontal cortex which is brain boss. Learning will not effective if the prefrontal cortex is not engaged. Class yes is like a readiness switch that prepares students for the day's lesion. In instruction to gain students attention, the teacher begins class with one word by saying "class" any way the teacher likes, and the students are responsible to mimic the teacher`s voice by

[16]Ms. Preslee D, Kharsati, & Dr. Praksaha G.S, *whole brain teaching, IOSR Jurnal Of Humanities and Sosial Science,* (IORS-JHSS), Vol. 22, Issue 6, Ver.2 (june. 2017), p.77- 78, http://www.iosrjurnals.org.

[17]Ms. Preslee D, Kharsati, & Dr. Praksaha G.S, *whole brain teaching, IOSR Jurnal Of Humanities and Sosial Science,* (IORS-JHSS), Vol. 22, Issue 6, Ver. 2 (june, 2017), p. 80, http://www.iosrjurnals.org.

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responding “yes” in whole brain teaching classroom the teacher uses the attention getter she/he begins the class.[18]

2. Classroom Rules (The Organizer)

There are five classroom rules are as follows: 1) Follow direction quickly! (The teacher Make their hand shoot forward like fish and then the students are following) ;2) Raise your hand for permission to speak (raise your hand, the teacher bring down to head and make a talking mention and the students are following); 3) raise your hand to permission to leave your seat (the teacher raises hand, make mention with fingers and then the students following); 4)make smart choices!- Kindness, Courage, Invincible Grit, Creativity (the teacher tap one Finger to your temple as you say each word and then the students are following); 5) keep your dear teacher happy (hold up each thumb and index finger out like an “L” framing your face; bob your head back and forth with each words and smile really big! And than the students are following), The Diamond rule: keep your eyes on the target, please (pointing your eyes with your index finger).[19]

3. Hands and Eyes (The Focusor)

The teacher want to inform important point is needed to address to the students, the teacher said, “Hands and Eyes” and the student will respond” Hands and Eyes”. This can be used whatever the teacher wants the students to play extra attention. This technique helps the teacher to get m attention from the students. Hand

[18]Chris Biffle, *Whole Brain Teaching for Challenging Kids, and the rest of your class,* (California: Crafton Hills College Yucapia, 2013), *P. 29.*

[19] Chris Biffle, *Whole Brain Teaching for Challenging Kids, and the rest of your class,* (California: Crafton Hills College Yucapia, 2013), *P.38-40.*

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and eyes give the teacher an instant silence and instant focusing by eliminating at learning distraction.[20]

4. Teach-Okay (Whole Brain Activator)

Once teacher gets the student attention the teacher instruction using gestures to represent the lesson concept. Teach- Okay gives students the opportunity to gain confidence and increase students" engagement. Research indicates the students learnt the best when they are involved in teaching to each other. So while students are teaching to each other. At the same time the teacher can check that all students participate and give them instant feedback. When students look and follow the teacher gestures, motor cortex when the students are making the gestures, when the students star teaching to each other, when the students listen to her teacher`s teaching and the limbic system when the students are showing their emotions to the lesson taught.[21]

5. Mirror (The Class Unifier)

It is the simple and the more powerful the technique. The teacher say "mirror" and the students will respond "mirror". The students will mimic both of the speech and gesture of the teacher. As students imitate the teachers words and gesture, their motor cortex, the brain most reliable memory area, is automatically engaged. A member of research studies has also shown that accompanying words with gestures result in better memory and also helps in better functioning of the brain where students are able to actively engage in the learning activities.

[20] Chris Biffle, *Whole Brain Teaching for Challenging Kids, and the rest of your class,* (California: Crafton Hills College Yucapia, 2013), *P.42.*

[21] Chris Biffle, *Whole Brain Teaching for Challenging Kids, and the rest of your class,* (California: Crafton Hills College Yucapia, 2013), *P 44-45.*

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6. Switch (The Involver)

Students should be encouraged to discuss and share their experience of what they have learned with each other. Hence he next technique in WBT is called Switch. In WBT students teach their neighbors the instructor`s lesion every minute or so. The class is being divided between those of the Brocaians (the speaker and the) Wernikites (the listeners). On student will teach and the other will listen, the moment the teacher says "Switch" students response "Okay" the students exchanging their role. This technique improves the listening skills of the speakers and speaking skills and listening.[22]

7. The Scoreboard (The Motivator)

To support attention and motivation in the classroom the teacher created the scoreboard. The purpose of the scoreboard is not transform the behavior of the students, but to unify as many students as possible behind the teacher`s leadership. The reward is the main motivator.

These are just a few technique of whole brain teaching that provide teachers with a method that integrates both effective, fun low stress classroom management and exiting method that produce enhanced retention and comprehension content. These seven techniques have been tested in classroom for over 10 years. The feedback received from hundreds of teachers of participating at conference, feedback from whole brain teaching website.

[22]Chris Biffle, *Whole Brain Teaching for Challenging Kids, and the rest of your class,* (California: Crafton Hills College Yucapia, 2013), *P. 49.*

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As you can see, the scoreboard game was fixed. The score always came out be what Mrs. Master few. Ehen she slightly increased homework for a few days in a row, she could then slightly decrease it... and still be exactly on her lesson plan[23]

Based on the explanation above the writer assumption that Seven Strategies of Whole Brain Teaching be able to make the students are confidence, enjoy, and easy to study English specially in speaking skill. The using of whole brain teaching is suitable for all grades in senior high school especially at SMAN 9 Pinrang.

2.2 Some Previous Finding

2.2.1 Dini Aulia Dwintan in her Research about improving the Eleventh Grade Students' Speaking Achievement through Whole Brain Teaching Method at SMK Farmasi Bina Medika Palemban. Based on her research she found that the coleration is The results of this study showed that (1) that the p-output (Sig. 2 tailed) was 0.000 and t- obtained was 14.376 at the significance level at 0.05 in two tailed testing with df= 28. It means that there was significant improvement in students' speaking achievement after the students were taught by using Whole Brain Teaching method, and (2) the t- obtained was 3.387 and p-output was 0.01 at the significance level 0.05 in two tailed testing with df= 56. It means that there was significant difference in students' speaking achievement between who were taught by using Whole Brain Teaching method and those who were.[24]

[23]Chris Biffle, *Power Teaching Challeging Teens*, (California: Crafton Hills College Yucapia 2017), p. 15.

[24] Dini Aulia Dwintan, *Improving the Eleventh Grade Students' Speaking Achievement through Whole Brain Teaching Method at SMK Farmasi Bina Medika Palembang*, (UIN Raden Fatah Palembang Skripsi, 2016) p. 65

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2.2.2 Nani Melani in her research about The Influence of Whole Brain Teaching (WBT) Method in Improving Student English Vocabula Based on the result finding of observation, the usage of whole brain teaching method in SMP Sultan Agung Sumber between teacher and students is considered good. The result of the test shows that t-test is 6.358 while t-table is -1.697. It means that t-test > t-table. Because t-test is higest than t-table, it can be said that Ha is accepted and H0 is rejected. It can be concluded that there is positive and significant influence of using whole brain teaching method on the students' mastery in learning English vocabulary. In teaching and learning process the highest creativity especially in method of teaching is more important. So far teacher, students although the next writer the teacher should be creative used the method or strategy when give and accept some of material at Seventh Grade Students of SMP Sultan Agung Sumber. Based on the research.[25]

2.2.3 Syty Asmayanti inher research about Improving Students` Speaking Ability by Using Whole BrainTeaching Method (WBT) at the First year students` of SMPN 1 Baraka. Based on the research The result of this research indicated that the improvement of the students' speaking accuracy was 6.5 classified as good and the improvement of the students' speaking fluency was 6.9 classified as good. It could be stated that the students' speaking ability through the use of Whole Brain Teaching (WBT) Method at the first year

[25] Nani Melani, *The Influence of Whole Brain Teaching (WBT) Method in Improving Student English Vocabulary*, (IAIN Syekh Nurjati Palembang: 2015), p.59.

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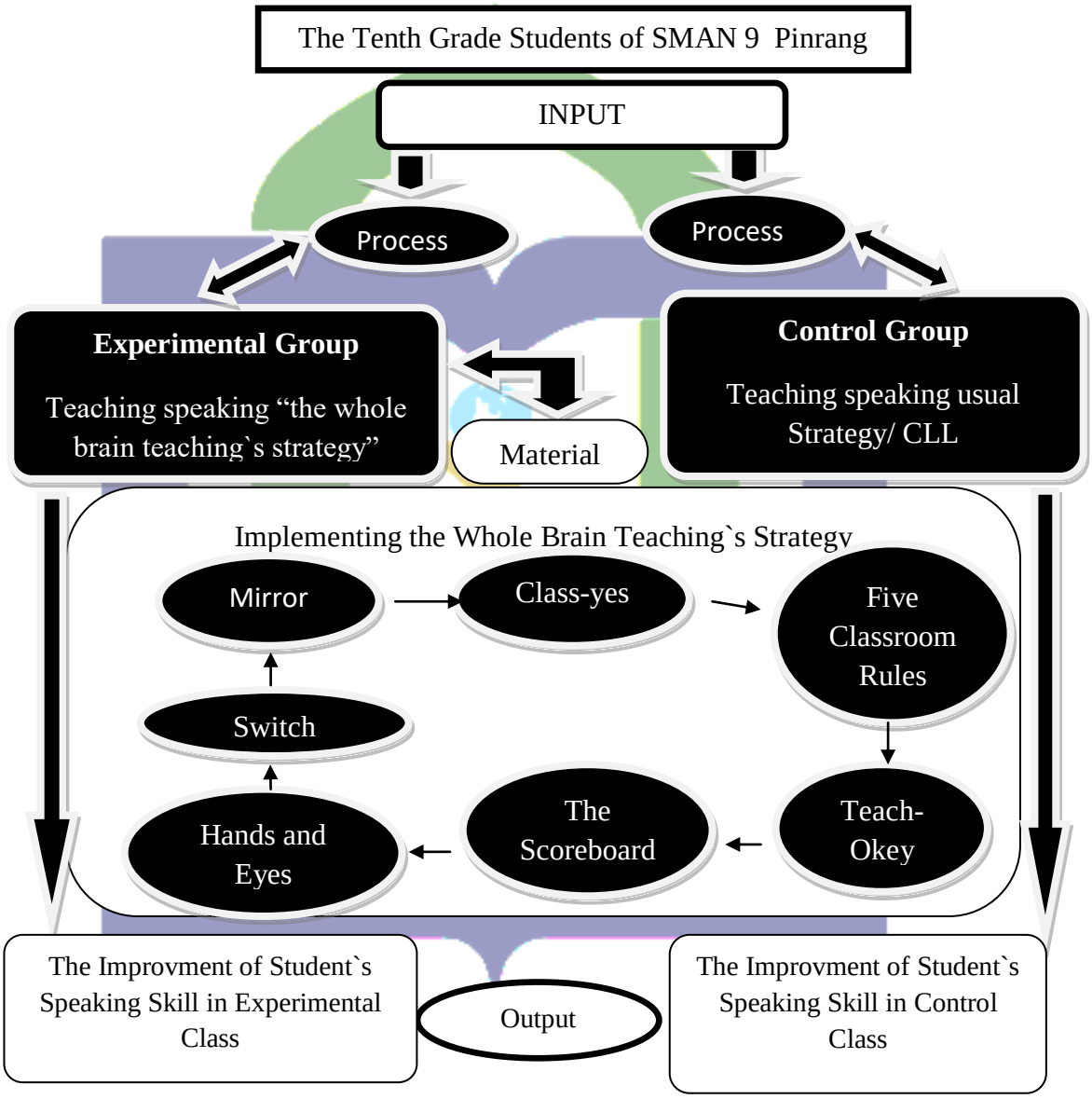
students' of SMP Negeri 1 Baraka improved to good level after test in the second cycle.[26]

2.3 Conceptual Framework

Conceptual framework of this research as folow:



[26]Syty Asmayanti, *about Improving Students` Speaking Ability by Using Whole BrainTeaching Method (WBT) at the First year students` of SMPN 1 Baraka, (*UNISMU Skripsi Makassar: Makassar, 2014), p. 79.

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Input : this section refers to speaking as focus to improve students` skill.

Process: this section is a process. It divided into two groups. The first was an experimental group. In the experimental group, the writer will implement " the whole brain teaching to improve students` speaking skill. The second is a control group, in control group, the writer implemented teacher usual strategy. The writer gave the different treatment for experimental and control group to compare the students` improvement in speaking skill.

Output : This section refers to find out the implement of students` speaking skill.

2.3 Hypothesis.

Hypothesis is a principle or reposition that is assumed for the sake of argument or that is taken for granted to proceed to the poor of the point in question.[27] The writer formula the hypothesis as follow:

2.3.1 Null hypothesis (H_o): the whole brain teaching`s strategy is not better in improving students` skill in speaking than the teacher`s usual strategy.

2.3.2 Alternative hypothesis (H_a): The whole brain teaching`s strategy is better in improving students` skills in speaking than the teacher`s usual strategy.

[27] "Hypothesis" The Free Dictionary, http//www.thefreedictionarry.com/hypothesis, (January 20th 2018)

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2.4 Variable and Operation Definitional

2.4.1 Variable

There are two variables involved in this research, dependent variable and independent variable, which is independent variable, is the Whole Brain Teaching Strategy and the dependent variable is Speaking Skill.

2.4.2 Operation Definitional of Variable

2.4.2.1 The Whole Brain Teaching is one of strategy which consists of seven techniques the first is class-yes (attention grabber), the second is 5 classroom rules (follow directions quickly, raise your hand for permission to speak, raise your hand for permission to leave your seat, make smart choices, keep your dear teacher happy), the third teach-okay (peer teaching), the fourth is the scoreboard (teacher's motivation), the fifth is mirror (follow the teacher's gesture), the sixth is hands and eyes (students' behaviour toward the teacher), and the last is switch (peer teaching). The seven techniques will be implemented by the teacher in teaching the students` English ability. It is able to increase the students` speaking skill.

2.4.2.2 The students` mastery in speaking skill is the result and successfulness as well as progress of students` skill in English SMAN 9 Pinrang. The indicator of the speaking skill is fluency, accuracy, and comprehensibility. Fluency means directly explain completely, the students` able speak a language easily and well without many pauses. Accuracy means no mistakes, the quality of being correct in explaining ideas. Comprehensibility means the ideas of students easy to understand of the teacher what the students are saying.

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CHAPTER III

RESERCH METHOD

3.1 Research Design

In this study, the writer used quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental group and control Group are selected without random assignment. Both groups took a pretest and posttest. Only the experimental group receives the treatment by using WBT strategy, but the control group was not. This research applied including the pretest and posttest. After the treatment, the writer gave the posttest which was exactly the same as the present.

Based on Crecwell defines quasi experimental design can be diagramed as shown below:

EG	O1	X	O2
CG	O3	……	O4

Where:

EG : Experimental group

CG : Control group

O1 : Pretest of experimental group

O2 : Posttest of experimental group

O3 : Pretest of control group

O4 : Post test of control

X : Treatment for experimental group by using WBT method

--- : No Treatment[28]

[28]Cresswell JW, *Research Design Qualitative, Quantitative, and Mixed Method Aproaching*, (London EC1Y 1SP: United Kingdom, 2014), P. 221.

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3.2 Location and Duration of the Research

The location and duration research takes place at Senior High School 9 Pinrang. This research focuses at the tenth grade of SMAN 9 Pinrang in academic 2018/ 2019. The writer used the quantitative research that has several times to collect and analyze data. So, the writer used more than one month for collecting the data.

3.3. Population and sample

3.3.1 Population

The population of the research was the first year students of Senior High School 9 Pinrang academic year 2018/ 2019. The totals of population are 153 students.

Table 3.1 the total Students of Senior High School 9 Pinrang

No .	Class	Sex		Total
		Male	Female	
1	X MIPA 1	14	19	33
2	X MIPA 2	11	20	31
3	X MIPA 3	12	21	33
4	X IPS 1	13	14	27
5	X IPS 2	13	16	29
	Total			153

(Source: Administration of Senior high School 9 Pinrang)

3.3.2 Sample

Based on Cresswell, Sample is a subgroup of the target population that the writer planes to study for generalizing about the target population[29]. In this study, the

[29]Creswell JW, *Educational Research Planning, Conducting Evaluating Quantitativ,e and Qualitative Research,* (*University of Nebraska–Lincoln*: Linda Knowles, 2012), P. 142.

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writer chose sample of the study by using convenience sampling method. In addition, based on Creswell states Convenience sampling is a quantitative sampling procedure in which the writer selects participant because they are willing and available to be studied.[30]

The sample of study was taken from tenth years of Senior High School 9 Pinrang. This grade was chosen because it is willing and available to be studied. Based on consultation that has been done by the writer in the preliminary study in Senior high School 9 Pinrang, the English teacher recommended two class in which can be use for the research, X MIPA 1 & X MIPA 2. The experimental group was chosen from which is the class law mean score from the present, while another class with higher meant score from the experimental group become the control group. The following table shows the number of sample of this study.

Table 3.2 The Sample of the Study

No	GROUPS CLASS	MALE	FEMALE	TOTAL
1	X MIPA 1 (Experimental Group)	14	19	33
2	X MIPA 2 (Control Group)	11	20	31
	Total			**61**

(Source: Senior High School 9 Pinrang**)**

3.4 Instrument of The Research

3.4.1 The Instrument

To collect data from the students, the writer gave speaking test to find out the students` speaking skill of the Tenth grade students of SMA Negeri 9 Pinrang. The writer instructed the students to explain a picture about "The Importance of School" for three minutes and the writer is recorded it to measure their ability in speaking

[30]Creswell JW, *Educational Research Planning, Conducting Evaluating Quantitative, and Qualitative Research,* (*University of Nebraska– Lincoln*: Linda Knowles, 2012), p. 619

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skill. The student explains to me about "The important of School" by their own words". In collecting data the writer focus on accuracy, fluency, and comprehensibility know the students speaking skill before and after did the treatment. How is the students` speaking skill, by using whole brain method?

3.5 Procedure of Collecting Data.

In this research, data is all information that is directly gathers from the research subject[31].the procedure of collection data as follow:

3.5.1 Pre-Test

The writer instructed the students to explain a picture about "The Importance of School" for two minutes and the research is recorded it to measure their ability in speaking skill by Accuracy, Fluency, and Comprehensibility. The student explains to the writer "The important of Scholl" by their own words".

3.5.2 Post-Test

The writer instructed the students to explain a picture about "The Importance of University" for two minutes and the writer recorded it to measure their ability in speaking skill by Accuracy, Fluency, and Comprehensibility. The student explains to the writer "The important of University" by their own words".

3.6 Treatment

The writer gave the treatment to the students. It is conducted for sixth meetings. In these meetings the writer implemented the whole brain teaching strategy in teaching speaking skill the procedure of the treatment as follow:

3.6.1 Experimental Group

1. First meeting

[31]Suharsini Arikunto, *Procedure Penelitian*, (Jakarta: PT. Rineka Cipta, 1997), p 177.

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In the activity of the first meeting, the writer greets the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes. The writer introduced the strategy of whole brain teaching strategy. After the students know the strategy the writer would like to explain the material to the students about "Descriptive Text" but before that the writer gave the students picture and text, the topic of this material is "Describing Pinrang". The writer read the text sentence by sentence and the students listen to the writer. After the writer finished one sentence students followed the writer until the last text, next the writer gave the students some vocabularies the meaning which is connected with the material. The writer implemented material into the Whole Brain Teaching Strategy by the seven strategies:

The first Step: "classs- yes" The writer said class students only need to answer "Yes" with the same tone the writer did it.

The second step: "Five Classroom Rules" 1. "Follow direction quickly" the writer make their hand shoot forward like fish and than the students did both of style and gesture of the writer, 2. "Raise your hand for permission to speak" the writer puts down his hand and giva gesture by making his fingers just like talking, than aks the students follow the the writer, 3. "Raise your hand for permission to leave the room" the writer put his right hand on strigh posititon then left hand just walking on his right hand the students need to follow what the writer did, 4. "Make smart choices" the writer tap one finger to his head while saying make smart choices and the students follow after the writer, 5. "Keep your dear writer happy" by hold up each thumb and pointer finger out like "L" while framing your face with a very big smile and the students follow the writer.

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The third step: “Teach- Okay” This part the student to retell/re-explain the materials about describing Pinrang gather with their friends the writer found the students speak in English even though it was still not fluently yet. The condition of the class being so crowded in this part because all the students were explaining with their couple. Writer`s Rules was really needed in this condition. Writer has to control the class walking around the class and watch what the students explained with their friend. It also helped the students who left difficult in doing this strategy.

The fourth step: “Hands and Eyes”, the writer say hands and eyes the students only respond hands and eyes, the writer gave the important point during the lesion when the writer find the students wrong pronounce and correct all the mistakes of the students. The writer wants the students to pay full attention to lesson.

The fifth step: “mirror” writer said mirror the students did respond gestures and mimic the word and actions of the writer.

The sixth step: “Switch” When the writer says switch the students answer with the word Switch and looking for the partner to do retell/ re-explain the material that have been taught by the writer. The students practice each couple the strategy one students explain and the other listen, and the writer says switch the students respond okay then the student exchange the role, the students repeat until they surely have mastered. This is conducted twenty five minutes.

7_{th} The last step is “The Scoreboard” so the writer gave the student motivation and reward and closing the class by greeting to the students in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. This is conducted twenty five minutes Then the writer closed the class.

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2. The second meeting

In the activity of the first meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list after five minutes. The writer would like to explain the material to the students about “Describing Place” before begun the class the writer gave the students picture and text. The topic of this material is “Describing Wakka” beach. The writer the read text sentence by sentence and the students listen to the writer. After the writer finished one sentence, the students followed the writer they until the last text, next the writer gave the students some vocabularis of the meaning which is connected with the material. The writer implemented material into the Whole Brain Teaching Strategy writer said class the student responded yes, Five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the writer about the describing place and make the gesture, and students were doing the instruction of the writer. The writer said mirror the student responded mirror both of the gesture and the voice of the writer, next the writer says Hands and eyes the students respond by saying hands and eyes, the students attention to the writer and the writer corrected the student mistakes both of wrong pronouncing and wrong intonation. When the writer said switch responded Okay, and then student discussed about the describing place with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role. After doing that the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greeting to the students. This is conducted twenty five minutes in final activity the writer gave

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motivation and reward if there are more positive points than negative or a punishment for the students. Then the writer closed the class.

3 The third meeting

In the activity of the third meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes. Before the writer taught the material about "Personal Pronoun" by explanation from the writer, which are subject and object: I ,you, they we, she he, it and me, you, them, us, her, him, it and also gave them the meaning of the personal pronoun. After that writer made the sentence and taught the students where did we put the subject and object after the writer give them example about the personal pronoun and then they know about that. The writer said class the student responded yes, Five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the researcher about the personal pronoun and made the gesture, and students was doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer, next the writer says Hands and eyes the students respond by saying hands and eyes, the students attention to the writer and the writer corrected the student mistakes both of wrong pronouncing and wrong intonation. When the writer said switch responded Okay, and then student discussed about the personal pronoun with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role after doing that the writer informed to the student the important point of the lesion and the last the writer said scoreboard, so the writer gave the

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student motivation and reward and closing the class by greeting to the students. This is conducted twenty five minutes in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. Then the writer closed the class.

4 The fourth meeting

In the activity of the fourth meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes. Before taught the student the writer gave the students a pictures for every couple and the writer taught the students about the material “Telling Story” by explanation from the writer. The story is rabbit and turtle the writer read text sentence and the students listen after the writer finished one sentence students followed the writer until the last text. Next the writer gave the students some vocabularies of the meaning which is connected with the material. The writer implemented telling story the writer said class the student responded yes, Five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the writer about the story rabbit and turtle and make the gesture, and students were doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer, next the writer says Hands and eyes the students respond by saying hands and eyes, the students attention to the writer and the writer corrected the student mistakes both of wrong pronouncing and wrong intonation. When the writer said switch responded Okay, and then student discussed about the story telling with their couple one student will be explained and one will be listened, while the writer said

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switch student responded Okay, the student exchanged their role. After doing that the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greeting to the students. This is conducted twenty five minutes in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. Then the writer closed the class.

5. The Fifth Meeting

In the activity of the fifth meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes. The writer taught the students material about self introduction by explanation from the writer the writer gave them example about the "Self Introduction" My name is Hani, I am from Pinrang, Iam fifteen years old, Iam students of SMAN Pinrang, I am the tenth grade of Exact one, I have one sister and one broter, My sister Names` Uli and Brother Names and writer gave the meaning, after the students knew about it. Writer said class the student responded yes, five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the writer about the self Introduction and make the gesture, and students were doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer, next the writer says Hands and eyes the students respond by saying hands and eyes, the students attention to the writer and the writer corrected the student mistakes both of wrong pronouncing and wrong intonation. When the writer said switch student responded Okay, and then student discussed about the self Introduction with their couple one student will be explained and one will be listened,

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while the writer said switch student responded Okay, the student exchanged their role. After doing that the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greeting to the students. This is conducted twenty five minutes in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. Then the writer closed the class.

6. The Sixth Meeting

In the activity of the sixth meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes. Before taught the writer gave text "Daily Activates" to the students the writer read text sentence by sentence and the students listen to the writer. After the writer finished one sentence students followed the writer until the last text. Next the writer gave the students some vocabulaies of the meaning which is connected with the material. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the researcher about the personal pronoun and made the gesture, and students was doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer, next the writer says Hands and eyes the students respond by saying hands and eyes, the students attention to the writer and the writer corrected the student mistakes both of wrong pronouncing and wrong intonation. When the writer said switch responded Okay, and then student discussed about the daily activities with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role after doing that the writer informed to the student the important point of the lesion and the

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last the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greeting to the students. This is conducted twenty five minutes in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. Then the writer closed the class.

3.6.2 Control Group

1. The first meeting

In this meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes before the writer explained the topic about "Text Description" the writer gave the student picture and text describing Pinrang after, writer gave them the write directly explained material to the student after that, the writer read the text and students attention to the writer after finishing writer divided students into some group there are six groups. The writer inform the to Every group discussed for seven minutes The students discussed about the topic with their partner, some students explained with their group and their friends listent to the stuents who is expained after sevent minutes, aftrward The writer directed each group`s representative to restate what the sudents have discused with their group in front of the class nd every group have five mnutes for explaining the material after that, all group done the writer gave correction to the students when the student wrong pronouncing the word and some motivation. This coducted five minutes after that, the writer informed the students to prepare colosing the class the writer geeting the students finally closes the class.

2. The second meeting

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In this meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes before the writer explained the topic about Describing place the writer gave the student picture and describing Wakka Beach, writer gave them the write directly explained material to the student after that, the writer read the text and students attention to the writer after finishing writer divided students into some group there are six groups. The writer informed the to Every group discussed for seven minutes The students discussed about the topic with their partner, some students explained with their group and their friends listent to the stuents who is expained after sevent minutes, aftrward The writer directed each group`s representative to restate what the sudents have discused with their group in front of the class nd every group have five mnutes for explaining the material after that, all group done the writer gave correction to the students when the student wrong pronouncing the word and some motivation. This coducted five minutes after that, the writer informed the students to prepare colosing the class the writer geeting the students finally closes the class.

3 The third meeting

In this meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes before the writer explained the topic about personal pronoun the writer gave the student explained about which is subjet and object of the personal pronoun and the wrter did how to make the sentence used prosenal pronoun after writer gave them explained material to the student, the writer divided students into some group there are six groups. The writer inform the to Every group discussed for seven minutes The students discussed about the topic with their partner, some students

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explained with their group and their friends listent to the stuents who is expained after sevent minutes, aftrward The writer directed each group`s representative to restate what the sudents have discused with their group in front of the class nd every group have five mnutes for explaining the material after that, all group done the writer gave correction to the students when the student wrong pronouncing the word and some motivation. Tis coducted five minutes after that, the writer informed the students to prepare colosing the class the writer geeting the students finally closes the class.

4. The fourth meeting

In this meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes before the writer explained the topic about teling story the writer gave the student picture and text the writer read th story about turtle and rabbit till finish after, the writer read the text and students attention to the writer. The writer divided students into some group there are six groups. The writer inform the to Every group discussed for seven minutes The students discussed about the topic with their partner, some students explained with their group and their friends listent to the stuents who is expained after sevent minutes, afterward The writer directed each group`s representative to restate what the sudents have discused with their group in front of the class nd every group have five mnutes for explaining the material after that, all group done the writer gave correction to the students when the student wrong pronouncing the word and some motivation. This coducted five minutes after that, the writer informed the students to prepare colosing the class the writer geeting the students finally closes the class.

5. The fifth meeting

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In this meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes before the writer explained the topic about self introduction the writer gave the student text about self introduction and the writer read the text to the students the writer gave the studnts some vocabularies to the students both of meaning afterward, the writer divided students into some group there are six groups. The writer inform the to Every group discussed for seven minutes The students discussed about the topic with their partner, some students explained with their group and their friends listent to the stuents who is expained after sevent minutes, aftrward The writer directed each group`s representative to restate what the sudents have discused with their group in front of the class nd every group have five mnutes for explaining the material after that, all group done the writer gave correction to the students when the student wrong pronouncing the word and some motivation. Tis coducted five minutes after that, the writer informed the students to prepare colosing the class the writer geeting the students finally closes the class.

6. The sixth meeting

In this meeting, the writer greated the student to open the class and give direction to pray before learning. Then the writer checked the attendance list. After five minutes before the writer explained the topic about daily activities the writer gave the student text about daily activities and the writer read the text to the students the writer gave the studnts some vocabularies to the students both of meaning afterward, the writer divided students into some group there are six groups. The writer inform the to Every group discussed for seven minutes The students discussed about the topic with their partner, some students explained with their group and their

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friends listent to the stuents who is expained after sevent minutes, aftrward The writer directed each group`s representative to restate what the sudents have discused with their group in front of the class nd every group have five mnutes for explaining the material after that, all group done the writer gave correction to the students when the student wrong pronouncing the word and some motivation. Tis coducted five minutes after that, the writer informed the students to prepare colosing the class the writer geeting the students finally closes the class.

3.7 Technique of Data Analysis

The data would be collected through the test that have been analyzed by using quantitative analysis employed statistically calculation to test hypothesis. The steps were as follow:

3.7.1 Scoring the students on speaking, the writer uses the following table

Table 3.3

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error	Speaks without too great and effort with a fairly wide range of expression. Searches for occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruption or clarification required.
5.	Pronunciation is only very slightly	Has to make an effort at time to search for wards.	The speaker`s intention and general

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	influenced by the mother tongue. A few minor grammatical lexical errors bur must utterance are correct.	Nevertheless, smooth deliver on the whole and you a few unnatural pause.	meeting are fairly clear. A few interruption by the listener for clarifications are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusing.	Although he has to make an effort and search for a words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.	Most of that the speaker says is easy to follow. Their attention is always clear but several interruptions are necessary to help them to convey the meaning or to seek clarification.

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3	Pronunciation is influenced by the mother tongue but only A few serious phonological errors. Several grammatical and lexical errors some of which is confusion	Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	Long pauses while they search for the desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listen to the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the	Full of long unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of Expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the

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language skills and areas practice in the course.[32]

speakers is unable to clarify anything be seems to have said.

To found out the last score of the students, the research followed the formula below:

$$Score = \frac{students` correct}{The\ total\ item} x\ 100$$

Table 3.4 Classification Students` Score

Affective		Cognitif		Psychomotor	
Mode	**Predicate**	**Average**	**Letter**	**Optimum**	**Letter**
4,00	Excellent	3.85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3.00	Good	3,18-350	B+	3,18-3,50	B+
		3,85-3,17	B	3,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

[32]J.B. Heaton, *Writing Englisg Language Test*, (Newyork: New Edition Longman Group, 1975), p. 100

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. The assesment of the 2013 curriculm based on the rule of education and culture minister 104 in 2014 scala assesment for knowledge competence and skill competence using the range of number and letters 4,00 (A)- 1,00 (D) with the details as following:

Table 3.5

1.00 (A) - 100 (D) with the following deatails:

3,85 - 4,00 with the letter A

3,52 - 3,83 with the letter A-

3,18 – 3, 50 with the letter B+

2,85 – 3,17 with the letter B

2,51 – 2,80 with the letter B-

2,18 – 2,50 with the letter C+

1,85 – 2,17 with the letter C

1,51 – 1,84 with the letter C-

1,18 – 1,50 with the letter D+, and

1.0 – 1, 17 with the letter D

3.7.2 Calculating the rate percentage of the students` score:

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

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Where :

P : Percentage

F : Frequency

N : Total number of stUdents

3.7.3 The data of this research was analyzed by using t-test formula which is adapted by Suharsimi Arikunto, as follows:

$$Mx = \left(\frac{\sum x}{Nx}\right)$$

Mχ = *mean of gained score of control group*

χ = *gained score of control group*

Nχ =*number of students of control group*

$$My = \left(\frac{\sum y}{Ny}\right)$$

My =*mean of gained score of experimental group*

y= *gained score of experimental group*

Ny= *number of students of experimental group*

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$\sum\chi^2$ = *deviation of control group*

$\sum X^2$= *squared of control group's gained score*

$\sum\chi$ =*gained score of control group*

Nχ= *number of students of control group*

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{Ny}$$

$\sum y^2$*deviation of experimental group*

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$\sum Y^2$ =*squared of experimental group's gained score*

$\sum$y =*gained score of experimental group*

Ny =*number of students of experimental group*

$$t_0 = \frac{M_X M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx+Ny-2}\right)\left(\frac{1}{Nx}+\frac{1}{Ny}\right)}}$$

to= *value of hypotheses testing*

Mχ= *mean of control group*

My = *mean of experimental group*

$\sum x^2$ = *standard deviation of control group*

$\sum y^2$ = *standard deviation of experimental group*

Nχ = *number of students of control group*

Ny = *number of students of experimental group*

$$\boldsymbol{df} = \mathrm{N_x} + \mathrm{N_y} - 2$$

df = *degrees of freedom*

Nχ = *number of students of control group*

Ny = *number of students of experimental group.*[33]

[33] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan* , (Jakarta: PT. Rineka Cipta, 2010), p. 354.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Research Finding

4.1.1 Data of speaking experimental class and control class

The data were collected from students' pre-test and post-test at two classes; experimental class and control class, in which X. MIPA.1 as the experimental class and X.MIPA.2 as the control class. As the explanation in chapter III, the experiment class was taught speaking skill by using whole brain teaching, and the control class was not. The result of the data can be described as the following:

4.1.1.1 Data of Experimental Class

4.1.1.1.1 The score Before giving the treatment (pretest)

The writer gave some questions to the students` as the pre-test to know the student`s speaking skill. Every student got the question and answered it then the writer recorded the students` answers. After giving the pre-test to the students, the writer found out the result of the students` speaking skill based on the criteria of speaking skill which are accuracy, fluency and comprehensibility before giving treatment. The result was shown in the following table:

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Table 4.1 Student's Pretest Score based on speaking skill

Pre-Test IPA.1						
No	**Students**	**Fluency**	**Accuracy**	**Comprehensibility**	**Total**	**Score**
1	MJM	5	5	4	14	77,8
2	TH	5	5	5	15	83,3
3	RA	4	4	4	12	66,7
4	FW	5	5	3	13	72,2
5	SNM	5	4	5	14	77,8
6	NAM	4	5	4	13	72,2
7	NM	5	5	5	15	83,3
8	HT	5	5	6	16	88,9
9	NBA	4	5	5	14	77,8
10	RW	5	4	4	13	72,2
11	TS	4	5	4	13	72,2
12	RS	4	5	4	13	72,2
13	HS	5	4	4	13	72,2
14	NH	5	4	4	13	72,2
15	ESA	2	2	2	6	33,3
16	NA	5	5	4	14	77,8
17	EORW	4	5	5	14	77,8
18	NS	4	3	3	10	55,6

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19	FM	4	3	4	11	61,1
20	MNI	4	5	4	13	72,2
21	MI	3	3	2	8	44,4
22	MUM	3	4	3	10	55,6
23	AA	3	3	3	9	50,0
24	NBA	3	3	3	9	50,0
25	BD	4	4	4	12	66,7
26	YY	5	5	4	14	77,8
27	AG	2	2	2	6	33,3
28	HN	4	5	5	14	77,8
29	CAS	3	4	3	10	55,6
30	CAH	3	4	3	10	55,6
31	MH	4	3	2	9	50,0
32	AF	4	3	4	11	61,1
33	AS	5	4	5	14	77,8
	Total	**134**	**135**	**126**	**395**	

Tabel 4.2 the students' score in pretest

No	**Students**	**Pretest Of Students (Y1)**		**$Y1^2$**	**Classification**
		Max Score Y	**Score Y1**		
1	MJM	4	3,1	9,7	Good
2	TH	4	3,3	11,1	Good
3	RA	4	2,7	7,1	Good

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4	FW	4	2,9	8,3	Good
5	SNM	4	3,1	9,7	Good
6	NAM	4	2,9	8,3	Good
7	NM	4	3,3	11,1	Good
8	HT	4	3,6	12,6	Good
9	NBA	4	3,1	9,7	Good
10	RW	4	2,9	8,3	Good
11	TS	4	2,9	8,3	Good
12	RS	4	2,9	8,3	Good
13	HS	4	2,9	8,3	Good
14	NH	4	2,9	8,3	Good
15	ESA	4	1,3	1,8	Poor
16	NA	4	3,1	9,7	Good
17	EORW	4	3,1	9,7	Good
18	NS	4	2,2	4,9	Enough
19	FM	4	2,4	6,0	Enough
20	MNI	4	2,9	8,3	Good
21	MI	4	1,8	3,2	Enough
22	MUM	4	2,2	4,9	Enough
23	AA	4	2,0	4,0	Enough
24	NBA	4	2,0	4,0	Enough
25	BD	4	2,7	7,1	Good
26	YY	4	3,1	9,7	Good
27	AG	4	1,3	1,8	Poor
28	HN	4	3,1	9,7	Good
29	CAS	4	2,2	4,9	Enough

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30	CAH	4	2,2	4,9	Enough
31	MH	4	2,0	4,0	Enough
32	AF	4	2,4	6,0	Enough
33	AS	4	3,1	9,7	Good
Total			87,8	243,7	

Table 4.3 students' classification score in pretest

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
2	Good	3,51- 3,83 3,18- 3,50 2,85- 3,17	21
3	Enough	2,51- 2,84 2,18- 2,50 1,85- 2,17	10
4	Poor	1,51-1,84 1, 18-1,50 1,00- 1,17	2

The data in the table above showed that in pretest none of the students got excellent score, twenty one students got good score, tent students got enough score, and two students got poor.

4.1.1.1.2 The score after giving the treatment (Posttest)

Table 4.4 Student's Posttest Score based on speaking skill

Post-Test IPA.1

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No	Students	Fluency	Accuracy	Comprehensibility	Total	Score
1	MJM	5	6	5	16	88,9
2	TH	6	5	6	17	94,4
3	RA	5	5	6	16	88,9
4	FW	6	6	4	16	88,9
5	SNM	6	5	6	17	94,4
6	NAM	6	5	5	16	88,9
7	NM	6	6	6	18	100,0
8	HT	6	6	6	18	100,0
9	NBA	5	6	6	17	94,4
10	RW	6	5	5	16	88,9
11	TS	5	6	5	16	88,9
12	RS	6	5	6	17	94,4
13	HS	6	6	6	18	100,0
14	NH	5	5	5	15	83,3
15	ESA	3	3	3	9	50,0
16	NA	6	6	5	17	94,4
17	EORW	5	6	6	17	94,4
18	NS	5	4	4	13	72,2
19	FM	6	5	6	17	94,4
20	MNI	5	6	5	16	88,9
21	MI	4	4	3	11	61,1

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22	MUM	6	5	5	16	88,9
23	AA	5	5	5	15	83,3
24	NBA	6	5	5	16	88,9
25	BD	5	5	5	15	83,3
26	YY	6	6	5	17	94,4
27	AG	5	4	4	13	72,2
28	HN	5	6	6	17	94,4
29	CAS	6	5	5	16	88,9
30	CAH	4	5	4	13	72,2
31	MH	4	4	3	11	61,1
32	AF	6	5	5	16	88,9
33	AS	6	6	5	17	94,4
	Jumlah	**177**	**172**	**166**	**515**	

Tabel 4.5 The Students' Score in Posttest

No	**Students**	Posttest of Students (Y2)		$Y2^2$	Classification
		Max Score Y2	Score Y2		
1	MJM	4	3,6	12,6	Excellent
2	TH	4	3,8	14,3	Excellent
3	RA	4	3,6	12,6	Excellent
4	FW	4	3,6	12,6	Excellent
5	SNM	4	3,8	14,3	Excellent
6	NAM	4	3,6	12,6	Excellent

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7	NM	4	4,0	16,0	Excellent
8	HT	4	4,0	16,0	Excellent
9	NBA	4	3,8	14,3	Excellent
10	RW	4	3,6	12,6	Excellent
11	TS	4	3,6	12,6	Excellent
12	RS	4	3,8	14,3	Excellent
13	HS	4	4,0	16,0	Excellent
14	NH	4	3,3	11,1	Good
15	ESA	4	2,0	4,0	Good
16	NA	4	3,8	14,3	Excellent
17	EORW	4	3,8	14,3	Excellent
18	NS	4	2,9	8,3	Good
19	FM	4	3,8	14,3	Excellent
20	MNI	4	3,6	12,6	Excellent
21	MI	4	2,4	6,0	Enough
22	MUM	4	3,6	12,6	Excellent
23	AA	4	3,3	11,1	Good
24	NBA	4	3,6	12,6	Excellent
25	BD	4	3,3	11,1	Good
26	YY	4	3,8	14,3	Excellent
27	AG	4	2,9	8,3	Good
28	HN	4	3,8	14,3	Excellent
29	CAS	4	3,6	12,6	Excellent
30	CAH	4	2,9	8,3	Good

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31	MH	4	2,4	6,0	Enough
32	AF	4	3,6	12,6	Excellent
33	AS	4	3,8	14,3	Excellent
Total			114,4	404,1	

Table 4.6Students' Classification Score in Pretest

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00 3,51- 3,83 3,18- 3,50	24
2	Good	2,85- 3,17 2,51- 2,84	7
3	Enough	2,18- 2,50 1,85- 2,17	2
4	Poor	1,51-1,84 1, 18-1,50 1,00- 1,17	0

The data in the table above showed that in Posttest there were twenty four students got excellent score, seven students got good score, two students got enough score, and none of students got poor.

4.1.1.1.3 The students' pretest and posttest of Experimental Class

Tabel 4.7 students' score of Experimental Class

No	Responden	Pretest Y1	Posttest Y2	Gained Score

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1	MJM	3,1	3,6	0,4
2	TH	3,3	3,8	0,4
3	RA	2,7	3,6	0,9
4	FW	2,9	3,6	0,7
5	SNM	3,1	3,8	0,7
6	NAM	2,9	3,6	0,7
7	NM	3,3	4,0	0,7
8	HT	3,6	4,0	0,4
9	NBA	3,1	3,8	0,7
10	RW	2,9	3,6	0,7
11	TS	2,9	3,6	0,7
12	RS	2,9	3,8	0,9
13	HS	2,9	4,0	1,1
14	NH	2,9	3,3	0,4
15	ESA	1,3	2,0	0,7
16	NA	3,1	3,8	0,7
17	EORW	3,1	3,8	0,7
18	NS	2,2	2,9	0,7
19	FM	2,4	3,8	1,3
20	MNI	2,9	3,6	0,7
21	MI	1,8	2,4	0,7
22	MUM	2,2	3,6	1,3
23	AA	2,0	3,3	1,3
24	NBA	2,0	3,6	1,6
25	BD	2,7	3,3	0,7
26	YY	3,1	3,8	0,7

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27	AG	1,3	2,9	1,6
28	HN	3,1	3,8	0,7
29	CAS	2,2	3,6	1,3
30	CAH	2,2	2,9	0,7
31	MH	2,0	2,4	0,4
32	AF	2,4	3,6	1,1
33	AS	3,1	3,8	0,7
$\sum N$ =33		87,8	114,4	26,7
Mean Score		2,7	3,5	0,8
max Score		3,6	4,0	
Min Score		1,3	2,0	

Based on Table 4.7 the lowest score and the highest score of pretest in the experimental class are 1,3 and 3,6 while the lowest score and the highest score of post-test are 2,0 and 4,0. Therefore , it can be concluded that the score of post-test at experimental class is higher than the score of its pre-test.

4.1.1.2 Data of Control Class

4.1.1.2.1 The Score of Control Class (Pretest)

The writer gave some questions to the students` as the pre-test to know the student`s speaking skill. Every student got the question and answered it then the writer recorded the students` answers. After giving the pre-test to the students, he reasarcher found out the result of the students` speaking skill based on the criteria of speaking skill which are accuracy, fluency and comprehensibility before giving treatment. The result was shown in the following table:

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Table 4. 8

Pre-Test IPA.2						
No	**Students**	**Fluency**	**Accuracy**	**Comprehensibility**	**Total**	**Score**
1	MS	3	4	3	10	55,6
2	ND	3	3	2	8	44,4
3	HD	3	2	3	8	44,4
4	NL	3	4	3	10	55,6
5	NH	4	3	3	10	55,6
6	SNA	4	3	3	10	55,6
7	NH	3	4	4	11	61,1
8	FT	4	4	4	12	66,7
9	NY	3	4	3	10	55,6
10	HY	4	3	3	10	55,6
11	RM	4	3	4	11	61,1
12	SM	4	5	4	13	72,2
13	NF	3	3	4	10	55,6
14	FW	4	3	4	11	61,1
15	NH	3	2	3	8	44,4
16	NI	3	4	4	11	61,1
17	RS	4	3	2	9	50,0
18	SWW	3	2	3	8	44,4
19	AM	3	4	2	9	50,0

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20	AD	4	4	3	11	61,1
21	MNFR	5	4	5	14	77,8
22	AN	3	6	5	14	77,8
23	IW	5	4	5	14	77,8
24	SA	4	4	3	11	61,1
25	MR	3	3	3	9	50,0
26	FM	3	3	2	8	44,4
27	HS	2	2	3	7	38,9
28	HR	2	3	4	9	50,0
29	HM	3	3	3	9	50,0
30	RF	3	2	3	8	44,4
31	AR	2	2	2	6	33,3
	Jumlah	**104**	**103**	**102**	**309**	

Table 4.9

No	Students	Pretest of Students X1			Classification
		Max Score	Score X1	$X1^2$	
1	MS	4	2,2	4,9	Enough
2	ND	4	1,8	3,2	Enough
3	HD	4	1,8	3,2	Enough
4	NL	4	2,2	4,9	Enough
5	NH	4	2,2	4,9	Enough
6	SNA	4	2,2	4,9	Enough

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7	NH	4	2,4	6,0	Enough
8	FT	4	2,7	7,1	Good
9	NY	4	2,2	4,9	Enough
10	HY	4	2,2	4,9	Enough
11	RM	4	2,4	6,0	Enough
12	SM	4	2,9	8,3	Good
13	NF	4	2,2	4,9	Enough
14	FW	4	2,4	6,0	Enough
15	NH	4	1,8	3,2	Enough
16	NI	4	2,4	6,0	Enough
17	RS	4	2,0	4,0	Enough
18	SWW	4	1,8	3,2	Enough
19	AM	4	2,0	4,0	Enough
20	AD	4	2,4	6,0	Enough
21	MNFR	4	3,1	9,7	Good
22	AN	4	3.1	9,7	Good
23	IW	4	3.1	9,7	Good
24	SA	4	2,4	6,0	Enough
25	MR	4	2,0	4,0	Enough
26	FM	4	1,8	3,2	Enough
27	HS	4	1,6	2,4	Enough
28	HR	4	2,0	4,0	Enough
29	HM	4	2,0	4,0	Enough
30	RF	4	1,8	3,2	Enough

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31	AR	4	1,3	1,8	Enough
Total			68,7	158,1	

Tabel 4.10

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
2	Good	3,51- 3,83 3,18- 3,50 2,85- 3,17	5
3	Enough	2,51- 2,84 2,18- 2,50 1,85- 2,17	26
4	Poor	1,51-1,84 1, 18-1,50 1,00- 1,17	0

The data in the table above showed that in Pretest there were none students got excellent score, three students got good score, twenty eight students got enough score, and none of students got poor.

4.1.1.2.2 The Score of Control Class (Posttest)

The writer gave some questions to the students` as the pre-test to know the student`s speaking skill. Every student got the question and answered it then the writer recorded the students` answers. After giving the pre-test to the students, he researcher found out the result of the students` speaking skill based on the criteria of

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speaking skill which are accuracy, fluency and comprehensibility before giving treatment. The result was shown in the following table:

Table 4.11

Post-Test IPA.2						
No	**Students**	**Fluency**	**Accuracy**	**Comprehensibility**	**Total**	**Score**
1	MS	4	4	5	13	72,2
2	ND	4	5	4	13	72,2
3	HD	4	4	5	13	72,2
4	NL	4	5	3	12	66,7
5	NH	4	5	4	13	72,2
6	SNA	5	4	4	13	72,2
7	NH	4	4	4	12	66,7
8	FT	5	5	5	15	83,3
9	NY	4	5	4	13	72,2
10	HY	5	4	4	13	72,2
11	RM	5	4	4	13	72,2
12	SM	5	6	5	16	88,9
13	NF	4	4	5	13	72,2
14	FW	5	5	5	15	83,3
15	NH	3	4	4	11	61,1
16	NI	4	5	5	14	77,8

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17	RS	4	3	4	11	61,1
18	SWW	4	3	4	11	61,1
19	AM	4	5	4	13	72,2
20	AD	5	6	5	16	88,9
21	MNFR	5	6	5	16	88,9
22	AN	4	3	4	11	61,1
23	IW	4	3	4	11	61,1
24	SA	5	5	4	14	77,8
25	MR	4	4	4	12	66,7
26	FM	4	4	4	12	66,7
27	HS	3	4	4	11	61,1
28	HR	3	4	5	12	66,7
29	HM	5	4	4	13	72,2
30	RF	4	3	4	11	61,1
31	AR	3	4	3	10	55,6
	Jumlah	**130**	**134**	**132**	**396**	

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Table 4.12

No	**Students**	**post test of students X2**		**$X2^2$**	**Classification**
		max score	**score X2**		
1	MS	4	2,9	8,3	Good
2	ND	4	2,9	8,3	Good
3	HD	4	2,9	8,3	Good

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4	NL	4	2,7	7,1	Good
5	NH	4	2,9	8,3	Good
6	SNA	4	2,9	8,3	Good
7	NH	4	2,7	7,1	Good
8	FT	4	3,3	11,1	Good
9	NY	4	2,9	8,3	Good
10	HY	4	2,9	8,3	Good
11	RM	4	2,9	8,3	Good
12	SM	4	3,6	12,6	Excellent
13	NF	4	2,9	8,3	Good
14	FW	4	3,3	11,1	Good
15	NH	4	2,4	6,0	Enough
16	NI	4	3,1	9,7	Good
17	RS	4	2,4	6,0	Enough
18	SWW	4	2,4	6,0	Enough
19	AM	4	2,9	8,3	Good
20	AD	4	3,6	12,6	Excellent
21	MNFR	4	3,6	12,6	Excellent
22	AN	4	2,4	6,0	Enough
23	IW	4	2,4	6,0	Enough
24	SA	4	3,1	9,7	Good
25	MR	4	2,7	7,1	Good
26	FM	4	2,7	7,1	Good
27	HS	4	2,4	6,0	Enough
28	HR	4	2,7	7,1	Good
29	HM	4	2,9	8,3	Good

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30	RF	4	2,4	6,0	Enough
31	AR	4	2,2	4,9	Enough
Total			88,0	253,6	

Table 4.1

No	Classification	Score	Frequency
1	Excellent	3,85- 4 ,00	3
2	Good	3,51- 3,83 3,18- 3,50 2,85- 3,17	20
3	Enough	2,51- 2,84 2,18- 2,50 1,85- 2,17 1,51-1,84	
4	Poor	1, 18-1,50 1,00- 1,17	3

The data in the table above showed that in Pretest there were none students got excellent score, three students got good score, twenty eight students got enough score, and none of students got poor

4.1.1.2.3 Students' score in control class

No	Responden	Pretest	Posttest	Gained Score
1	MS	2,2	2,9	0,7
2	ND	1,8	2,9	1,1
3	HD	1,8	2,9	1,1

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4	NL	2,2	2,7	0,4
5	NH	2,2	2,9	0,7
6	SNA	2,2	2,9	0,7
7	NH	2,4	2,7	0,2
8	FT	2,7	3,3	0,7
9	NY	2,2	2,9	0,7
10	HY	2,2	2,9	0,7
11	RM	2,4	2,9	0,4
12	SM	2,9	3,6	0,7
13	NF	2,2	2,9	0,7
14	FW	2,4	3,3	0,9
15	NH	1,8	2,4	0,7
16	NI	2,4	3,1	0,7
17	RS	2,0	2,4	0,4
18	SWW	1,8	2,4	0,7
19	AM	2,0	2,9	0,9
20	AD	2,4	3,6	1,1
21	MNFR	3,1	3,6	0,4
22	AN	3,1	2,4	-0,7
23	IW	3,1	2,4	-0,7
24	SA	2,4	3,1	0,7
25	MR	2,0	2,7	0,7
26	FM	1,8	2,7	0,9
27	HS	1,6	2,4	0,9
28	HR	2,0	2,7	0,7
29	HM	2,0	2,9	0,9

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30	RF	1,8	2,4	0,7
31	AR	1,3	2,2	0,9
$\sum N = 31$		68,7	88,0	19,3
Mean Score		2,2	2,8	0,6
Max Score		3,1	3,6	
Min Score		1,3	2,2	

Control class are 1,3 and 3,1 while the lowest score and the highest score of post-test are 2,2 and 3,6. Therefore, it can be concluded that the score of post-test at Control class is higher than the score of its pre-test.

4.1.1.3 Data Analysis

In analyzing the data, a t-test was used to make it easier to test thehypotheses. The formula of the t-test is as follows:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Before analyzing the data by using the t-test formula, there are several stepsthat should be done as follows.

4.1.1.3.1 Determining mean of gained score of control class:

$$Mx = \left(\frac{\sum x}{Nx}\right)$$

$$Mx = \left(\frac{19,3}{31}\right)$$

$$Mx = 0,6$$

0,6

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4.1.1.3.2 Determining mean of gained score of experimental class:

$$My = \left(\frac{\sum y}{Ny}\right)$$

$$My = \left(\frac{26,7}{33}\right)$$

$$My = 0,8$$

0,8

4.1.1.3.3 Determining deviation of control class:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$$\sum x^2 = 16,8 - \frac{(19,3)^2}{31}$$

$$\sum x^2 = 16,8 - \frac{372,49}{31}$$

$$\sum x^2 = 16,8 - 12$$

$$\sum x^2 = 4,8$$

4,8

4.1.1.3.4 Determining deviation of experimental class:

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{Ny}$$

$$\sum y^2 = 25 - \frac{(26,7)^2}{33}$$

$$\sum y^2 = 25 - \frac{712,9}{33}$$

$$\sum y^2 = 25 - 21,6$$

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$$\sum y^2 = 3{,}4$$

3,4

4.1.1.3.5 Determining value of hypotheses testing by using t-test formula:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t_0 = \frac{0{,}6 - 0{,}8}{\sqrt{\left(\frac{4.8+3.4}{31+33-2}\right)\left(\frac{1}{31} + \frac{1}{33}\right)}}$$

$$t_0 = \frac{0{,}2}{\sqrt{\left(\frac{8{,}2}{62}\right)\left(\frac{1}{31} + \frac{1}{33}\right)}}$$

$$t_0 = \frac{0{,}2}{\sqrt{(0{,}13)\,.\,(0{,}06)}}$$

$$t_0 = \frac{0{,}2}{\sqrt{0{,}0078}}$$

$$t_0 = \frac{0{,}2}{0{,}09} = 2{,}2$$

2,2

4.1.1.3.6 Determining degrees of freedom:

$$\boldsymbol{df} = \text{N_x} + \text{N_y} - 2$$

$$\boldsymbol{df} = 31 + 33 - 2$$

$$\boldsymbol{df} = 62$$

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 62 in significant degrees of 0.05 (5 %), the t-table (tt) is 1,669.Based on data analysis, if t-table (t_o) is higher than t_t (2,2>1.669), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It should be concluded that it

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is effective to use whole brain teaching in teaching speaking skill at the first year students of *SMAN 9 PINRANG.*

4.1.1.3.2 Students' Speaking Skill Before and After Being Taught by Using Whole Brain Teaching

Measuring the students' phrases mastery before and after being taught by using inductive approach can be seen at students' score in pretest and posttest. It can be said that students` speaking skill is an effective in teaching whole bain teaching if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 2,7 and the mean score of the experimental class in posttest is 3,5.

From that finding, it can be interoperated that students' speaking skill before being taught by using whole brain teaching is lower if it compares with the students' speaking skill after being taught by using whole brain teaching. It is implicated that students` speaking skill gives good effect in whole brain teaching. Furthermore, to make a conclusion about the effectiveness of srtudents` speaking skill in teaching whole brain teaching at the first year students of SMA Negeri 9Pinrang, it can be done by analyzing the data using t_o and compare it with the t-table. The result of the data analyzes showed that t_o (2,7) >t_t (1,669). It means that students` speaking skill is effective in teaching whole brain teaching at the first year students of SMA Negeri 9 Pinrang.

4.1.1,3.3 Students` speaking skill through whole brain teaching at the Experimental Class

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In the treatment process, the writer took eight meetings include post test and pre test in teaching speaking skill by whole brain teaching experimental class X.MIA.1. As the theory in chapter II, the writer did the treatment by following the step in teaching speaking skill by using the whole brain teaching. The writer taught the students from presenting the examples not directly presenting the strategy of whole brain teaching.

The first meeting before the writer gave treatment that was conducted on Tuesday May 8th, 2018 in the class of MIPA. 1, the students were given the pre-test to measure their ability in speaking skill especially in how is the important school. When the writer was coming to the class, he was totally shy and he was not confidence because it was the first time for the writer to handle them. After the writer opened the meeting, he invited the students for invoking to the God with a Muslim way in praying. Next, the writer continued to inform them that all the members will be coming forward and everyone will be getting some questions that should be answered then it will be recorded on phone, while the writer prepared his own phone. In interviewing time, some members were good in answering all the questions but several of them unfortunately were still confused in explaining about the importance of school. The writer continued to all the members until the last name after getting all the data, the writer closing the class by greating to the students.

The second meeting was located in the class of MIPA.1 SMAN 9 PINRANG. It was conducted on Friday may10th, 2019. This meeting was a first treatment after giving the pre-test. In the Morning, the writer started the class by greating. Before the students knew the strategys the writer would like to explain the material to the

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students about “Descriptive Text” but before that the writer gave the students picture and text, the topic of this material is “Describing Pinrang”. The writer read the text sentence by sentence and the students listen to the writer. After the writer finished one sentence students followed the writer until the last text, next the writer gave the students some vocabularies the meaning which is connected with the material. The writer implemented material into the Whole Brain Teaching Strategy by the seven strategies:

The first Step: “classs- yes” The writer said class students only need to answer “Yes” with the same tone the writer did it.

The second step: “Five Classroom Rules” 1. “Follow direction quickly” the writer make their hand shoot forward like fish and than the students did both of style and gesture of the writer, 2. “Raise your hand for permission to speak” the writer puts down his hand and giva gesture by making his fingers just like talking, than aks the students follow the the writer, 3. “Raise your hand for permission to leave the room” the writer put his right hand on strigh positition then left hand just walking on his right hand the students need to follow what the writer did, 4. “Make smart choices” the writer tap one finger to his head while saying make smart choices and the students follow after the writer, 5. “Keep your dear writer happy” by hold up each thumb and pointer finger out like “L” while framing your face with a very big smile and the students follow the writer.

The third step: “Teach- Okay” This part the student to retell/re-explain the materials about describing Pinrang gather with their friends the writer found the students speak in English even though it was still not fluently yet. The condition of the class being so crowded in this part because all the students were explaining with

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their couple. Writer`s Rules was really needed in this condition. Writer has to control the class walking around the class and watch what the students explained with their friend. It also helped the students who left difficult in doing this strategy.

The fourth step: “Hands and Eyes”, the writer say hands and eyes the students only respond hands and eyes, the writer gave the important point during the lesson when the writer find the students wrong pronounce and correct all the mistakes of the students. The writer wants the students to pay full attention to lesson.

The fifth step: “mirror” writer said mirror the students did respond gestures and mimic the word and actions of the writer.

The sixth step: “Switch” When the writer says switch the students answer with the word Switch and looking for the partner to do retell/ re-explain the material that have been taught by the writer. The students practice each couple the strategy one students explain and the other listen, and the writer says switch the students respond okay then the student exchange the role, the students repeat until they surely have mastered. This is conducted twenty five minutes.

7_{th} The last step is “The Scoreboard” so the writer gave the student motivation and reward and closing the class by greating to the students in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. This is conducted twenty five minutes then the writer closed the class.

The third meeting was located in the class of MIPA.1 SMAN 9 PINRANG. It was conducted on Wednesday may 15^{th}, 2019. in the Morning, the writer started the class by greating. Before begun the class the writer gave the students picture and text for every couple. After that the writer though the students about the material about

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describing place by explanation from the writer. The writer give them example about the “Describing Place” and then they knew about that we begun the strategy of whole brain teaching. Writer said “class” the student responded “yes,” Five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the writer about the describing place and make the gesture, and students were doing the instruction of the writer. The writer said mirror the student responded mirror both of the gesture and the voice of the writer. When the writer said switch responded Okay, and then student discussed about the describing place with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role. After doing that the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greating to the students.

The forth meeting was located in the class of MIPA.1 SMAN 9 PINRANG. It was conducted on Friday may17th, 2019. in the Morning, the writer started the class by greating, Before the writer taught about the material about personal pronoun by explanation from the writer, which are subject and object I ,you, they we, she he, it and me, you, them, us, her, him, it and also gave them the meaning of the personal pronoun. After that writer made the sentence and taught the students where did we put the subject and object after the writer gave them example about the personal pronoun and then they know about that. Writer said class the student responded yes, Five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the researcher about the personal

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pronoun and made the gesture, and students was doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer. When the writer said switch responded Okay, and then the student discussed about the personal pronoun with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role after doing that the writer informed to the student the important point of the lesion and the last the writer said scoreboard, so the writer gave the student motivation and reward to the students and closing the class by greating to the students.

The fifth meeting was located in the class of MIPA.1 SMAN 9 PINRANG. It was conducted on Wednesday may 22th, 2019. in the Morning, the writer started the class by greating. Before begun the class the writer gave the students a pictures for every couple the writer taught the students about the material about “Telling Story” by explanation from the writer the story is rabbit and turtle the writer read text sentence and the students listen to the writer after writer finished one sentence students followed the writer until the last text, after that the writer gave the students some vocabularies both of the meaning which is connected with the material The writer implemented telling story writer said class the student responded yes, Five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the writer about the story rabbit and turtle and make the gesture, and students were doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer. When the writer said switch responded Okay, and then student discussed

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about the story telling with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role. After doing that the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greating to the students.

The sixth meeting was located in the class of MIPA. 1 SMAN 9 PINRANG. It was conducted on Friday may 24th, 2019. In the Morning, the writer started the class by greating. The writer taught the students material about "Self Introduction" by explanation from the writer. The writer gave them example about the self Introduction. The writer gave some vocabularies of the meaning which is connected with the materia. Next the writer implemented the whole brain teaching, the writer said class the student responded yes, five classroom rules the student follow the writer and what the writer said both of the gesture of the writer. The writer said teach-okay and in form to the students for sharing with their couple what they have learnt by the writer about the self Introduction and make the gesture, and students were doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer. When the writer said switch student responded Okay, and then student discussed about the self Introduction with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role. After doing that the writer said scoreboard, so the writer gave the student motivation and reward to the students and closing the class by greating to the students.

The seventh meeting was located in the class of MIPA.1 SMAN 9 PINRANG. It was conducted on Wednesday may 29th, 2019. in the Morning, the writer started the class by greating. Before taught the writer gave text daily activates to the students the writer read the text sentence by sentence and the students listen to the writer after writer finished one sentence the students followed the writer until the last text. Next

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the writer gave the students some vocabularies of the meaning which is connected with the material. The writer said teach- okay and in form to the students for sharing with their couple what they have learnt by the researcher about the personal pronoun and made the gesture, and students was doing the instruction of the writer. Writer said mirror the student responded mirror both of the gesture and the voice of the writer. When the writer said switch responded Okay, and then student discussed about the daily activities with their couple one student will be explained and one will be listened, while the writer said switch student responded Okay, the student exchanged their role after doing that the writer informed to the student the important point of the lesion and the last the writer said scoreboard, so the writer gave the student motivation and reward and closing the class by greating to the students. This is conducted twenty five minutes in final activity the writer gave motivation and reward if there are more positive points than negative or a punishment for the students. Then the writer closed the class.

The last meeting after the writer gave treatment to the students the writer gave post-test Friday May31th, 2019 in the class of MIPA. 1 the students were given the post-test to measure their ability in speaking skill especially in how is the important of university. When the writer was coming to the class, he was totally not shy and he was confidence because it was the eight times for the writer to handle them. After the writer opened the meeting, the writer continued to inform them that all the members will be coming forward and everyone will be getting some questions that should be answered then it will be recorded on phone, while the writer prepared his own phone. In interviewing time, some members were good in answering all the questions but a little of them unfortunately were still confidence in explaining about the importance

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of school. The writer continued to all the members until the last name after getting all the data, the write closing the class by greating to the students.

4.2 Discussion

Based on data analysis, if t-table (t_o) is higher than t_t (2,2>1.669), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It should be concluded that it is effective to use whole brain teaching in teaching speaking skill at the first year students of *SMAN 9 PINRANG*. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class.

After conducting the research, the researcher found that the students really looked excited with the implementation of whole brain teaching strategy as strategy to be using in the class. So, they followed the teaching and learning processes enthusiastically According to Biffle there are three benefits of WBT method as follow; motivating the students by creating an activity in learning process that can be improved to get higher skill, creating student-centered learning environment where practice is the main focus, not performance or assessment, providing gains for students is the application of higher level thinking well. Thus, whole brain teaching as strategy would not very difficult because they could explain and share with their couple. The researcher noticed that the students were happy in implementing the five classroom rules in the class, so the class was well organized and made the students more engaged with the lesson the students in experimental

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group while the implementation of WBT method used repetition so the students could remember the lesson easily.

But the problem the students still face difficulty to express their ideas oral in English because they lack of vocabularies and did not have self confident, the writer tended the students to speak up but they would not speak well, the students just combining the English and indonesia and speak like wishpering. But aftrer treatment the studens by whole brain teaching they can speak up however the students speak slowly. The students in experimental group talked longer in post-test.

Based on the statetment the research in previous chapter, whole brain teching is a strategy of teaching which combines movement, making gesture, singing, dancing, teching each other, group work immediate feedback. In other words it a method of teaching that tries to cater to all learning style in the class. Firstly, higher achievment. Whole brain teaching a learning invironment where learners can get any style for studying. It provide the students progres to study Englih specially in speaking skill. Secondly whole brain teaching can add some insight to the students because the students can share their idyeas when they did the teach okey of whole brain teaching, thirdly whole brain teaching is a good because the student will explain the material to their couple so the students can encreas their confidence. Forthly the student enjoy the class and fun to discussed with their couple because whole brain teaching more focuse to discuss and teaching with their friend.

The theory of whole brain teaching in chapter II explained that improving speaking skill through whole brain teaching as strategy. In this case the whole brain teaching itself is measured by students' learning outcomes. It can be the Writer`s, the

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students, learning materials of whole brain teaching as strategy in language teaching and learning. For this research, the writer focuses on speaking skill of whole brain teaching as strategy. The research uses the criteria of speaking skill if in learning outcomes (posttest) of experimental class is higher than control class.

Based on the data, it is found that the mean score of the posttest score of the experimental class is 2,7 the mean score of the pretest score of the control class is 2,2. The mean score of the posttest score of the experimental class is 3,5 and the mean score of the posttest score of the control class is 2,8. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So based on the theory whole brain teaching is improving speaking in teaching English at the first year students of SMA Negeri 9 Pinrang.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and ,suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

5.1.1 The writer of data analysis test showed that there is a significan differences between students' score of speaking test who were taught by using whole brain teaching and students' score of speaking test who were not taught by using whole brain teaching and also to know how effective whole brain teaching in teaching speaking. It can be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter, $t_o > t_t = 2{,}2 > 1.669$, in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means that Ha is accepted and Ho is rejected. In conclusion, whole brain teaching is effective to use in teaching speaking at the tenth grade students of *SMA Negeri 9 Pinrang*.

5.1.2 The writer showed that ththere is a significant between the students` speaking skill before and after being taught through" Whole Brain Teaching" (WBT) starategy, it was proved by the students` improvement especially in vocabulary aspect and also fluency and accuracy in every meeting. Comparing the first meeting and the last meeting that the students tended to keep silent and were shy to express their ideas at the beginning of the meeting, but in the following meetings the students were more active and more confident in expressing their ideas orally because they did Whole Brain Teaching (WBT) strategy well.

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5.2 Suggestions

Based on the conclusions above and based on the research that had been done, the writer would like to offer some suggestions to English teachers, the students of SMAN 9 Pinrang and for other writers.

5.2.1 For English Teachers

English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially speaking. English teachers of SMAN 9 Pinrang can use WBT Strategy as an alternative Strategy to improve students' speaking skill. In teaching speaking, the teachers should implement the WBT strategy into fun environment to make the students engage in the class. The teacher can use teaching such as pictures to introduce vocabularies or simple song to teach grammar or make the role-play situation to make students practice speaking English. The English teachers should encourage the students and give them more time to practice their speaking.

5.2.2 For Students

The writer suggest the students to be more active to express themselves to be more interested in speaking English. The students should increase their knowledge of English pronounciation, grammar, vocabulary, fluency, comprehension, and other aspects in speaking in order to have a good speaking and can be understood well by the listeners. The students should be brave to speak in front of class and practice English even in simple way. The writer wishes that in the future, the students could use WBT method as their favorite method not only in learning English, but also other subjects.

5.2.3 For Other writers

For other writers, it is advisable for other writer who are interested in conducting the same research by using WBT method to read more book, articles, and journal about WBT and learned the seven techniques in WBT method (Big Seven) deeply. The writer suggest to the other writers not only focus on WBT method and speaking skill but they can implement WBT method in other skills

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such as reading, speaking, and writing. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation

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CURRICULUM VITAE

NASRULLAH, the writer was born on January 02nd 1996 in Wakka. He is the sixth child from eght children in his family. From the couple, Ijenne and Abd Sapa, he has three sisters and four brothers, the first sister name is Hapsa, the second sister name is Asriani, the third sister name is Nurhasna, and the first brother name is Asril, the second brother name is Amri, thr third brother name is Abdullah, the fifth brother name is Sudirja.

He began his study in Elementry School in Pinrang and graduate on 2008. In the same year, he continued his studyin junior high school. She decided to continue his study at SMPN 2 Cempa and finished his Junior High School on 2011. After that, he is registered as a student in SMAN 9 Pinrang and graduate on 2015. In the same year he continues his study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During He studys in IAIN Parepare, he actives in Lintasan Imajinasi Bahsasa Mahasiswa IAIN Parepare 2015-2019. On 2019 he completed his skripsi with the title “Improving Speaking Skill through Whole Brain Teaching as Strategy at The Tenth Grade of SMAN 9 Pinrang”.

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