

THE IMPLEMENTATION OF WHOLE BRAIN TEACHING METHOD TO IMPROVE STUDENTS' SPEAKING SKILL

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A B S T R A C T

The purpose of this study is to characterize the ways in which the Whole Brain Teaching (WBT) method improves students' speaking skill and to ascertain the teacher effectiveness and classroom climate. This classroom action research is conducted for the students of Eleventh Grade of SMK Negeri 2 Surabaya. The research consists of three cycles, The data are collected through speaking test, observation and focus group discussion. Both quantitative and qualitative data were examined by the researcher. According to the findings, students' speaking skills have improved in a few areas. They can now articulate their thoughts clearly, form some sentences using just their own words, and provide accurate answers to questions. Additionally, the environment in the classroom has changed; they are more engaged in adhering to the classroom activities.

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INTRODUCTION

The subject of English is essential in vocational school, especially in conversation. SMK Negeri 2 Surabaya is one of vocational schools that aims to prepare students for the working world, particularly in communicative conversations. However, the teaching and learning process in English lessons is often ineffective due to students' fear of errors, lack of new vocabulary, and misunderstandings. Teachers' monotonous, and traditional teaching methods also hinder student engagement.

Students learn differently, with some being visual, auditory, or kinesthetic. To accommodate diverse learning styles, teachers should find alternative methods. The researcher aims to use the Whole Brain Teaching (WBT) method to improve students' speaking skills. Previous studies have shown that implementing the WBT method can decrease negative behaviors and increase student participation in the learning process. Therefore, this research aims to study the process of improving speaking skills of Grade XI students at SMK Negeri 2 Surabaya using the WBT method .

LITERATURE REVIEW

Speaking is a crucial skill for language learning, especially for senior high school students. It involves producing systematic verbal utterances to convey meaning (Nunan, 2003) and expressing opinions without hesitation. Mastering grammar, vocabulary, pronunciation, and fluency is essential for effective communication. This skill requires a long process and requires mastery of these competencies. David P. Harris' (1969:73) speaking indicators assess these competencies, the test consists of five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. Developing speaking skills is challenging, especially in Indonesia where English is not spoken in a community. Penny Ur (1996:120) suggests that effective speaking activities include frequent talking, even participation, high motivation, and acceptable language level. The researcher found

the Whole Brain Teaching method to be the most suitable method for improving English language learners, particularly in speaking skills.

Whole brain learning is a method that uses both sides of the brain, focusing on both logical and emotional information. It differs from traditional methods that rely on left-brain processing and passive learning methods. Left-brain dominant second language learners prefer deductive teaching styles, while right-brain dominant learners excel in inductive classroom environments (Krashen, 1974). To accommodate students' needs for whole brain learning, a comprehensive teaching method must be designed. Whole Brain Teaching (WBT) is one such method introduced by Chris Biffle in 1999. WBT was initiated by Southern California teachers and has gained popularity in the U.S. and 30 foreign countries. It aims to engage disruptive children and avoid ineffective teaching processes by providing the necessary brain-based learning.

Behaviorism, introduced by Watson (1913:158), is a theory that supports WBT, which focuses on stimulus-response learning. It suggests that learning is the establishment of associations based on specific behavior processes and consequences. WBT is closely related to behaviorism, as it involves seven steps: practices, imitation, reinforcement, habituation, and reward. It also addresses the challenge of accommodating students with different learning styles in a large class. WBT integrates all senses, maximizing visual, auditory, and kinesthetic learners. Higher involvement in the learning process leads to higher retention of material. Teachers should facilitate the learning process, while students should be cooperative and able to habituate themselves.

WBT techniques involve seven steps in a classroom to engage students. 1) The attention getter is Class-Yes!, where the teacher says "Class!" with various tones of voice, and students respond with "Yes!" or "Yes! Yes!". 2) The organizer is Classroom Rules, where students rehearse rules using gestures. 3) The whole brain activator is Teach/Okay, where students speak briefly using gestures and clap their hands. 4) The motivator is the Scoreboard, where students mark points on the board to keep them engaged. 5) The class unifier is Mirror, where students mirror the teacher's gestures. 6) The focuser is Hands and Eyes, where students fold their hands and stare at the teacher intensely. 7) The involver is Switch, where students count the class off in 1s and 2s, teaching with gestures and mirroring their gestures. This whole brain teaching method encourages students to become more involved and motivated, promoting better comprehension and engagement (Biffle, 2010).

A previous study held by Palasigue (2009:16) found that implementing the Whole Brain Teaching method for a week reduced students' negative behavior and disengagement in the learning process. Carmen Helena (2012:52) found that this method significantly improved attention, behavior, and participation in the learning process, as students were more focused on the instruction provided by teachers.

The aspects of speaking skill that are expected to improve are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. Therefore, the goal of this research is to improve students' English ability, especially all the aspects of speaking skill mentioned above.

RESEARCH METHOD

This study utilized classroom action research (CAR) to improve students' speaking skills in a classroom context. Classroom research is self-improvement-oriented and bridges the gap between research and practice. The research used the Kemmis and McTaggart (1988:11-14) model, which involves four phases: Planning, Action,

Observation, and Reflection. The study was conducted in three cycles, with each cycle lasting approximately 90 minutes. The participants were 31 students aged 16-17 at SMK Negeri 2 Surabaya, majoring in Electronic engineering. The research procedures involved three cycles: Planning, Acting/Implementing, Observing, and Reflecting. Data collection methods included classroom observation, focus group discussion, and speaking test. The first cycle involved a pretest to measure students' speaking skill, followed by intervention through WBT. The third cycle involved a Speaking test and focus group discussion. The researcher analyzed the data, revised teaching strategies, and continued the cycle until the third cycle was completed.

The researcher used three instruments to gather data: a speaking test, an observation guide, and focus group discussion questions. The speaking test asked 31 students to discuss a familiar topic, which was analyzed using the Harris rating scale. The observation used two observation sheets; classroom activities (Penny Ur, 1996) and teacher performance (Direktorat Pembinaan SMK, 2016). The focus group discussion was conducted after each posttest to provide an accurate picture of student experiences, analyze needs, and improve classroom action research activities (Krueger, 1988)

The researcher used the triangulation technique to ensure the validity of the data collected from the study. This technique involves using two or more methods of data collection to increase the credibility and validity of the findings (Cohen, 2000). The methodological triangulation was used to compare the observation results and focus group discussion findings, as well as the student's speaking score, to ensure the improvement of the student's speaking skill. Data analysis was conducted during and after each cycle, focusing on the strengths and weaknesses of the method from every cycle. The process involved reducing the large amount of data into a percentage list, presenting the data, and concluding the analysis.

RESULT AND DISCUSSION

The research has been conducted in three cycles. Each cycle in this classroom action research consisted of four phases namely planning, action the plan, doing an observation and reflecting. The reflecting phase was the benchmark to determine a plan in the next cycle. The results of students speaking skill from pre-test to cycle III can be seen on the below table:

Table 1
Result of Speaking Pre-Test and Post-Test 1 in Percentage (%)

No	Indicator of Speaking Skill	Pre-Test		Post-Test 1	
		Percentage	Category	Percentage	Category
1	Pronunciation	45.81	Poor	48.39	Poor
2	Grammar	45.16	Poor	48.39	Poor
3	Vocabulary	48.39	Poor	52.74	Poor
4	Fluency	45.48	Poor	52.26	Poor

5	Comprehension	48.71	Poor	55.16	Fair
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Table 2 Result of Speaking Post-Test 1 and Post-Test 2 in Percentage (%)

No	Indicator of Speaking Skill	Post-Test 1		Post-Test 2	
		Percentage	Category	Percentage	Category
1	Pronunciation	48.39	Poor	51.61	Poor
2	Grammar	48.39	Poor	49.35	Poor
3	Vocabulary	52.74	Poor	51.61	Poor
4	Fluency	52.26	Poor	54.19	Poor
5	Comprehension	55.16	Fair	55.32	Fair

The above table showed that every indicator of speaking skill was improved, but those improvements didn't change the format of the previous table.

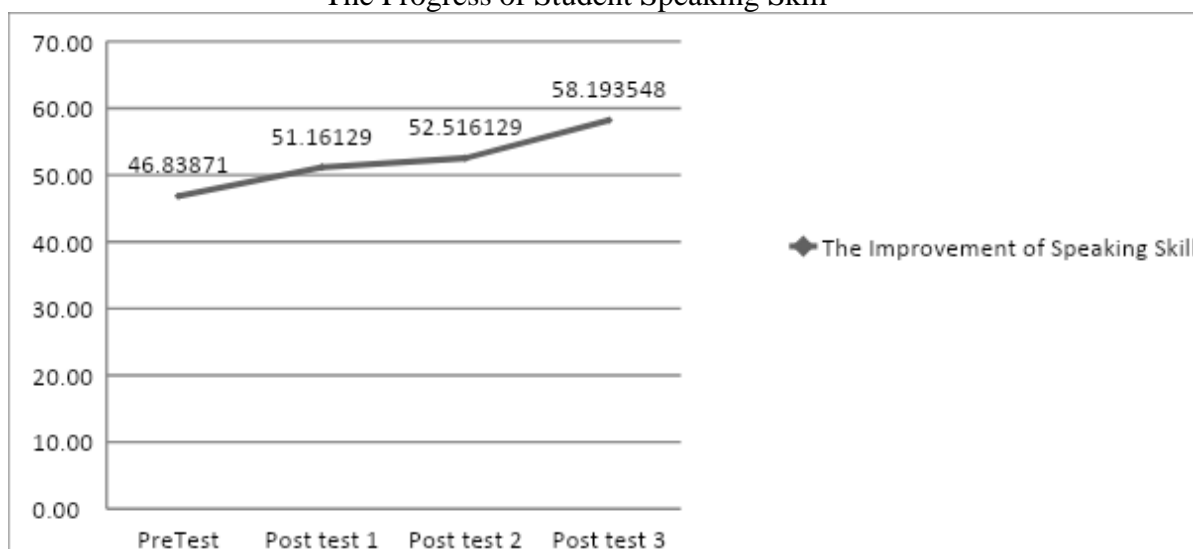
Table 3 Result of Speaking Post-Test 2 and Post-Test 3 in Percentage (%)

No	Indicator of Speaking Skill	Post-Test 2		Post-Test 3	
		Percentage	Category	Percentage	Category
1	Pronunciation	51.61	Poor	54.84	Poor
2	Grammar	49.35	Poor	55.16	Poor
3	Vocabulary	51.61	Poor	58.71	Fair
4	Fluency	54.19	Poor	59.03	Fair
5	Comprehension	55.32	Fair	63.23	Fair

The results showed that students' speaking skills improved significantly, with most improvement in comprehension, fluency, and vocabulary. Grammar and pronunciation improved, but were still below the poor to fair range. Teachers' performances were positive, with students expressing their motivation to learn English through games and engaging teaching methods. The study concluded that the Whole Brain Teaching Method was effective in improving students' speaking skills, indicating its applicability in classroom settings.

Here the graphs show the average score of students' speaking skills from the beginning of utilizing the WBT method until the end of the study. The progress of student's speaking skill was illustrated below:

The Figure 1
The Progress of Student Speaking Skill



The graph shows that the result of speaking skill before applying WBT was just 46.84, after implementing WBT in cycle one, their competence was increased 4.32 points to the number of 51.16. There is no positive improvement of the learning from cycle 1 to cycle 2, it only 1.26 points. But in the last cycle, their competence was increased to 5.57 points to the number of 58.19. If we sum the result before and after implementation, the student's speaking skill increased 11.35 points from 46.84 to 58.19.

The WBT method uses a *scoreboard* with a Smiley/Frowny diagram to motivate students, promoting engagement and reinforcement. This technique, based on Skinner's theory of verbal behavior, reduces discomfort and maintains motivation by limiting frowny point markings.

Whole Brain Teaching (WBT) with *classroom rules*, prevents negative behavior. It also increases student interest and motivation, particularly through the *class-yes* technique. This technique activates the prefrontal cortex, making the learning process more enjoyable. It helps students refocus and pay attention to the lesson. Students also feel the lesson was memorable when they greet teachers with positive comments.

I. CONCLUSION

The Whole Brain Teaching (WBT) method has been found to significantly improve students' speaking skills, with a mean score of 58.19 in cycle 3. This improvement was observed in all aspects of speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension. The method also improved the teacher's performance by motivating students to engage more, using a scoreboard, and providing games and pictures for a more comfortable learning environment. The classroom atmosphere also changed significantly, transitioning from a passive to an active

one. The classroom rules were easily managed, and the class yes technique helped to gather students' attention and focus on the teacher's lesson.

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