

IMPROVING SPEAKING SKILL THROUGH WHOLE BRAIN TEACHING (WBT)
ASSTRATEGY AT THE TEN GRADE OF SMAN 12 PALEMBANG

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Abstract

Keywords:

*Speaking ability, fluency,
action research, accuracy.*

The objectives of the research were to find out the improvement of the students' speaking accuracy and the improvement of the students' speaking fluency through the use of Whole Brain Teaching (WBT) Method at the first year students' of Sman 12 Palembang. This research used Classroom Action Research that consisted two cycles. The research population was the first year of Sman 12 Palembang. The sample of this research consisted of 30 students. The researcher obtained the data by using speaking test and observation sheet. 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 students' of Sman 12 Palembang improved to good level after test in the second cycle.

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Introduction

The problem that usually find is that the students' are capable of structure or reading, but have the lack of speaking, although English has been thought in Indonesia as a compulsory subject from elementary school, junior school to senior high school and university. Therefore, we can state that speaking is one of the improvements of their speaking skill. "Speaking is active or productive and makes use of the aural medium. If we think of speaking term of use, however, the situation is rather different. To begin with an act of communication through speaking is commonly performed in face to face interaction and occurs part of dialogue or other form of verbal exchange." (Mawaddah et al., 2022) 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 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 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.(Pendidikan, 2018)

In other hand the teachers does not use media and they never changed the method. And then teacher just gives test the student without explains the first, 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 but they need Whole Brain Teaching. This is to create them to stimulate to speak. However the students are less confident to speak. Whole Brain Teaching (WBT) Method in terms of simulation and discussion here are using to improve the students speaking ability in terms of speaking accuracy and fluency. Relating to the background above, the researcher is interested in conducting research on “Improving Students’ Speaking Ability by Using Whole Brain Teaching (WBT) Method (A Classroom Action Research at The First Year Students of Sman 12 Palembang)”.(Br Perangin angin et al., 2021)

Material And Methods

Speaking is one of the most difficult aspect of language because the ability to speak involves specific skill such as the use of pronunciation, structure of sentences, grammar and vocabulary. Widdowson, states the factor influencing the students, speaking skill are vocabulary, frequency of practice, functional grammar, appropriate topics, motivation, self -confidences, and situation. In fact, it cannot be denied that speaking skill is very important to be mastered. Because when we speak a subject, it

Volume 1, Nomor 7 2025

make use active learners rather than passive receive of information and it also helps to absorb and to process information from a topic. We are involved deeply to the subject in order to get a good sense. Before the researchers explain about how to improve the speaking skill in

this research, we must understand about speaking. According to (Mawaddah et al., 2022) "Speaking is active or productive and makes use of the aural medium. If we think of speaking in term of use, however, the situation was rather different. To begin with an act of communication through speaking was commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange." Flores (Yuyun & Simamora, 2021) "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information." According to Takwahidah (Br Perangin angin et al., 2021) "Speaking is a mean of oral

communication that gives information-communication involves to elements namely the speaker who gives message and the listener who receives the message. In other words communication involves the productive skill of speaking and the receptive skill of listening". "Speaking is natural skill which a person begins to develop in the first year of life". From definitions above, the researchers give definition about speaking, "Speaking is interaction two or more people to give and get idea when they have spoken. Based on the explanation above, the researcher using Whole Brain Teaching (WBT) Method to improve students speaking ability and overcome the students' problem in speaking. It can make students work together in small group in speaking and the students can practice it in realistic setting.

Whole Brain Teaching is a method how to attract the attention of the students so they are more focused on material provided by their teacher In the teaching Process There must be interaction among students and teacher. Whole Brain Teaching, According to (Asmayanti & Amalia, 2014) is there or

more people interacting face to face, with or without an assigned leader in such away that each person influences, and influence by another person in the group. Johnson gives solution that students should be arranged so that each

students can see all other member of his group and can be heard without shouting and disturbing the other groups two apposite tendencies exist with regard to the member of people in group, the greater is the pool of talent and experience available for solving problems or sharing the effort, On the other hand, as the size increases, fewer member have the chance to participate, and indeed the differences in relative participation increase to the point where one or two members begin to dominate. Barkers, proposes that the best size in terms of total interaction and

greatest efficiency is somewhere between five and seven members. Nevertheless, the use the teams' effort in the experimental class. (Yuyun & Simamora, 2021) said that "

is good way to inform oneself of whole Brain Learning and at the same time get good experiences in speaking comprehension. It must be done discreetly and publicly, so as not to constitute an invasion of privacy. Anywhere in crowds was a good place to eavesdrop: in registration line at a school, at a counter in department store, on the bus, market, beach, in the movie, and soon. Assignment can be made by teacher, for student participations and report. Students should seek answer to such question as: description of participants, circumstances, locale, purpose of conversation, content of exchanges and any unusual features of the discourse." The students can report to their teacher and classmates. And they can field question from other students. The teacher can grade efforts by judging completeness, accuracy, relevance, etc. According, Pedersen In this Whole Brain Teaching lesson that engage students in seeing, hearing, doing, speaking, and feeling. While they having lost fun can make community in group to make interaction or discuss about the topic what they want to discuss. They can make interaction with other group to gathering information, beside that they can make role play.

According to Criss Biffle the application of Whole Brain Teaching: a. The teacher explain the material b. The teacher divided the students into small group c. The teacher give every group instruction in motion card d. After discussing, the students made conversation e. After making conversation, every group made role play to present their conversation, From explain above the researcher want to use this method to teach the students in speaking class. Because I think that using Whole Brain Teaching (WBT) can make students be happy and enjoy in study speaking. Besides that, using Whole Brain Teaching Method can improve the ability of students specially in speaking.

1. Advantage of Whole Brain Teaching According, Pedersen advantage Whole Brain Teaching:

a. Students were accountable to respond to the teacher therefore they had to be focused, aware, and ready any direction given

English b. Whole Brain Teaching make lessons more interesting, interactive, and attention sustaining which causes our students to behave more appropriately for our classroom

c. Students participation has increased because of implementing the teach. d. Teacher confidence and presence increased due to the implementation of Whole Brain Teaching

2. Element of Whole Brain Teaching Battle, J.(1999) state that not all group can be considered as Whole Brain Teaching.(Fitria, 2023)

For achieving maximum result, there are fourth elements in Whole Brain Teaching. They are:

a) Face to face interaction This element is important because it can result positive interdependence. Students need to do real work together in which they promote

each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's effort to achieve

- b) Self-confidences Speaking is the oral communication, with other people speaking need braveness. Many students have self-confidences so they cannot communicate with other people. They sometimes feel embarrassed to speak English. The face we present to word is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we are involuntarily rating something
- c) Personal Responsibility This responsibility is appear, if measurement is don toward group successful
- d) Interpersonal Skill In this element teaches the students social skill about leadership. Decision making, trust building, communication, and conflict management skill.

3. Step Implementation of Whole Brain Teaching There are some steps of WBT. They are: a. The teacher give motivation before learning process b. The teacher explain the material c. The teacher divide the students into small group d. The teacher give every group instruction in motion card e. After giving motion card the teacher asked the students to discuss about instruction f. After discussing, the students made conversation g. After making conversation, every group role play to present their conversation h. In the end lesson the research asked the students to choose one group and get information about it. And they discussed with their friends to gathering information Learning process is the main activity in the school. There is interaction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking. Many factors can improve the students' speaking in teach English, the conceptual above shows the process of the research to improve the students' speaking for applying Whole Brain Teaching (WBT) method. In English learning process as input or as English materials will be measure the students' speaking and the process of method as independent variable (Whole Brain Teaching Method).The wrong strategy in teaching can make the students lazy and raise impression that subject is not important so they consider that learning is the fact of being forced. Dealing with underling theories, the hypothesis of the research is that by giving Whole Brain Teaching(WBT) Method, the students' speaking ability can be improved dealing with accuracy and fluency.

RESEARCH METHOD

In this research, the research conducted Classroom Action Research (CAR). It is a research conducted by the teacher who wants to make their students mastering the

materials. The main propose of Classroom Action Research is to identify and to solve the students' problem in the class. The model of Classroom Action Research (CAR) are:

- a. Lewin Model described by Kemmis Kemmis in Wiratmadja (2006: 62) described this model start from

identification of idea, reconnaissance, compiling the general planning, improve the first step, implementation of the first step, evaluation and make better the general planning. If the researcher need more research, they can do the second implementation.

- b. Spiral Model by Kemmis and Taggart Kemmis and Taggart in Wiriaatmadja (2006: 66) described the model

or the procedure of Classroom Action Research into four steps. They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them be called a cycle. It means that a cycle consists of planning, acting, observing, and reflecting.

- c. Ebbutt Model by Hopkins Hopkins in described this method start from:

- 1). The first thinking of research, 2). reconnaissance, 3). the planning of entirety, 4). action, and 5). Observation and reconnaissance.

RESEARCH DESIGN

In this research the researchers used the spiral model by Kemmis and Taggart in described approach or the procedure of Classroom Action Research into four steps. They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them was called a cycle. It means that a cycle consist of planning, acting, observing, and reflecting.

RESEARCH VARIABLES AND INDICATORS

1. Variables Remembering that variable is one of the very important elements of research, the research used two kinds include of variable. Those variables can be divided into two variables. Those are dependent variable and independent variable that is the variable that influence the other variable.

- a) Independent variable was the Whole Brain Teaching (WBT) Method, the important process to improving the student's vocabulary.

- b) Dependent variable consisted of students' speaking ability in learning process.

2. Indicators The indicator of this research is to measure the students' speaking accuracy dealing with pronunciation, grammar and vocabulary and speaking fluency dealing with self-confidence and smoothness.

RESEARCH

The Result of the Students' Activeness in Teaching and Learning Process The result of observation of the students' activeness in teaching and learning process toward the application of Whole Brain Teaching (WBT) method in improving the students' speaking ability at class VII A of Sman 12 Palembang which conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet.

DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking ability in terms of accuracy (pronunciation, grammar and vocabulary), fluency (self- confidence and smoothness) and the observation result of the students' activeness in teaching and learning process by using Whole Brain Teaching (WBT) Method. Before taking a classroom action research through "Whole Brain Teaching", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave D-Test, the researcher found that the students' speaking accuracy at the first year students is very poor, so it must be improved.

The D-Test's score was that 2 students (6.67%) got fair, 3 students (10%) got poor, 25 students (83.33%) got very poor classification. While D-Test the students' speaking fluency, students' achievement was 4 students (13.33%) got fair, 17 students (56.67%) poor, 9 students (30%) got very poor classification so the mean score is 3.04. To improve the students' speaking ability, the researcher decided to use Whole Brain Teaching (WBT) method and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle 1, the researcher found that the students still difficult and confused to speak. They often inhibited about trying to say things in a foreign language in the classroom, worry about making mistake, and they were shy.

The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the

teaching and learning process, and their score is improved in cycle II. In cycle I, the students' speaking accuracy there were 2 students (6.67%) got good, 5 students (16.67%) got fair, 22 students (73.33%) got poor, 1 student (3.33%) got very poor. While the students' speaking fluency is 2 students (6.67%) got good, 9 students (30%) got fair, and 19 students (63.33%) got poor. On the contrary, in cycle II, the students' speaking accuracy is 3 students (10%) got very good, 10 students (33.33%) got good, 17 students (56.67%) got fair. While the students' speaking fluency is 3 students (10%) got very good, 14 students (46.67%) got good, 10 students (33.33%) got fair, 3 students (10%) got fair. The mean score of the students' speaking ability in cycle I was 4.9 and classified as poor. While the mean score in cycle II is 6.4 classified as fair, the students' improvement is 1.5. It means that the students' speaking ability improved significantly through Whole Brain Teaching method.

The observation result of students' activeness in teaching and learning process improved significantly through the application of Whole Brain Teaching method in improving the students' speaking ability. It is proved by the improvement of the mean score of the students' activeness in cycle I namely 61.7 % became 77.9% in cycle II. It also means that there is improvement of the students' activeness in learning speaking through Whole Brain Teaching (WBT) Method.

Based on the discussion above, we can know that there is different result between cycle I and cycle II in teaching speaking through Whole Brain Teaching (WBT) Method. The researcher may say that teaching speaking through Whole Brain Teaching (WBT) Method is a good way to improving the students' speaking ability.

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