THE EFFECTIVENESS OF USING WHOLE BRAIN TEACHING METHOD IN THE TEACHING OF SPEAKING

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ABSTRACT

Finding out how students communicate both before and after receiving instruction utilizing the whole brain teaching method is the aim of this study. The effectiveness of the whole brain teaching method in the Sibling English Course, as well as the notable difference in students' speaking abilities before and after instruction are both demonstrated. Because the outcome of this study is correlated with a numerical value that is derived quantitatively, a quantitative experimental design was adopted. Students in the foundational class of the Sibling English Course are the focus of this study. There are 20 pupils enrolled. Pre-test, treatment, and post-test were the three phases in the research process. (1) The research's findings indicate that students' speaking before receiving instruction utilizing the whole brain teaching approach falls between the "Fair" and "Good" categories, with an extent score ranging from 40–60 to 61–80. Value 68 is the greatest score, while 40 is the lowest. After using the whole brain teaching method, the students' speech falls into the "Good" to "Very Good" category, with an extent score ranging from 61-80 to 81-100. The minimum score is 76, and the maximum score is 92. (3) After adopting the whole brain teaching method, there is a noticeable difference in the speaking abilities of the students. The standard deviation is 5.394 in the post-test and 7.396 in the pre-test. Common Error The post-test mean is 1.206 and the pre-test mean is 1.654. (4) Students' speech improves when the whole brain teaching approach is used.

Keywords: effectiveness, speaking, whole brain teaching

INTRODUCTION

English is quickly gaining traction as the most crucial language for understanding literature and communicating in all spheres of life. Even though the kids are aware of proper language usage, they won't be able to apply it if they don't practice in everyday interactions. English is significant in this situation because it is a language used for communication, which is a fundamental human quality. Take the example of individuals from different origins and places in the world communicating with one another. Yule (1999) asserts that the English language encompasses four intricate skills: speaking, writing, reading, and

listening. English is spoken in many countries. One of the countries that requires English to be taught to students is Indonesia..

Whole brain teaching is one approach to teaching English that is thought to be beneficial for educating young learners at the initial levels of the language. Since 1999, whole brain teaching has been a recognized educational approach in North America. It is a form of teaching that uses body/kinesthetic, verbal, and visual learning based on the brain. Two factors made me believe that Whole Brain Teaching was the best teaching strategy: every concept is stimulated throughout class, spoken instructions are mirrored, and every action has a verbal, visual, and gesture associated with it. As a result, the entire brain is aroused. The method that will help you hold your students' attention every time.

According to Biffle (2007:1), it is backed up. One of the school reform trends in America with the quickest growth is whole brain teaching. It is based on the idea that educators at all levels face the same challenges: pupils lack self-control, background knowledge, and basic problem-solving abilities.To get beyond this barrier, whole brain education employs a very straightforward and successful strategy. Teaching with the whole brain brings enjoyment back to the classroom for both you and your students.

Given the aforementioned information, the purpose of this study is to determine whether whole brain instruction is beneficial in enhancing students' basic speaking abilities. The issue statement can be expressed as follows. In the Sibling English Course, how do students speak before receiving instruction utilizing the Whole Brain Teaching Method? How are the Sibling English Course students doing now that they have been taught using the Whole Brain Teaching Method? Are there any notable distinctions in the speech patterns of Sibling English Course students before and after implementing the Whole Brain Teaching Method? Is it effective to teach speaking in a Sibling English course utilizing the Whole Brain Teaching Method?

Two methods that were employed in the teaching and learning process were direct instruction and group discussions. There are 20 students enrolled in the Fundamental class of the Sibling English Course, making them the research's

subject group. However, the speaking of the students is the study's purpose. The goal is restricted to the speaking lessons covered in the foundational course. The materials used to teach and learn are limited in that they do not address hobbies and interests, describing people and things, or asking questions.

RESEARCH METHODOLOGY

Arikunto (2013), states that the research design is a plan or design made by the researcher as a foreshadowing of the activities to be carried out. This study was conducted in an experimental design using quantitative approach. Experimental design is a design which is used in a research that applies a new way for reaching the goal. In this research, the design used is quantitative design and the method is one group pre test – post test experimental design

Based on the title of the study, this research belongs to quantitative pre-experimental design. The main characteristic of quantitative approach was the research data can be counted. So, it is related with statistic data. The researcher used the calculation to know whether using Whole Brain teaching Method is effective or not in teaching to improve the students' speaking. The researcher teachs to the treatment class using Whole Brain Teaching Method. From the test, the researcher gives score to the students. The researcher takes one class as one group of pre-test and post-test to be analyzed. The design of the formula is illustrated as the following (Arikunto 2010: 306):

Experimental research methodologies utilizing the One-Group Pre test – Post test design are as follows:

Q1: Giving a pretest to determine a student's speaking ability before to instruction using the whole brain teaching approach.

X: Using the whole brain teaching approach to implement the experimental treatment for teaching speaking.

Q2: Conducting a post test to gauge the student's speaking ability following instruction utilizing the whole brain teaching approach.

The study's focus is on a little population. The Sibling English Course pupils are the study's subjects. The researcher selected a class called Fundamental, which has 20 students, all of them are male. This indicates that the purpose of research is to determine the efficacy of teaching speaking in this class using the whole brain teaching method and to adapt it the fundamentals class.

In order to get information or an explanation relevant to the research, the researcher in this study employs a few test instruments to collect data and student test results. The research instrument plays a crucial role in gathering data necessary to obtain reliable data. The instrument utilized by the researcher to obtain data relating to the research topic or issue is known as the method. The researcher employed tests to gather the data. There were two types: pre-test and post-test.

The researcher obtains the pre-test and post-test scores and then puts the data into the relevant categories. The percentage of pupils with very good scores and others can be seen in the criteria table. The categories table is shown below. The aforementioned classification can facilitate the display of the number of pupils who benefited from speaking at very good, good, fair, awful, and very bad levels.

FINDING AND DISCUSSION

After getting the data, the researcher calculated it statistically used SPSS software version 16.0 version. These results are explained below:

Table 4.2
Frequency of Pre-Test Score

Pretest

		Frequency	Percent	Valid	Cumulative
Valid	40	1	5.0	5.0	5.0
	44	1	5.0	5.0	10.0
	48	3	15.0	15.0	25.0
	52	6	30.0	30.0	55.0
	56	5	25.0	25.0	80.0
	64	2	10.0	10.0	90.0
	68	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Based on the table, it is known that there are 7 kinds of score arise here. They are 40, 44, 48, 52, 56, 64, and 68. the minimum score is 40 and maximum score is 68. Then can be described that students who get score 40 is 1 student or 5%, 44 is 1 students or 5 %, 48 is 3 students or 15%, 52 is 6 students or 30 %, 56 is 5 students or 25 %, 64 is 2 students or 10%, 68 is 2 student or 10 %. There is one student who gets the lowest score and two student who get the highest score. It means that there are still many students that get score under standardFrom the table, it is known that there are 7 kinds of score arise here. They are 40, 44, 48, 52, 56, 64, and 68. Those data are the scores gotten by the students when getting pre test. The lowest score is 40 and the highest score is 68. There is one student who gets the lowest score and one student who gets the highest score. It means that there are still many students that did not pass the minimum standard taken by the researcher.

Table 4.5
The Frequency of Post-Test

Post-test

		Frequency	Percent	Valid	Cumulative
Valid	76	12	60.0	60.0	60.0
	80	4	20.0	20.0	80.0
	84	1	5.0	5.0	85.0
	88	1	5.0	5.0	90.0
	92	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Based on the table, is known that there are 5 kinds of score arise here. They are 76, 80, 84, 88 and 92. The minimum score is 76 and maximum score is 92. Then can be described that students who get score 76 is 12 student or 60%, 80 is 4 students or 20%, 84 is 1 students or 5%, 88 is 1 students or 5 %, 92 is 2 students or 10. The total of students are 20.

Table 4.9 T-Test
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test	-2.520E1	6.101	1.364	-2.806E1	-2.234E1	-1.847E1	19	.000

From the table above, the researcher gets the data of paired differences of pre-test and post-test. The mean difference of pre-test and post-test is -2.520. The standard deviation difference of pre-test and post-test is 6.101. The standard error mean difference of pre-test and post-test is 1.364. The number of t-test is -1.847. The df is 19. It means that the degree of freedom as the clue to see the table is in

19. Then the significant 2 tailed is shown,000. It means that the accuracy of H_0 rejection is 100% right or 0% wrong. The hypothesis alternative is accepted. So, teaching speaking by using whole brain teaching method was proven effective.

The interpretation of data analysis is covered in the outcome discussion. The topic of discussion is the kids' speech before receiving instruction using the whole brain approach. Pre-testing was done to obtain the data, and the mean score was 54.20. Following the application of multiple therapies, the mean score of the students' speaking improved to 79.40, particularly in the five speaking components It is proved by in pronunciation, the students in pronounce was better. Additionally, the pupils' grammar was better since they could correctly construct a basic phrase. The pupils' vocabulary then increased.

After receiving the treatment, the students' comprehension improved along with their fluency. The value of the pupils' speech, particularly in description, has increased since the whole brain teaching approach was implemented. The post-test data is higher than the pre-test data. Based on it, the kids were given the chance to voice their opinions, which inspired other pupils to do the same. The researcher came to the conclusion that the alternative hypothesis was accepted based on the data analysis presented above. It demonstrated how well whole brain instruction worked to increase students' speaking abilities when taught speaking.

CONCLUSION AND SUGGESTION

Conclusion

Some conclusions are derived from the research findings in order to address the problem statement. speaking both before and after by the pupils. The effectiveness of applying the whole brain teaching method in the Sibling English Course, as well as the notable difference in students' speaking abilities before and after instruction. Speaking before receiving instruction utilizing the whole brain teaching approach is fairly good. Prior to receiving instruction using the whole brain teaching method, the students' speaking skill in the Sibling English Course falls into the "Fair" to "Good" category with a mean score of 54.20 and an extent

score ranging from 41-60 to 61-80. The score ranges from 40 at the minimum to 68 at the maximum.

Following instruction in the Sibling English Course utilizing the whole brain teaching approach, the students' speaking improves to the "Good and Very Good" category with a mean score of 79.40. There is a minimum of 76 and a maximum of 92 points. The way that students communicate in the Sibling English Course before and after receiving instruction using the whole brain teaching method differs significantly. It was successful to teach speaking using the whole brain teaching approach. The result showed that, at the 5% significant level (2,00), the t-test (1.847) was greater than the t-table with degree of freedom 19. In other words, if the sample size is 100%, then only 5% of the students did not grow their vocabulary, and if the sample size is 1% significant (2,70), then 1% of the students did not increase their speaking. This indicates that the entire brain teaching method used in the Sibling English Course to teach speaking is effective.

Suggestion

The research score showed that the students' scores before and after they were taught using the whole brain teaching method differed statistically significantly. Future researchers as well as educators and students may find this study to be helpful. As a result, the researcher attempts to make some recommendations. For the teacher, the whole brain teaching approach should be employed to teach learning English, especially speaking, in order to succeed in the classroom. The whole brain teaching method encompasses a number of instructional strategies. As a result, the teacher can be more imaginative, which is appropriate and beneficial for the pupils.

Students can actively communicate with one another when the whole brain teaching approach is used. Using a whole brain teaching approach enables pupils to understand the value of having conversations with others. Since this study is still preliminary, it is advised that future researchers look into related topics in more detail, particularly when it comes to teaching speaking using the whole brain

teaching approach. The significance of this study lies in the knowledge that it will provide to the researcher.

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