IMPROVING STUDENTS' SPEAKING ABILITY BY USING WHOLE BRAIN TEACHING (WBT) METHOD AT THE FIRST YEAR STUDENTS' OF SMP NEGERI 1 BARAKA

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ABSTRACT

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 SMP Negeri 1 Baraka. This research used Classroom Action Research that consisted two cycles. The research population was the first year of SMP Negeri 1 Baraka academic year 2012. 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 SMP Negeri 1 Baraka improved to good level after test in the second cycle.

Keyword: *Speaking ability, fluency, action research, accuracy*

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." (Widdowson, 1983: 58).

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. 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 SMP Negeri 1 Baraka)"*.

PROBLEM STATEMENTS

Based on the previous background above, the researcher formulates research questions as a follows:

1. How does Whole Brain Teaching (WBT) Method improve the students' fluency in speaking at the first year of students SMP Negeri 1 Baraka?

2. How does Whole Brain Teaching (WBT) Method improve the students' accuracy in speaking at the first year of students SMP Negeri 1 Baraka?

OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To find out the improvement of the students' fluency in speaking ability by using Whole Brain Teaching (WBT) Method.

2. To find out the improvement of the students' accuracy in speaking ability by using Whole Brain Teaching (WBT) Method.

SIGNIFICANCE OF THE STUDY

The significances of the research are:

1. Teacher

By this research, the researcher really hopes that can help the teacher to improve students' ability in speaking. It is also expected to give good contributions for all teachers in teaching speaking class. The teacher can be easy to control and manage the students so that the goals can be achieved. The teacher can make the students to be talkative in lesson speaking.

2. Students

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

A. Scope of the Study

The scope of the research is focused on the improving students' speaking ability by using WBT (Whole Brain Teaching) at the first year of SMP Negeri 1 Baraka. Speaking is consisting of two parts that is fluency and accuracy. Speaking fluency which covered with (self-confidence and smoothness) and accuracy covered with (pronunciation, grammar and vocabulary).

CONCEPT OF SPEAKING

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 make use active learners rather that passive receive of information and it also helps to absorbs 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 Widowsson (1983: 58) "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 (in Bailey, 2005: 2) "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information."

According to Takwahidah (2007: 6), "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". Rahmatia (1996: 4): "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.

SPEAKING CRITERIA

a. Accuracy

1. Grammar

Maybin (2010: 11) said that "Grammar is used two broad sense in linguistic: first, it refers to aspect of the structure of language (either language as a faculty or the structure of a particular language –e.g. the grammar of English). Second, it refers to a particular approach to the study of linguistic structure.

2. Vocabulary

Hirai (2010: 45) said that "Vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing) was difficult, if not impossible.

3. Pronunciation

Dictionary of English Language and Culture provides us with a very general but accurate definition of a concept of pronunciation:

a) The way in which a language or a particular word is pronounced,

b) A particular person's way of pronouncing words or a language.

Longman Dictionary of Language Teaching and Applied Linguistics emphasizes a role of a hearer in an act of pronouncing words. According to it pronunciation is: "the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, and often relates the spoken word to its written form". The most precise definition of pronunciation is stated in Fraser (2001:6), who mentions that one of key features of pronunciation is its being comprehensible and adds factors which have influence on pronunciation, according to him pronunciation "includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Pronunciation is an essential

ingredient of oral communication, which also includes grammar, vocabulary choice, and cultural considerations and so on".

In this part, some definition of pronunciation will be presented according to the experts. These definitions of pronunciation are based on their point of views as in the following;

- In order to develop communicative efficiency in pronunciation the students used to understand how sounds are made and stress is used. This case is something the teacher can tell them through explanation and example.
- They also need hear the language used so that they can both imitate the pronunciation and also subconsciously acquire some of its sound and pattern Harmer Jeremy (1991; 21)

Byrne (1981; 8) states "pronunciation is the sound that the speaker can imitate from others. In this case, a listener can imitate when he is listening to others". He continuous that language user can imitate from others. In this case, a listener can imitate from the speaker and then say same thing to others listeners.

Broughton (1988; 49) states that "pronunciation is way to sound the words of which to give its meaning". He continuous that in teaching pronunciation, the teacher has to repeat the sounds on the pronunciation of a word until the students can get the perfect one.

Haycraft (1970; 63-64) states that "in teaching pronunciation, the teacher gives mode of pronunciation and later ask the students to judge every word he is saying". The word that he said consists of two different kinds but almost the same in pronunciation, namely the minimal pairs. The student's task is to judge which one of the words the teacher is saying. He explains that to teach pronunciation through this way enable the students to get the difference among several sounds. Honrby (1986) defines that pronunciation is the way expressing the sound of the words.

Harmer (1991; 11) points out pronunciation as how to say a word in which is made of sound, stress and intonation. Some important points on pronunciation such as sounds, stress, and rhythm, and intonation will be discussed.

- Sound

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

- Stress

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also in giving shape to a word as spoken, Broughton (1980; 9).

- Intonation

Intonation is the "tunes" or melody" of English (Edinburg, 1986; 164). Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b. Fluency

Hornby (2005: 165) said that "Fluency is able to speak a language easily and well.

1) Self-Confidence

Speaking is the oral communication. With other people speaking need braveness. There are many students who have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English. The face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we rarely feel. Therefore we present must to teach other expect when we are involuntarily rating to something the face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we rarely feel.

According to Ellis and Brewster, (2002:2) A learner might be fluent (make their meaning clear) but not accurate (make many mistakes). In the classroom Languages, manipulation activities can help develop accuracy.

These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

2) *Smoothness*

Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown, 1980; 267). A good clustering is to speak English with phrasal fluently. It means that speak English not word and reduce form are to use English with contraction, elisions and reduce vowels.

CONCEPT OF WHOLE BRAIN TEACHING (WBT)

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 CrissBiffle (1999:159), 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.

Pedersen (1985: 95) 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

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. 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 Wiraatmadja (2008: 68) 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 Wiriaatmadja (2006: 66) 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.

For more detail information of the research design of this research, the explanations are as below;

1. Planning

In this step, the researcher prepares what had to do in action step. He prepares all of the instruments to get valid data. Such as pre-test, the first cycle

test, the second cycle test, guidelines of observation and material of learning, motion card and lesson plan.

2. Action and Observation

In this step, the researcher gave action with students by teaching in classroom and the collaborator do observation.

3. Evaluation and Reflection

In this step, the researcher analyzed the weakness that he had got in observing. After analyzing the weakness, he looks for the problems solving for the weakness. In this step also, he had to think what he had to do in the next step.

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 PARTICIPANT

The participants of research are:

1. English Teacher

English teacher is a collaboration of he researcher in research, where the English teacher did observation when the researcher teaches in class.

2. Students

   The position of students in this research is object of research, where the research hope after researching, the students can improve their ability in speaking.

3. Headmaster

   The positions of headmaster in research are facilitators, evaluator and supervisor.

RESEARCH PROCEDURE

This research was conducted with using *Classroom Action Research* method. It consists of two cycles. Each cycle consist of three meetings. They are first and second cycle and each cycle is the series of activity which has close relation. Where, the realization of the second cycle is continuing and repairing from the first cycle.

Cycle 1

1. Planning

   In this step, the researcher prepared what had to do in action step. He prepared all of the instruments to get valid data, such as pre-test, the first cycle test, the second cycle test, guidelines of observation and material of learning, motion card and lesson plan.

2. Action

   Generally the procedures of the action in each cycle are,

   a. The teacher explained the material

   b. The teacher divided the students into small groups every group

   c. The teacher gave every group instruction in motion card

   d. After giving motion card the teacher asked the students to discuss about the instruction

   e. After discussing, the students made conversation

   f. After making conversation, every group made role play to present their conversation

g.   In the end lesson the researcher asked students to choose one group and get information about it. And they discussed with their friends to gathering information.

3.   Observation

In this step, collaborate of researcher observed what happened in the classroom, what the students done in the classroom. He had to observe also the weakness of the learning process. He wrote down all the students' activities during the teaching and learning process. The writing or the note was be evaluated for the next step.

4.   Evaluation and Reflection

In this step, the researcher analyzed the weakness that he had seen while observing. After analyzing the weakness, he looks for the problems solving for the weakness. In this step also, he had to think what he had to do in the next step.

Cycle 2

In cycle 2 also consist of some activity with cycle 1 they are:

1.   Planning

a.   Continue the activities that have been done in first cycle.

b.   Repair the weakness in the first cycle.

c.   Make planning again in the scenario earning process from the result of cycle I reflection.

d.   Action research repair

2.   Action

In this stage, action is done to improve the result based on the cycle 1 reflection. The stages have some procedure but different variation and material to reach target-learning result.

3.   Observation

Actually, the observation at the cycle II is same with the observation at the cycle I.

4.   Evaluation And Reflection

In this step is done to seem the result of the second cycle action process to analyze, understand and make conclusion activity. The researcher analyzes first cycle to know whether the action of this cycle reaches success criteria based on test result of second action.

RESEARCH INSTRUMENT

The researchers will use observation sheet and motion card to asses and examine the students' speaking skill. The teacher will give test in each cycle to find out the improvement of the students' speaking ability

There were two instrument used:

1. Observation Sheet

   aimed to find out the students' data about their presence and activeness in learning process.

2. Oral Test

   Oral test aimed to get information about students' Speaking Improvement after teaching and learning process by using Whole Brain Teaching (WBT) Method.

PROCEDURE OF COLLECTION DATA

The techniques that I will be used to get a valid data are:

a. Observation sheet

   It consists of a list of the students' activities that will observe during the learning process. It used to identify whether Whole Brain Teaching (WBT) Method can overcome the students' problems and improve the students' in speaking ability.

   There were some aspects observed in the teaching and learning process. They are the students' learning activities, creativities, and interactions.

b. Motion Card

   Motion Card is used to acquire detail information about the students' speaking ability. In this test, the researcher divided students into small group and every group got motion card and make conversation. After that, they

show their conversation in front of the class. When students showed their conversation the researcher did scoring for them.

Data of English speaking test gave score based on the five English speaking skill scoring classification. There are five according to Adam in Hughes (2003: 131-133) speaking skill scoring classification: (a) Grammar, (b) Vocabulary (c) Pronunciation (d)Self-confidence (e) Smoothness

DATA ANALYSIS

The data on the students' speaking skill was analyzed in the following procedures:
1. To find out the mean score of the students' test, the researcher will use the formula:

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

Where:
$\overline{X}$ = Mean Score
$\sum X$ = Total Score
N = The number of students

(Gay in Nurhasanah 2008:32)

2. To calculate the percentage of the students' score, the formula which will be used as follows:

$$P = \frac{Fq}{4xN}x100$$

Notation:
P : Rate Percentage
F : Frequency of the current answer
N : The total number of students

(Sudjana in Nurhasanah,1999)

3. After collecting the data of the students, we can classify the score of the students. We can classify the score of the students in to the following criteria :
   a. 8.6-10 as excellent
   b. 7.6-8,5 as very good
   c. 6.6-7.5 as good
   d. 5.6-6.5 as fair
   e. 3.6-5.5 as poor
   f. 0-3.5 as very poor

(Depdikbud in Wangsa 2011:31

FINDINGS AND DISCUSSION

In this chapter consist of findings of the research and it is discussion. The findings of the reesearch present the result of the improvement of the students'

speaking fluency, and and the discussion of the research covers further explanation of the findings.

The application of Whole Brain Teaching (WBT) method in improving thw students' speaking accuracy deals with vocabulary and grammar. Each indicator had total score and it is divided by some of the students' so it resulted as means score in D-Test, cycle I, and cycle II. So, the improvement of the students' speaking accuracy can be seen clearly in the following explanation.

Table 1. The Improvement of the Students' Speaking Accuracy

Indicators	Speaking Accuracy			Improvement	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	3.4	4.8	6.5	41.17	35.41

The table above indicated that there is improvement of the students' speaking accuracy from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking accuracy is 3.4, but after evaluation in cycle I the students' speaking accuracy became 4.8, so the improvement of students' speaking accuracy achievement from D-Test to cycle I is 6.5 There is also a significant improvement of students speaking accuracy from cycle I to cycle II where the students' speaking accuracy in cycle I is 4.17 and in cycle II is 6.5 So the improvement of students' speaking accuracy achievement from cycle I to cycle II is 35.41.

1. The Improvement of the Students' Speaking Fluency

The improvement of the students speaking fluency trhough Whole Brain Teaching dealing with self-confident at class VII A of SMP Negeri 1 Baraka can be seen clearly in the following table:

Table 2. The Improvement of the Students' Speaking Fluency

Indicators	Speaking Fluency			Improvement	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	4.3	5.1	6.9	18.60	35.30

The table above indicated that there is improvement of the students' speaking fluency from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking fluency is 4.3, but after evaluation in cycle I the students' speaking fluency became 5.1. So the improvement of students' speaking accuracy achievement from D-Test to cycle I is 18.60. There is also a significant improvement of students speaking fluency from cycle I to cycle II where the students' speaking fluency in cycle I is 6.9 and in cycle II. So the improvement of students' speaking fluency achievement from cycle I to cycle II is 35.30.

The Improvement of the Students' Speaking Ability

The application of Whole Brain Teaching (WBT) Method in improving the students' speaking ability covers speaking accuracy and fluency at class VII A of SMP Negeri 1 Baraka can be seen clearly in the following table:

Table 3: The Improvement of the Students' Speaking Ability

Speaking ability						Improvement	
D- Test		Cycle I		Cycle II		D-test to CI	CI to CII
ACC	FLU	ACC	FLU	ACC	FLU		
3.4	4.3	4.8	5.1	6.5	6.9		
3.8		4.9		6.7		28.95	36.73

The table above indicated that there is improvement of the students' speaking ability from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking ability is 3.8, but after evaluation in cycle I the students' speaking ability became 4.9. So the improvement of students' speaking ability achievement from D-Test to cycle I is 28.95 while the mean scorein cycle II is 6.7. So the improvement of the students' speaking ability avhievement from cycle I to cycle II is 36.37. The following table showed the

percentage of student is speaking accuracy in D-Test, cycle I and II through Whole Brain Teaching (WBT) Method.

Table 4. The Percentage of the Students' Speaking Accuracy
The following table shows the precentage of students' speaking accuracy in D-Test, cycle 1 and cycle II through Whole Brain Teaching (WBT) Method.

No	Classification	Score	Non WBT		The Application of WBT			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	8.6-10	0	0	0	0	0	0
2	Very good	7.6-8.5	0	0	0	0	3	10
3	Good	6.6-7.5	0	0	2	6.67	10	33.33
4	Fair	5.6-6.5	2	6.67	5	16.67	17	56.67
5	Poor	3.6-5.5	3	10	22	73.33	0	0
6	Very Poor	0.0-3.5	25	83.33	1	3.33	0	0
	Total		30	100	30	100	30	100

The table above showed that the percentage of the students' accuracy in speaking Diagnostic Test indicated that 2 students (6.67%) got fair, 3 students (10%) got poor, 25 students (83.33%) got very poor and none of students for the other classification.

After taking action in cycle I by using Whole Brain Teaching (WBT) method, the percentage of the students' accuracy is 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 and none of the students for the other classification and then the cycle II, the percentage of the students' accuracy in speaking is 3 students (10%) got very good, 10 students (33.33%) got good, 17 students (56.67%) got fair and none of the students for the other classification.

3. The Percentage of the Students' Speaking Fluency

The application of Whole Brain Teaching (WBT) Method in improving the students' speaking fluency could be seen the difference clearly by considering the result of the students' Diagnostic Test and result of the students' test in cycle I and II.

Table 5: The Percentage of the Students' Speaking Fluency

No	Classification	Score	Non WBT		The Application of WBT			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	6	0	0	0	0	0	0
2	Very good	5	0	0	0	0	3	10
3	Good	4	0	0	2	6.67	14	46.67
4	Fair	3	4	13.33	9	30	10	33.33
5	Poor	2	17	56.67	19	63.33	3	10
6	Very Poor	1	9	30	0	0	0	0
	Total		30	100	30	100	30	100

The table above showed that the percentage of the students' fluency in Diagnostic Test of speaking indicated that 4 students (13.33%) got fair, 17 students (56.67%) poor, 9 students (30%) got very poor and none of students for the other classification. After taking action in cycle I by using Whole Brain Teaching (WBT) Method the percentage of the students' speaking fluency is 2 students (6.67%) got good, 9 students (30%) got fair, and 19 students (63.33%) got poor and none of the students for the other classification. In cycle II, the percentage of the students' fluency is 3 students (10%) got very good,21 students (70%) got good, 6 students (20%) got fair and none of the students for the other classification.

4. 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 SMP Negeri 1 Baraka which conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It could be seen clearly through the following table:

Table 6. The observation result of the students' activeness in learning process.

Cycle	The Students' Activeness				Mean score	CI → CII
	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting		
I	54.3%	62%	62.5%	68.1%	61.7%	16.2%
II	71.4%	75%	81.4%	84.1%	77.9%	

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 firs 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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