

## CHAPTER IV

### RESEARCH FINDINGS

#### **A. Students' Response to the Implementation of Whole Brain Teaching**

In this chapter, the researcher discussed the findings of the result of research and described students' response to the implementation of Whole Brain Teaching (WBT) method as a medium to enhance students' speaking skill at Preferences and to identify the improvement of students' speaking skill at Preferences using Whole Brain Teaching (WBT) method. In this research, the researcher used classroom action research. It was addressed to know students improvement in understanding Preferences using Whole Brain Teaching. In these findings, the researcher presented the result of research and the analysis of the data collection which were conducted through three cycles that consist of pre-cycle and two cycles of treatment. The researcher acted as teacher. In pre-cycle, the researcher taught the material without using Whole Brain Teaching (WBT) method. Then she gave 5 questions of oral test, 20 questions of multiple choices and two times of treatments were the teaching and learning processes using Whole Brain Teaching (WBT) method. The results descriptions of all cycles were as follows:

## 1. Pre-cycle

Pre-Cycle was done on Thursday, 31 March 2016.

There were 24 students present in the class and a student was absent. Teacher observed the activities in the classroom during the learning process. In this session, teacher used conventional method to teach.

No	Indicators	Most 90-100%	Many 60-80%	Half 50%	Some 20-40%	Few 0-10%
		5	4	3	2	1
1.	Students pay attention to the teacher					√
2.	Students follow the instructions well				√	
3.	Students ask questions					√
4.	Students respond to questions					√
5.	Students accomplish the task seriously		√			
6.	Students are enthusiastic to the lesson			√		

Note:

5= Most of the students	(90%-100%)	21-25 students
4= Many of the students	(60%-80%)	14-20 students
3= Half of the students	(50%)	13 students
2= Some of the students	(20%-40%)	7-12 students
1= Few of students	(0-10%)	1-6 students

- 1) The percentage of the students' attention in the learning process was about 90%-100%. The score was 1.
- 2) The percentage of the students respond to the material was about 0%-10%. The score was 1.
- 3) The percentage of the students' interest following the instructions to the teaching learning process was about 90%-100%. The score was 2.
- 4) The percentage of the students' activeness accomplishing the tasks during teaching learning process was about 90%-100%. The score was 4.
- 5) The percentage of the students respond to questions was about 20% -40%. The score was 1.
- 6) The percentage of the students' enthusiasm to the teaching learning process was about 90%-100%. The score was 3.

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

$$P = \frac{12}{30} \times 100 \% \\ = 40\%$$

Based on the results of observation, it could be concluded that most of the students had no interest in learning the given material, Preferences. Only some students paid attention in learning Preferences while the rest chose talking with their partners, sleeping, drawing, and the like. They were too busy with their own activity to respond teacher's questions. When the teacher asked question about material, they mostly remained silent. There were only 3 students who responded to the question and tried to answer. When the class entered question-answer session, Students asked nothing about their problems. They were too shy to ask, afraid of being targeted by their friends when they did not get the point of the lesson. They understood the function of expressing preferences but they could not make any example of expressing preferences even though the teacher already explained the material briefly. When the researcher asked them to do the task, most of them finish it with less motivation; they chose to blank the answer sheet. There were 17 students who accomplished the task.

In this phase the researcher gave pre-test to the student after teaching Preferences without using Whole Brain Teaching (WBT) method with 20 questions of 20 multiple

choices. After conducting the pre-test, the researcher scored the result.

## **2. Cycle I**

The cycle I was done on Saturday, April 9<sup>th</sup> 2016. There were 25 students present in the class. In this cycle, the teaching and learning process was begun by applying Whole Brain Teaching method. The material was “Preferences”. The researcher explained the importance of English, motivating students to enjoy studying English. The research was Classroom action research. The followings are the steps of classroom action research.

### **a. Planning**

In this phase, the researcher prepared teaching learning aids before taking actions. Lesson plan of the material, observation checklists, learning tools, and test were ready to apply.

After preparing the whole things, the researcher greeted students, and checked students attendance list if anyone was absent. There were 25 students were present and none of them was absent. Afterwards, the researcher stimulated students’ attention by introducing the material and whole brain teaching method, along with the rules. In the main activity, the material was given to the students using whole brain teaching method. Students are asked to work in pair in the next session. In the last activity, the

researcher reviewed the material giving feedback and motivated students to never be enough studying English.

b. Acting

In this session, the researcher conducted the activity based on the lesson plan. The researcher began the material by asking students' hobbies, favorite things, and the like to catch students' eyes. Afterward, the researcher explained about the preferences along with the function, guided students on how to express preferences, grammar rules, and etc. Students were then asked to work in pair identifying the grammar mistakes on students' book, making the examples of expressing preferences as well as practicing the conversation given by teacher on their seat and had a chance to practice in front of the class.

c. Observing

In this step, the researcher was also as an observer monitoring the classroom situation. Observation checklist was used to observe students' activity in the teaching learning process. Most of students were well-organized paying attention to the explanation and enjoyed the activity cheerfully even though the rest looked confused and hesitate to follow. Students also could understand the material and make the example of preferences. However they felt shy to practice with their peers. They needed to practice more. From the observation result before, there

was improvement compared to the pre-research. However, it needed to have more treatment because the indicator achievement was unreachd.

After conducting cycle I, there were several improvements. Most of students had higher attention than the pre-cycle during the teaching learning process.

Table 2

Observation checklist

No	Indicators	Most	Many	Half	Some	Few
		90-100%	60-80%	50%	20-40%	0-10%
		5	4	3	2	1
1.	Students pay attention to the teacher		√			
2.	Students follow the instructions well		√			
3.	Students ask questions					√
4.	Students respond to questions					√
5.	Students accomplish the task seriously	√				
6.	Students are enthusiastic to the lesson		√			

Note:

5= Most of the students	(90%-100%) 21-25 students
4= Many of the students	(60%-80%) 14-20 students
3= Half of the students	(50%) 13 students
2= Some of the students	(20%-40%) 7-12 students
1= Few of students	(0-10%) 1-6 students

The result of the observation above showed that students focused their mind during the learning process. It could be seen as follows

- 1) The percentage of the students' attention in the learning process was about 60-80%. The score was 4.
- 2) The percentage of the students respond to the material was about 0-10%. The score was 1.
- 3) The percentage of the students' interest following the instructions to the teaching learning process was about 60%-80%. The score was 4.
- 4) The percentage of the students' activeness accomplishing the tasks during teaching learning process was about 90%-100%. The score was 5.
- 5) The percentage of the students respond to questions was about 0-10%. The score was 1.



- 6) The percentage of the students' enthusiasm to the teaching learning process was about 60%-80%. The score was 4.

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

$$P = \frac{19}{30} \times 100 \%$$

$$= 63.3\%$$

Based on the data of observation checklist above, it could be seen that students followed the teaching learning process enthusiastically even though they seemed confused following the instructions during learning process. However students had the improvement in understanding the material.

d. Reflecting

During the first cycle, the researcher noted that there were some problems that must be solved. After evaluating the result of the data, the researcher decided to conduct the next treatment. Better result was expected in the next cycle.

### 3. Cycle II

The cycle II was on Thursday, April 14<sup>th</sup> 2016. It was conducted to solve problems happened in the previous cycle

based on the observation result. The steps of cycle II were same as the cycle I. The steps were as follow:

a. Planning

In this step, researcher identified the problem and found out the way to solve the problems occurred in the previous cycle. Researcher arranged lesson plan based on the teaching material, improved teaching method, prepared the teaching aids, the observation checklist and the test instrument.

b. Acting

In this phase, the activity was done based on the lesson plan. The researcher reviewed the material and checked students' understanding. Before teaching – learning process was begun, the researcher gave warming up to recall the lesson that had been taught yesterday. Students were explained about preferences along with the examples, the functions, the grammar rules, and the like. Students were then asked to work in pair identifying the grammar mistakes, making the examples of expressing preferences as well as practicing the conversation given by teacher on their seat and had a chance to practice in front of the class.

c. Observing

In this step, the researcher was also as an observer monitoring the classroom situation. Observation checklist was used to observe students' activity in the teaching learning process. Most of students were well-organized paying attention to the explanation and enjoyed the activity cheerfully. They were no longer felt hesitate to follow the instructions. It could be seen during the learning – process that they paid attention enthusiastically. They also could understand and bravely practice the material.

After the second treatment, students showed their improvement comparing to the first cycle. It could be seen from the result of the observation checklist.

Table 5

Observation checklist of cycle II

<b>No</b>	<b>Indicators</b>	<b>None</b>	<b>Most</b>	<b>Half</b>	<b>Many</b>	<b>Few</b>
		<b>100%</b>	<b>60-80%</b>	<b>50%</b>	<b>20-40%</b>	<b>0-10%</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

1.	Students pay attention to the teacher	√				
2.	Students follow the instructions well	√				
3.	Students ask questions					√
4.	Students respond to questions				√	
5.	Students accomplish the task seriously	√				
6.	Students' are enthusiastic to the lesson	√				

Note:

5= Most of the students (90%-100%) 21-25 students

4= Many of the students (60%-80%) 14-20 students

3= Half of the students (50%) 13 students

2= Some of the students (20%-40%) 7-12 students

1= Few of students (0-10%) 1-6 students

From the data above, it showed that:

- 1) The percentage of the students' attention in the learning process was about 90%-100%. The score was 5.

- 2) The percentage of the students respond to the material was about 0%-10%. The score was 1.
- 3) The percentage of the students' interest following the instructions to the teaching learning process was about 90%-100%. The score was 5.
- 4) The percentage of the students' activeness accomplishing the tasks during teaching learning process was about 90%-100%. The score was 5.
- 5) The percentage of the students respond to questions was about 20% -40%. The score was 2.
- 6) The percentage of the students' enthusiasm to the teaching learning process was about 90%-100%. The score was 5.

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

$$P = \frac{23}{30} \times 100 \%$$

$$= 76.7\%$$

d. Reflecting

The result of activities in cycle II showed that the achievement of indicator was better compared to the previous cycles. The classroom was easier to be organized and less distractions. The students were more

active in the class, it could be seen when they were actively asking about material and able to respond to questions correctly. Therefore, the researcher concluded that the treatments were completed.

## **B. The Enhancement of Students' Speaking Skill at Preferences**

### **1. Pre-Cycle**

In this session, teacher used conventional method to teach. The researcher gave pre-test to the student after teaching Preferences without using Whole Brain Teaching (WBT) method with 20 questions of 20 multiple choices.

After conducting the pre-test, the researcher scored the result. Each correct answer was scored 1 and 0 to each incorrect answer. The maximum score was 100.

Most of the students had no interest in learning the given material, Preferences. Only some students paid attention in learning Preferences while the rest chose talking with their partners, sleeping, drawing, and the like. They were too busy with their own activity to respond teacher's questions. When the teacher asked question about material, they mostly remained silent. The students understood the functions of the preferences but they could not make any example of preferences. There were only 2 students who passed the criteria score.

Table 1

The result of pre- test

NO	Students' Name	SCORE
1	Achmat Syaiful Munir	40
2	Adinar Clara Amelia Sari	75
3	Adinda Salsabila Putri H.	50
4	Aditya Riki Prayoga	50
5	Ayu Aprilia	50
6	Devi Nur Hidayanti	40
7	Dewi Puspita	65
8	Dicky Kurniawan Yusuf	45
9	Dyah Ayu Saraswati	45
10	Eka Rahdatu Sartika Dewi	45
11	Fitria Wulandari	50
12	Majid Muhammad Rijal	65
13	Muhammad Arjun Al Fathiqin	70
14	Ninma Izza Faliqunawa	60
15	Noviana Reza Octavia	50
16	Novri Santi	50

17	Rani Martha Isnayanti	50
18	Ratih Puji Astuti	30
19	Ribta Aulia Rizekina	50
20	Rini Rahmawati	45
21	Riska Setiowati	65
22	Sanitya Vega Akbar Mahendra	Absent
23	Suaibatul Islamiyah	40
24	Zulfa Fauziah Apriliana	75
25	Risky Aulia Maulana	45
<b>Total</b>		1230
<b>Average</b>		49.2

After the data had been analyzed, the researcher found the sums of the score in distribution that is used to calculate the mean. To know the mean of the students' pre-cycle score of Preferences, the researcher used formula as follows:

$$\bar{X} = \frac{\sum fX}{n}$$

$\bar{X}$  = the mean

fX = the sum off set score

n = the number of the students.



The computation of the average of the score is as follow:

$$\bar{X} = \frac{\sum fx}{n}$$

$$X = \frac{1230}{25} = 49.2$$

$$\text{Mean} = 49.2$$

After finding the result of the students' test score in students understanding on Preferences, the researcher went to further analysis by using percentage of scoring. The researcher looked for the percentage of students who passed the indicator of achievement of 75. The process was as follows:

$$P = \frac{\sum f}{n} \times 100 \%$$

$$P = \frac{2}{25} \times 100 \%$$

$$= 8 \%$$

So the score mean of the students in the pre cycle was 49.2. There were only 8% of students who passed the indicator of achievement. It means the students' score in pre cycle could be categorized as less. The researcher concluded

that the treatments in each cycle were necessary to improve the students result.

## **2. Cycle I**

The problem faced by the researcher in the previous cycle were the students who sit in the backside of the class like to talk with their peers, look bored or busy with their own activities, and feel sleepy. To solve this problem, the researcher took actions more active and cheerful to get students' interest.

The researcher began the class by giving piece of papers contained rules of Whole Brain Teaching (WBT) method. The researcher gave some instructions to be followed. Students followed the instructions enthusiastically. The researcher explained Preferences and guided the students how to express preferences in daily activity. She asked the class to work in pair and practice the expressions loudly. After, practicing with their peers, students were asked to practice in front of the class. The researcher gave feedback and review. At the end of the lesson, she gave test.

After conducting test of cycle I, The result of the test could be seen on the table below:

Table 3

The test result of cycle I

NO	STUDENTS NAME	SCORE
1	Achmat Syaiful Munir	70
2	Adinar Clara Amelia Sari	85
3	Adinda Salsabila Putri H.	70
4	Aditya Riki Prayoga	50
5	Ayu Aprilia	80
6	Devi Nur Hidayanti	70
7	Dewi Puspita	75
8	Dicky Kurniawan Yusuf	75
9	Dyah Ayu Saraswati	75
10	Eka Rahdatu Sartika Dewi	68
11	Fitria Wulandari	80
12	Majid Muhammad Rijal	75
13	Muhammad Arjun Al Fathiqin	70
14	Ninma Izza Faliqunawa	78
15	Noviana Reza Octavia	70
16	Novri Santi	65

17	Rani Martha Isnayanti	75
18	Ratih Puji Astuti	60
19	Ribta Aulia Rizekina	80
20	Rini Rahmawati	70
21	Riska Setiowati	65
22	Sanitya Vega Akbar Mahendra	70
23	Suaibatul Islamiyah	70
24	Zulfa Fauziah Apriliana	75
25	Risky Aulia Maulana	60
<b>Total</b>		1770
<b>Average</b>		70.8

Table 4

The category of the students score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	-	-	Excellent
2	70% - 89%	19	76%	Good
3	60% - 69%	5	20%	Fair
4	0% - 59%	1	4%	Poor
		25	100%	

Based on the table 5, it could be seen that 76% or 19 students got 70-80 or good mark and 20% or 5 students got 60 or fair and only a student got 50 or poor mark.

From that result, it could be calculated the average (mean) of the score as follows:

$$\bar{X} = \frac{\sum fx}{n}$$

$$X = \frac{1770}{25} = 70.8$$

Mean= 70.8

After finding the result of the students' test score in students understanding on Preferences, the researcher went to further analysis by using percentage of scoring. The researcher looked for the percentage of students who passed the indicator of achievement of 75. The process was as follows:

$$P = \frac{\sum f}{n} \times 100 \%$$

$$P = \frac{10}{25} \times 100 \%$$

$$= 40 \%$$

The mean of the students' score in the first cycle is 70.8. There were 40% of students who passed the indicator of achievement. It means the students first cycle score could be categorized as good. However, it needed more improvement because some students got the score less than the criterion of achievement evidence (KKM). The criterion of achievement evidence (KKM) in the school stated that a student had to score 75 to pass the test. Therefore, the researcher continued to the next cycle.

### **3. Cycle II**

The problem faced by the researcher in the previous cycle was most of students were shy to speak and ask in the class. To solve this problem, the researcher gave more attention to them. She encouraged them by asking question such as gave difficulty questions in order to create critical thinking of students.

There was significant improvement in this cycle; it could be seen from the result of the test below:

Table 6

The result of percentage in the second cycle

NO	STUDENTS NAME	SCORE
1	Achmat Syaiful Munir	80
2	Adinar Clara Amelia Sari	90
3	Adinda Salsabila Putri H.	80
4	Aditya Riki Prayoga	78
5	Ayu Aprilia	85
6	Devi Nur Hidayanti	75
7	Dewi Puspita	90
8	Dicky Kurniawan Yusuf	83
9	Dyah Ayu Saraswati	75
10	Eka Rahdatu Sartika Dewi	78
11	Fitria Wulandari	80
12	Majid Muhammad Rijal	88
13	Muhammad Arjun Al Fathiqin	88
14	Ninma Izza Faliqunawa	78
15	Noviana Reza Octavia	80
16	Novri Santi	75
17	Rani Martha Isnayanti	83
18	Ratih Puji Astuti	75

19	Ribta Aulia Rizekina	80
20	Rini Rahmawati	75
21	Riska Setiowati	80
22	Sanitya Vega Akbar Mahendra	90
23	Suaibatul Islamiyah	75
24	Zulfa Fauziah Apriliana	85
25	Risky Aulia Maulana	75
<b>TOTAL</b>		2000
<b>AVERAGE</b>		80

Table 7

The category of the students' score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	4	16%	Excellent
2	70% - 89%	21	84%	Good
3	60% - 69%	-	-	Fair
4	0% - 59%	-	-	Poor
		25	100%	



Based on table 6, it could be seen that 16% or 4 students got 90 or excellent mark, and 84% or 21 students got 75-85 or good mark.

From that result, it could be calculated the average (mean) of the score as follows:

$$\bar{X} = \frac{\sum fx}{n}$$

$$X = \frac{2000}{25} = 80$$

$$\text{Mean} = 80$$

After finding the result of the students' test score in students understanding on Preferences, the researcher went to further analysis by using percentage of scoring. The researcher looked for the percentage of students who passed the indicator of achievement of 75. The process was as follows:

$$P = \frac{\sum f}{n} \times 100 \%$$

$$P = \frac{25}{25} \times 100 \%$$

$$= 100 \%$$

So the mean of the students' score in the second cycle is 80. All students passed the criterion. It means the students' second cycle score could be categorized as very good.

### C. The Analysis of the Whole Cycles

The observation of learning activities of student in this research was done by the researcher. There were five items of the observation checklist. The result compared to the pre cycle, there was improvement in students' understanding on Preference after managing the class using Whole Brain Teaching (WBT) method.

The table below also stated an improvement of understanding Preferences by using Whole Brain Teaching to enhance students' understanding.

Table 8

The result of observation checklist from cycle I until cycle II as follows:

No	Categories	Cycles	
		I	II
1.	Total Score	14	19
2.	Percentage	63.3%	76.7%

The result of the test from the pre-cycle until cycle II briefly could be seen in the table 11 below:

Table 10

The test result from the first cycle until two cycles

No	Categories	Cycles		
		Pre-cycle	I	II
1.	Total score	1230	1770	2000
2.	Mean	49.2	70.8	80

The meetings as a whole ran well. There was some significant improvement from cycle one to cycle two.

In the pre test, the average result was 49.2. There were only 8% of students who pass the indicator of achievement. In this activity, the researcher used conventional method explaining the material. In teaching learning process, most of the students were busy to their activity. Most of them responded less maximal, it also happened to the students who sit in backside. They preferred talk with their peer and some of them looked bored and sleepy. They understood the function of expressing preferences but they could not make an example of expressing preferences.

In the cycle I, The researcher began to use Whole Brain Teaching (WBT) in teaching Preferences. In teaching learning process, Most of students paid attention to the lesson even though they were shy to speak and ask in the class when it came for asking question session. The researcher then motivated students by giving a question to stimulate their interest. There were 40 % of students who passed the criterion. Students' average was 70.8 in this cycle.

In cycle II, all students passed the indicator of achievement and the average result was 80. The teaching learning process in this cycle had higher score than cycle I. In this cycle; students were brave to practice and give a performance.

From the table 9 above, the researcher concluded that the implementation of Whole Brain Teaching in teaching speaking skills on preferences could help students improve their understanding. Therefore, this classroom action research of the implementation of Whole Brain Teaching as a medium to enhance students' understanding in teaching speaking skills on preferences at SMK MA'ARIF NU 01 Semarang was successful. It could be seen from the result of each cycle that there were improvements not only in teaching learning activity but also the result of test.