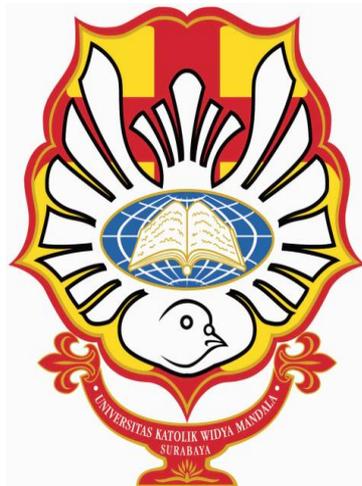


**The Implementation of Whole Brain Teaching Method for
Student Speaking Skill Improvement**

A THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC
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**The Implementation of Whole Brain Teaching Method for
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Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
Magister in Teaching English as a Foreign Language



Harun Alrasyid

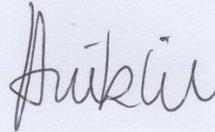
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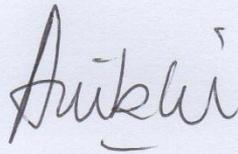
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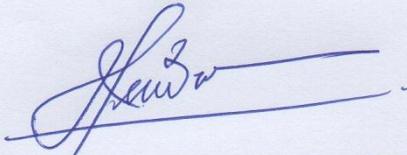
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Statement of Authenticity

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Harun Alrasyid
8212712012

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The writer realizes that this thesis still has many weaknesses and shortcomings. Therefore, the writer accepts gratefully every suggestion, criticism and comment to make this thesis better. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in a similar study.

ABSTRACT

Harun Alrasyid. *The Implementation of Whole Brain Teaching Method for Student Speaking Skill Improvement* (A Classroom Action Research on the Eleventh Grade Students of SMKN 2 Surabaya). A Thesis. English Education Department, Widya Mandala Catholic University. Surabaya. 2016.

This classroom action research study is designed to improve students' speaking skill by implementing Whole Brain Teaching (WBT) method. The aims of this research are: 1) to describe how WBT improve students' speaking skill; 2) to assess the teacher performance and classroom atmosphere when WBT is implemented in class. The research is conducted from January to May 2016. The subjects of the study are the students of Eleventh Grade of SMKN 2 Surabaya. The research consists of three cycles; each cycle has two meetings. Every cycle has some steps. They are planning, action, observing, reflecting and revising the plan. Data are collected through speaking test, observation and focus group discussion. The observation was reflected in field notes, video-recording and photograph.

The researcher analyzed both qualitative data and quantitative data. Qualitative data are analyzed by using a data analysis procedure consisting of three steps namely reduction of data, presenting the data, and conclusion or verification. The quantitative data are analyzed by using descriptive statistic. Quantitative data, which are collected by conducting pre-test and post-test, are analyzed to know the improvement of students' speaking skill. The mean score of pre-test is 46.84. This score improved to 51.16 in post-test 1 and even higher in post-test 2 that is 52.52 and higher in post-test 3 that is 58.19. From the qualitative data, the researcher finds that the implementation of WBT has also improved teacher performance and classroom atmosphere.

The finding reveals that students' speaking skill has improved in some ways; they are able to express their ideas fluently, make some sentences using their own word and answering the questions correctly. Besides, the classroom atmosphere has also improved; they are more active to follow the activities, feel happier and their motivation has also increased.

Key words: Whole Brain Teaching, speaking skill, action research

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