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THE INFLUENCE OF WHOLE BRAIN TEACHING (WBT) METHOD IN IMPROVING STUDENTS ENGLISH VOCABULARY AT SEVENTH GRADE STUDENTS OF SMP SULTAN AGUNG SUMBER

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *SyekhNurjati* State Islamic Institute Cirebon In Partial Fulfillment of
The Requirements of Undergraduate Degree**



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ABSTRACT

NANI MELANI. 14111310046: THE INFLUENCE OF WHOLE BRAIN TEACHING (WBT) METHOD IN IMPROVING STUDENTS ENGLISH VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF SMP SULTAN AGUNG SUMBER.

At the Preliminary Research on (May 1st until May 31st 2015) in SMP Sultan Agung Sumber. The researcher has found some problem when the researcher observes in SMP Sultan Agung Sumber. Teacher not used the interesting method or strategy for create the effective in learning process in order to students not difficult if they will understand and memorize of vocabulary. From the students gets difficult and uninteresting for study in the class. Here the teacher did not give motivation in order to interest for student. Researcher tried to solve of the problems with to implementation whole brain teaching as a method in process of learning English vocabulary. Whole brain teaching method can help the problem of students in learning vocabulary because this strategy has many approaches to combine of material to bring.

The methodology of the research is quantitative and used pre-experimental one group pre-test and post-test design. It means that the data which are obtained the field of the research are analyzed statistically by means of numbers by using t-test formula. Population is 60 students and sample in VII class is consist of 33 students. The technique of collecting data, the researcher used test. The technique of analysis data in this research divided into two: instrument test and prerequisite test. Instrument test consist of validity and reliability test. In prerequisite test consist of normal distribution test and homogeneity of variance test. The researcher used t-test (pre-test and post-test one group design) and SPSS v 16.

Based on the result finding of observation, the usage of whole brain teaching method in SMP Sultan Agung Sumber between teacher and students is considered good. The result of the test shows that t-test is 6.358 while t-table is -1.697. It means that t-test > t-table. Because t-test is highest than t-table, it can be said that H_a is accepted and H_0 is rejected.

It can be concluded that there is positive and significant influence of using whole brain teaching method on the students' mastery in learning English vocabulary. In teaching and learning process the highest creativity especially in method of teaching is more important. So far teacher, students although the next researcher the teacher should be creative used the method or strategy when give and accept some of material.

Key words: Whole Brain Teaching Method, Vocabulary



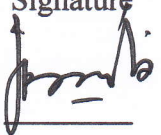
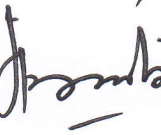
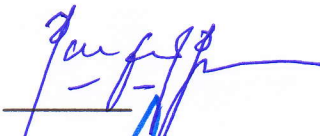

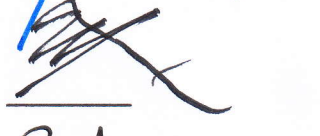

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RATIFICATION

This thesis entitled **“The Influence of Whole Brain Teaching Method in Improving Students English Vocabulary at Seventh Grade Students of SMP Sultan Agung Sumber”** written by Nani Melani, student number 14111310046, has been examined on 31 July 2015. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

This chapter tells about the background of the problem, the identification of the problem, the limitation of the problem, the question of the research, the aims of the research and the significance of the research.

1.1 The Background of the Problem

Vocabulary is the basic element which is learned by students before learning another aspect of language. It is a tool to support students' communication activity. Vocabulary has not been particular subject for students to learn, but has been taught within lesson of speaking, listening, reading and writing. In order to communicate well in foreign language, students should get an educate number of words which the language has and gives meaning when the language is used (Suyanto 2007: 43).

Vocabulary has important role in communication process in spoken or written form. By mastering vocabulary, the students are able to master language skill: speaking, listening, reading and writing easy. Manurung (2013: 13) stated that the ability of speaking, listening, reading and wring English depend on the mastery of vocabulary and grammar.

In addition definition is stated by Richard (2002: 225) "Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". Therefore develop learners' progress in understanding English, learners should keep on learning new vocabulary items every day. It means that the development of a rich vocabulary is an important element in the acquisition of a second language.

One of the problems that have to be faced by English teacher and learner is how to deal with vocabulary. Sometimes, the students could master and always remember all the vocabularies learned at the school well, but after they have finished their study, they lose many of English words and only limited numbers are remembered. The students also get the

difficulties when they read the text. The phenomenon happens in the process of vocabulary mastery in the SMP SulatanAgungSumber. Based on the researcher observation, in the topic of descriptive text about describing place, the results of the students' score were average; some students got high score but some students' worst. From 33 students only 14 % students who got the high level with the score 75-100. Moreover, when the teacher continued and reviewed the material, lost of students' forgot the vocabularies again. These cases are kind of the proof that the students have problem in their process learning English.

“Why are the students difficult to remind their vocabularies?” The researcher makes a study to answer this problem. Firstly, the students are difficult to recall the vocabularies. They just get the vocabulary and the meaning from their teacher and the dictionary to be remembered. Perhaps, this conventional is not good enough because they do not have something that burn in their mind. On the other hand, students must think and recall the other lessons that make them bored. So the teachers must have good method, strategy, or media to teach vocabularies with the pleasant ways that make students enjoy in learning English process. Secondly, students are difficult to master vocabulary because minimum motivation and creativity from the teacher. The teacher focus on the main topic according to the curriculum and they just use the traditional method.

From the case above, the main factor that cause the problem is came from the teacher. In teaching vocabulary, it is needed to use a good method or strategy because it will make the process of learning vocabulary easier and more effective. According to Richards and Rodgers (in Brown 1998:48), “Method is an umbrella term for the specification and interrelation of theory and practice.” Furthermore they state that virtually all language teaching methods make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fits all contexts. It means that a set of procedures or the techniques in teaching have an influence to the student's learning result.



Active learning is learning approach that gives change for the students to take a part in the teaching and learning process actively (Asmani 2012: 73).

There is one of method that can use to teaching English in order to increase the students' vocabulary. This method is Whole Brain Teaching (WBT). Whole Brain Teaching (WBT) method is a learning method developed by western countries. This method is quite interesting, because it can increase students' attention and concentration. To the learning method is feasible for adoption by the teachers in Indonesia.

Whole Brain Teaching was introduced by Chris Biffle, a lecturer in the US, after months of collaboration with a friend from kindergarten and another from high school in the early 2000s. Because this method kicked the conventional approach, in a short time thousands of teachers and tens of thousands of students enjoy learning with this unique method. Unique because the approach is completely different from what we know so far, even seem strange but very fun. As a method, as usual another method, teaching virulence lies in the power of learning that emphasizes mastery or completeness of understanding or ability students the ability to express the concept, explanation, formula submitted by teachers. And, the interesting part of this method, the steps are so simple that we can practically mastered in minutes. Chris Biffle (2000, 168) offers 6 things to manage with whole-brain teaching in learning. Interactive activities that characterize the learning process is controlled with commands and responses is simple with one word in English that students are relatively well known, the practical learning with this method can be applied to almost all subjects. The phrase should be introduced to students and used in classroom interactions are: (1) Class - Yes, (2) Micro-lecture, (3) Teach - Okay, (4) Scoreboard, (5) Hands and Eyes, (6) Comprehension Check

From many researchers that have done in vocabulary area, there are many method, media, and strategy to improve students' vocabulary. In method, there are TPR (Total Physical Respond), GTM (Grammar Translation Method), Audio Lingual Method, and other. There are many ways to solve the difficulties in learning vocabulary, by using games,



flashcards, wordlist, word card, etc. The one of previous studied come from a journal Maryam EslahcarKomachali and MohammadrezaKhodareza (2012) is about the effect of using vocabulary flashcard on Iranian pre-university student's vocabulary knowledge. NimaShakouri and Kamran Mehrgan (2012) Elsa YusrikaSitompul(2013) is about teaching vocabulary using flashcard and word list on promoting university students knowledge of vocabulary.

The position of the researcher is on the teaching English vocabulary using Whole Brain Teaching (WBT) method. To teaching English vocabulary in the classroom teacher not only enough thought by traditional strategy or method, but also be supposed to creative strategy or method by using Whole Brain Teaching (WBT) method. Irfan (2012:30) said that "creative teacher is never stopping learning, because life is stopping never teaching". So that teacher should be creative in course of study and students quickly comprehend the exiting lesson.

Based on the explanation above, the researcher wants to conduct a research entitled: **"The Influence of Whole Brain Teaching (WBT) Method in Improving Students English Vocabulary at Seventh Grade Students of SMP Sultan AgungSumber"**.

1.2 The Identification of the Problem

Based on the background above, the researcher identify the problem is needed to give clarification about the problem which is investigated. The researcher also discussed field of the research, kinds of the problem, and main of the problem.

1.2.1 The field of the research

The field of the research in writing this thesis is of teaching method, the Whole Brain Teaching method to increase students' vocabulary.

1.2.2 The kinds of the problem

There are many kinds of the problem in teaching and learning English, especially in teaching and learning vocabulary. The



researcher would like to mention the kinds of the problem in this research. Based on the several finding when the researcher conducting the preliminary study. There was found some kinds of the problem in the researcher, they are:

- 1) Students have little vocabulary.
- 2) Students have little motivation.
- 3) Students feel board when learning process, because the method that used in learning process is not interesting.

1.2.3 The main of the problem

According to the kinds of the problem above, the main problem in this thesis is students difficulties in memorizing and improving vocabulary, so this case can hamper in learning English process.

1.3 The Limitation of the Problem

In this research, the researcher has to decide to limit the topic only the application of Whole Brain Teaching (WBT) in learning English to increase students' vocabulary in SMP. This research on sub subject, researcher chooses descriptive text in syllabus junior high school level for appropriate of the material and method in teaching and learning vocabulary. Because many students' have difficulties in memorize and improving vocabulary. So, learning method most suitable of the problem is Whole Brain Teaching (WBT) method.

1.4 The Questions of the Research

The question of the research based on the identification of the problems above, the researcher concluded some question of the research to limit the problem in order to research is more focus on the main problem that want to be conducted. So, the question of the research can be arranged as follow:

- 1) How is the students' vocabulary mastery before using Whole Brain Teaching method in teaching vocabulary?



- 2) How is the students' vocabulary mastery after using Whole Brain Teaching method in teaching vocabulary?
- 3) Is there any positive and significant influence of using Whole Brain Teaching method on the students mastery in learning English Vocabulary?

1.5 The Aims of the Research

The aims of the research in writing this thesis are as follow:

- 1) To find out students' vocabulary mastery before using Whole Brain Teaching method in teaching vocabulary.
- 2) To find out students' vocabulary mastery after using Whole Brain Teaching method in teaching vocabulary.
- 3) To find out whether there is or not positive and significant influence of using Whole Brain Teaching method on the students mastery in learning English Vocabulary.

1.6 The Significance of the Research

The researcher is divided the usefulness of this research into two kinds, they are:

- 1) The significance of the research theoretically; the researcher is expected to contribute the development of science and English learning, especially in learning English vocabulary. This research also can contribute to the development of learning English method to be more effective and interactive.
- 2) The significance of the research Practically; It is useful for student's to understanding vocabulary, and interesting in learning vocabulary, for the teacher Whole Brain Teaching useful as the method of teaching for improving students' vocabulary, and for academic useful for next researcher:
 - a) Students are expected to be motivated to improve their knowledge of English vocabulary by Whole Brain Teaching method.



- b) English teacher are expected to be motivated to improve their knowledge and insight about the method of English language learning.
- c) The other researcher are hoped to have experience and knowledge in applying the method of learning English, especially in learning English vocabulary.
- d) Readers are expected to get more information, knowledge, and experience from this research. It would also become reference of similar study.



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CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

This chapter is divided into three sub chapters. First is the conclusion of the study. Second is suggestion, and the third is the implication of the research.

5.1 Conclusion

After collecting and analyzing the data of the research finding by using manual method and SPSS v 16 about the influence of whole brain teaching (WBT) method in improving students' English vocabulary at the seventh grade students of SMP Sultan Agung Sumber, there are some conclusions that can be drawn from the research based on the result of the data and some factual conditions during the research, as follow:

- 1) The result of the students' vocabulary mastery before using Whole Brain Teaching method is as considered not enough, because the students' average is 56.48.
- 2) The result of the students' vocabulary mastery after using Whole Brain Teaching method is considered good, because the students' average is 72.48. It can be conclude that there is positive different between pre-test and post-test.
- 3) There is positive and significant influence of using Whole Brain Teaching method on the students mastery in learning English Vocabulary after collecting the data that the result of the calculation of t-test formula. The result of calculating t-count is 6.358. While t-table is 1.697. So, t-count is biggest than t-table ($t\text{-count} > t\text{-table}$). It means that whole brain teaching method have positive and significant influence on the students' mastery in learning English vocabulary at the seventh grade of SMP Sultan Agung Sumber.

Based on the research finding that have been presented above, the researcher can conclude that the using of whole brain teaching on the students' mastery in learning English vocabulary at the seventh grade of SMP Sultan Agung Sumber can make students easy to memorize the kinds

of words and students are able to develop vocabulary skills through whole brain teaching method.

1.2 Suggestion

Based on the consideration which have been previously stated, whole brain teaching method is recommended to be used as one alternative method in teaching vocabulary.

Therefore, some suggestions are stated follows:

For English teacher, in the learning English process teacher should be creative used method or strategy and active when give some of the material for the students interest and easy to understand about the material. Therefore whole brain teaching method needs to be applied in teaching and learning English vocabulary.

- 1) For the students, the students should be active and do not lazy to memorize some of word in the class or in the house.
- 2) For the next researcher, the researcher would like to give some suggestion to other researcher to give differences and advantages toward the application of whole brain teaching method in the next research.

1.3 The Implication of the Research

The implication from the research is purposed to method of teaching development in learning English vocabulary. The students who are though by using whole brain teaching method more be better active, and creative in finding to means word and memorize of vocabulary. Because of this instruction is effective. So for the students who have the same characteristic and if the teachers want to got the same result as like in this research, they can create and modification to follow this research. Moreover, students when use this instruction become more brave to deliver opinion but there are some weakness of applying this instruction, such as: the teacher need many time to deliver a theme, minimum three weeks for each theme, not all students are active and participate in the class. In this instruction, teaching



and learning is not only to apply for English teaching but also in other subject, all teachers can apply this instruction in teaching learning to increase students' achievement.



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