CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the finding and discussion, a researcher draws some conclusions below:

1. Whole Brain Teaching (WBT) method can be used to improve students' speaking skill. It was proved by the data from students' speaking mean score in pre-test that is 46.84, in cycle 3 improves to 58.19. The improvement also occurs in each aspect of speaking skill; pronunciation with total gain of 9.03, grammar with total gain of 10.00, vocabulary with total gain of 10.32, fluency with total gain of 13.55, comprehension with total gain of 9.48. By implementing this method, the students have more chances to speak in a class without queuing too long, therefore their speaking skill improved during the learning process.

2. The teacher's performance also improved after implementing this method. He can motivate students to engage more in a class by using scoreboard. He also found a strategy to make the students more comfortable and fun by providing some games and pictures while learning as a recommendation from conducting Focus Group Discussion (FGD) with some selected students.

3. The classroom atmosphere also undergoes quite drastic change, from passive environment to more active environment. The class is easily managed after implementing one of the techniques of WBT called classroom rules, the students tend to obey the rules with full awareness because they are doing the rules with joy and fun. Class yes technique also contributed a big role to gather the students' attention, it make them more focus on the lesson given by teacher.

2. Suggestions

5.2.1 Suggestions for Teachers and Principals

1. Principal of Vocational High School especially SMK Negeri 2 Surabaya should consider implementing Whole Brain Teaching method in teaching and learning

2. process for an English lesson or other lessons especially those which require memorization such as history, civic education, religious education and so on, for example by conducting regular training or workshop to develop teacher competence and enrich various teaching methods. So the teacher can apply various methods especially WBT method in the classroom.

3. The teacher should find a creative way in developing the implementation of this method especially those related to maximizing both part of the brain such as giving some games, music, video or some pictures in learning process.

4. The teacher should select an interesting topic in a post-test, the topic should be familiar for them, so they are easily construct the word in verbal utterances because they were still K12 student. In order to improve validity of the test, the teacher might provide several topics in a test, not just one topic for all students such as giving one topic for every 10 students.

5. It has been discussed above that there was not too valuable effect of WBT in two aspects of speaking skills. The score of grammar and pronunciation are low; the teacher should provide additional time to improve those aspects after speaking activity.

5.2.2 Suggestions for Further Research

1. A similar study using the experimental design could be carried out for a longer period of time to assess the effectiveness of Whole Brain Teaching (WBT) method in teaching.

2. Whole Brain Teaching method might be carried out to improve students speaking skill at primary school level in order to compare the result.

3. Whole Brain Teaching (WBT) also could be carried out to improve other productive skill of English proficiency such as writing, or receptive skill such as reading or listening skill. Due to research on this subject particularly in Indonesian context is still a rarity despite its great potential

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