

Students' Perception on the Implementation of Whole Brain Teaching Technique in Speaking Class

Nur Kholifah¹, Aan Erlyana Fardhani², Made Adi Andayani T³

(Email of corresponding author: *E-mail:*

nkholifah060@gmail.com)

^{1,2,3} English Language Education Department
Jember University

Jln. Kalimantan 37, Jember 68121

Abstract: *This research was aimed at determining the students' perception on the implementation of the Whole Brain Technique in speaking class and its benefits for the students. The participants were two classes of the seventh-grade junior high school students. Descriptive Quantitative Method was used to analyze 34 close-ended questionnaire. The data Analysis result using Toolpak showed that the highest percentage was 92% and mean score was 3.6 for "Class-yes help the students to get their attention back" statement; 98% and 3.4 for "Teach-Okay help them remember the material easily" statement; 96% and 3.4 for "Mirror Technique help them remember and understand the material easily" statement, and 100% and 3.3 for "Switch Technique give the same chance for the students to be the speaker and the listener" statement. In summary, the students' perception of the implementation of the Whole Brain Teaching Technique in speaking class was positive and provided some benefits during the implementation.*

Keywords: Students' Perception, Whole Brain Teaching Technique, Speaking Class.

INTRODUCTION

Teaching English is a hard work, especially in teaching speaking skill. It is because speaking is considered as a complex skill by students (Ismail, 2011). Thus, in teaching speaking teacher needs many skills, thinking and decision making on the material used and even the technique which does make students more motivated and enjoy the class. Broughton, et.al (2003) as cited in Badroeni (2018) add that the teachers' duty is to make sure that their teaching is appropriate to their class, that is organized systematically, and that it is exciting. To respond the issue about the excitement in class, Chris Biffle with the help of his colleagues create the Whole Brain Technique in 1999. WBT

Technique is designed to keep students engaged in learning and combines auditory, verbal, and visual elements of teaching instruction to make classroom easier to manage. Torio and Cabrillas-Torio (2016) find in their study that WBT Technique increased students' motivation to learn. They also explain that this model of WBT Technique, promotes a classroom environment conducive to class participation. Besides, Silverstein (2013), whose study examined the experiences of teachers using WBT Technique, found that teachers described their lessons as "more engaging" and that this strategy allowed them to quickly evaluate if their students understood the concept or not. Finding similar results, Sontillano (2018) explained when

encountering WBT Technique in the classroom, students became focused during the lesson. Thus, it can be assumed that the WBT Technique is effective in terms of building the students engagement and the excitement of the class.

Based on preliminary study by interviewing one of the English teachers in SMPN 2 Banyuanyar, it was found that the condition of the speaking class was considered conducive but most of the students tended to keep silent or not fully engaged. The teacher explained that the students just sat on their chairs, listened to the explanation, and did their task without fully participating in class. It is in contrast with the learning process of the 2013 curriculum which needs the students to be active in class and it also affects the learning process of English lesson especially speaking skill that needs the students to speak. Considering this condition, the researchers tried to know what happened if the students experienced a new technique especially in speaking class based on their perception. The students' perception is used in this research to know whether the implementation of the new technique in speaking class, which is the WBT Technique will make them better engage in speaking class or not and could get some benefits of it.

Some research about the implementation of the WBT technique were conducted. They were Palasique (2009), Helena, et.al (2012), Falls (2016), Wong, (2015), Badewi (2016) and Bridges (2016). Most research tended to focus on the influence of WBT Technique implementation on students' engagement and motivation in class, only research by Wong (2015) which presented about students' perception of WBT Technique implementation. A study about students' perception on the implementation of WBT Technique in speaking class remained underexplored. To fill the gap, the researcher was interested in conducting research as Wong (2015) but difference in the context. The recent research focuses on the implementation in speaking class for seventh grade students, while the previous research done in management class for the students at the top up degree level. The research questions are: 1) what are the students' perceptions on the implementation of the Whole Brain Teaching technique in speaking class? 2) what are the benefits of the Whole Brain Teaching Technique implementation in speaking class for the students?

RELATED LITERATURE REVIEW

Perception

Perception is a process by which a person is confronted with a situation or stimuli interpreted into something meaningful for her or him based on prior experiences (Pickens, 2005:43). It means that students' perception can be described as students' interpretation of prior experience as stimulus, which is the implementation of the WBT technique in speaking class. These interpretations are defined as output in the form of meaningful information about the stimuli, which could be negative or positive, depending on students' feeling and perception when they experience WBT Technique in speaking class.

Whole Brain Teaching in Speaking Class

Whole Brain Teaching is an approach designed to meet the learners need with fun and enjoyable activities during the class which activate all the area of brain. It is same as what Battle (2010) states that this approach is designed towards increasing student's involvement and focusing on the way the brain is really designed to learn. For the implementation in speaking class, we can see from the syntax below:

Table 1. Syntax of Whole Brain Teaching (Wolken, 2017)

Learning Syntax	Teacher's Activity
Class-Yes	The teacher asks students to focus with by saying "class-class" with a particular intonation. Students should respond "Yes-yes" with the same intonation with the teacher, so the teacher can start to deliver the material or instruction
Five Classroom Rulers	The teacher organizes them to mention five WBT class rules. <ol style="list-style-type: none"> 1. Follow directions quickly. 2. Raise your hand for permission to speak. 3. Raise your hand for permission to leave your seat. 4. Make smart choices. 5. Make your dear teacher happy.
Teach – Oke	The teacher explains outline of material, just each of the important concepts by using movement, and then the teacher pronounce the word "Teach" by clapping, and the student explain it to their friends with movement.
The Scoreboard	Rewards is given to motivate students in the form of scoreboard, the teacher gives a picture of a smile for each completed task and a picture sad sign for each incomplete task
Switch	The teacher gives a chance to students to give explanation about certain tricky materials to other students by saying "switch" first.
Mirror	The teacher gives the cue by saying "mirror," and the students answer "mirror" Then, while the teacher explains the material with movement as body language, they follow teacher's movement
Hands and eyes	The teacher says "hands and eyes". Students will respond similarly then they fold their hands on the table and listen carefully to the teacher's explanation and instruction.

RESEARCH METHOD

Research Design

This research used descriptive quantitative research which is intended to describe a phenomenon. Mc Millan (1992;144) states that

descriptive study simply describes phenomenon, and the description is commonly found in the form of percentage or numerical data. In this research, the researchers did not intend to establish and to prove hypothesis but we aimed to determine the Seventh-Grade students' perception on the implementation of the Whole Brain Teaching Technique in speaking class. This research used questionnaire as the data collection method like what Gall et.al (2007) said as cited in Kawulich (2012) that questionnaire was often used to gather the data in the descriptive research.

Research Participants

The participant were taken from two classes students of Seventh-Grade that needed a stimulus to be active and participate in speaking class. They were suitable for testing the strength of the Whole Brain Teaching Technique which focused on increasing students' engagement and participation in class.

Data Collection Method

The instrument for collecting the data was questionnaire in the form list of questions. The questionnaire used in this research were extracted from the instruments used in previous study conducted by Wong (2015). The questionnaire constructed by Wong (2015) used 27 statements which consist of 24 close-ended questions and 3 open-ended questions about students' perception on the implementation of Teach-Okay Technique and Class Yes Technique. He used only two techniques of Whole Brain Teaching because those two techniques were more suitable for his respondents who were pos-secondary students. Considering the previous research, the researcher modified the questionnaire mainly about the total question of the questionnaire. This questionnaire consists of 34 points which constitute to the seventh techniques of Whole Brain Teaching. Each technique has different number of questions which can represent the benefits of the Whole Brain Teaching Technique implementation.

Data Analysis and Reflection

Dealing with the students' perception on the Implementation of the WBT Technique, the researcher used Likert scale by counting the quartile of the questionnaire. The following is the formula which is adopted from Atmodjo (2006).

The total score of respondents' answers of the question:
 Lower Fence (B) = total number of respondents (N) x Lowest

score (1) x items
 Upper Fence (A) = total number of respondents (N) x High score (4) x items
 After that:
 Range (n) = (A-B)
 Quartile I (Q1) = B +n/4
 Quartile II (Q2) = B +n/2
 Quartile III (Q3) = B +n3/4

Note:
 B s/d QI = strongly negative
 >Q1 up to <Q2 = negative
 >Q2 up to <Q3 = positive
 >Q3= strongly positive
 (Adopted from Atmodjo, 2006: 41)

The result of the questionnaire were analyzed descriptively using *Data Analysis Toolpak in Microsoft Excel*.

FINDINGS AND DISCUSSION

The Research Findings

a. The Students Perception on the Implementation of the Whole Brain Teaching Technique in Speaking Class

This result was presented to answer the first research question about the students' perception on the implementation of the Whole Brain Teaching Technique in speaking class whether it was negative or positive. It used Likert scale by counting the quartile of the questionnaire.

Table 1. The Score of the Students' Questionnaire

Score Level	Questionnaire Score	Category
850 s/d 1487,5		Strongly negative
> 1487,5 up to < 2125		Negative
> 2125 up to < 2762,5	2594	Positive
> 2762,5		Strongly positive

Table 1 shows that the total score of the questionnaire is 2594. If the score of the questionnaire is between >2125 up to < 2762,5 then it is considered as positive perception. It means that the students' perception on the implementation of the Whole Brain Teaching Technique in speaking class is categorized as positive perception.

The Benefits of the Implementation of the Whole Brain Teaching Technique for the Students

The percentage and the mean score of each statement of the Whole Brain Teaching Technique were analyzed using Data Analysis Toolpak. The results showed the students' perception on the benefits of each technique in Whole Brain

Teaching while being implemented in speaking class.

Table 2. The Percentage Result and Mean Score of Each Statement about Whole Brain Teaching Technique

Technique	SN	SA	A	D	SD	MS
		4	3	2	1	
Class Yes	1.	68%	24%	8%	0%	3,6
	2.	44%	48%	8%	0%	3,4
	3.	56%	32%	12%	0%	3,4
	4.	72%	20%	8%	0%	3,6
	5.	4%	72%	24%	0%	2,8
	6.	60%	32%	8%	0%	3,5
Five Classroom Rules	7.	12%	88%	0%	0%	3,1
	8.	16%	60%	24%	0%	2,9
	9.	0%	56%	44%	0%	2,6
	10.	36%	64%	0%	0%	3,4
Technology Okay	11.	40%	52%	8%	0%	3,3
	12.	4%	72%	24%	0%	2,8
	13.	4%	60%	36%	0%	2,7
	14.	16%	64%	20%	0%	3
	15.	48%	40%	12%	0%	3,4
	16.	32%	68%	0%	0%	2,6
	17.	32%	68%	0%	0%	3,3
Scoreboard	18.	0%	88%	12%	0%	2,9
	19.	4%	24%	72%	0%	2,3
	20.	4%	56%	36%	4%	2,6
	21.	0%	48%	52%	0%	2,5
Hand and Eyes	22.	28%	68%	4%	0%	3,2
	23.	8%	44%	48%	0%	2,6
	24.	8%	76%	16%	0%	2,9
Mirror	25.	16%	76%	8%	0%	3,1
	26.	44%	52%	4%	0%	3,4
	27.	28%	60%	12%	0%	3,1
	28.	4%	52%	44%	0%	2,6
	29.	40%	44%	16%	0%	3,2
Switch	30.	40%	52%	8%	0%	3,2
	31.	20%	52%	28%	0%	2,9
	32.	48%	52%	0%	0%	3,3
	33.	36%	36%	28%	0%	3,1
	34.	32%	68%	0%	0%	3,3

Note:

SN-Statement Number A-Agree
 MS-Mean Score D-Disagree
 SA-Strongly Agree SD-Strongly Disagree

Table 2 displays that the highest percentage and mean score was 3,6 (92%) for the statement “Class-yes help the students to get their attention back”, 3.4(98%) for the statement “Teach-Okay help them remember the material easily”, (96%) for the statement “Mirror Technique help them remember and understand the material easily”, and 3.3 (100%) for the statement “Switch Technique give the same chance for the students to be the speaker and the listener. Thus, can be assumed that the students get some benefits from the implementation of the Whole

Brain Teaching Technique in speaking class.

Discussion

It was that the students’ perception on the implementation of the Whole Brain Teaching Technique in speaking class was positive. It supported the result of the previous research finding conducted by Wong (2015) that the students had generally positive perception about the implementation of the Whole Brain Teaching Technique. The positive perception came from the students’ perception about their feeling when experiencing the Whole Brain Teaching Technique in speaking class. Based on the questionnaire, most of the students enjoy using this technique as they knew what they should do in each technique of the Whole Brain Teaching.

The benefits of implementing the Whole Brain Teaching Technique for the students helped the students to get their attention back, lead them to focus on what the teacher said, made them easier to understand the explanation and Switch Technique gave them the same chance to be the speaker and the listener. Beside those benefits, there was a weakness occurred on Scoreboard Technique. More than 70% of the students disagreed that using scoreboard made them focus on the teacher’s instruction. The students only felt happy and motivated when the teacher gave “happy face” but it could not make them to pay more attention on the teacher’s instruction. This weakness could be overcome by using this technique more often during the class.

CONCLUSIONS

Based on the results of the data analysis and discussion above, it could be concluded that;

1. The students’ perception on the implementation of the Whole Brain Teaching Technique in speaking class was positive.
2. The benefits of the Whole Brain Teaching Technique implementation in speaking class for the students were Class-Yes Technique helps the students to get their attention back, Hand and Eyes Technique leads them to focus on what the teacher said, Teach-okay and Mirror Technique made them easier to understand the explanation and Switch Technique gave them the same chance to be the speaker and the listener.

SUGGESTIONS

Considering the finding of the students’ perception on the implementation of the Whole Brain Teaching Technique in speaking class, it is suggested to: 1)

the English Teacher, that they should try using the Whole Brain Teaching as the technique in teaching English not only for Speaking skills, but also other English skills, 2) to the future researchers, that they are expected to conduct other studies with in-depth interview to get more precise information about students' perception on the implementation of the Whole Brain Teaching Technique in speaking class.

REFERENCES

- Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Ary, D., Jacobs, L. C., and Sorensen, C. K. (2010). *Introduction to Research in Education*. Wadsworth : Cengage Learning.
- Atmodjo, J. T. (2006). *Modul 4 Format Penelitian Deskriptif dan Analisis Data Descriptive*. http://pksm.mercbuana.ac.id/new/elearnings/file_modul/940410-4-70619577899.pdf.
- Badewi, S.A.(2016). The Effectiveness of Whole Brain Teaching on Students' Engagement and Self Discipline in Learning English. *International Islamic University of Malaysia*. Available at : <http://studentrepo.iium.edu.my/jspui/handle/123456789/4154>
- Barkhuizen, G.P. (1998). Discovering Learners' Perception of EFL Classroom Teaching/Learning Activities in a South African Context. *Tesol Quarterly*. Vol. 32, No. 1
- Barnes, B. D., & Lock, G. (2013). Student Perceptions of Effective Foreign Language Teachers: A Quantitative Investigation from a Korean University. *Australian Journal of Teacher Education*, 38(2). <http://dx.doi.org/10.14221/ajte.2013v38n2.2>
- Biffle, C. (2010). Whole Brain Teaching for Challenging kids. Available at http://www.wholebrainteaching.com/index.php?option=com_content&view=article&id=155&Itemid=201.
- Bulut, T., & Durak, S.(2003). The Importance of Student Perceptions in Language Teaching. Retrieved from <http://dergipark.gov.tr/download/article-file/50135>.
- Falls, C.D. (2016). "Class, Class, Class!" A Study of the Motivational and Engagement Effects of a Modified Whole Brain Teaching Method. *Student Research Submissions*. 191. Available at : https://scholar.umw.edu/student_research/191.
- Kawulich, B. (2005). Participant Observation as a Data Collection Method. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 6(2). Available at <https://nbn-resolving.de/urn:nbn:de:01114-fqs0502430>
- Kharsati, P.D., & Prakasha, G.S. (2017). Whole Brain Teaching. *IOSR Journal of Humanities And Social Science*, Vol. 22, Issue. 6, Ver. 2, pp. 76-83
- Lai, E.R., (2011). Motivation: A literature review. *Pearson's Research Reports*. <http://www.pearsonassessments.com/research>.
- Lewis, A. (2001). The issue of perception: some educational implications. Retrieved from http://www.andrewlewis.co.za/Lewis.Percption.Educare1_v30_n1_a15.pdf.
- Macias, A. & Macias, B.(2013). Whole brain teaching and learning research. In C. Biffle (Ed.), *Whole Brain Teaching for Challenging Kids* (pp. 178-189). NA: *Whole Brain Teaching*.
- Mc Millan, J. H. 1992. *Educational Research: Fundamental for the Consumer*. (2nd Edition). New York: Harper Collins Publishers Inc.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, Vol 19(2) p.129. Available at: <https://www.researchgate.net/publication/276397426>
- Ning, H., & Hornby, G. (2010). The effectiveness of cooperative learning in teaching English to Chinese tertiary learners. *Effective Education*. Vol. 2, No. 2, September 2010, pp. 99–116
- Oradee, T. (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing). *International Journal of Social Science and Humanity*, Vol. 2, No. 6.

Palasigue, J. M. (2009). Integrating whole brain teaching strategies to create a more engaged learning environment. Available at <https://eric.ed.gov/?id=ED507407>.

Pickens, J. (2005). *Attitude and Perception*. Jones and Barlett Publisher.: United State of America.

Taylor, L. & Parsons, J. (2011). Improving Student Engagement. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>

Hosen, W.V. (2015). The effect of Whole Brain Teaching on the Academic outcomes of African American elementary male students. *Journal of Cross-Disciplinary Perspective in Education*. Vol. 8, No.1, pp. 52- 56

Hosen, W.V. (2017). Teacher Perspectives of Whole Brain Teaching in A Suburban Middle School: A Program Evaluation. *Dissertations, Thesis, and Masters Projects, College of William and Mary, W&M Scholarworks*. Paper 1516639487. Available at <http://dx.doi.org/doi:10.21220/W48364>

Wolken, A.S. (2017). *Brain-Based Learning and Whole Brain Teaching Methods*. Master's thesis, Northwestern College, Orange City, IA. Available at http://nwcommons.nwciowa.edu/education_asters/43/.

Wong, A. (2015). Applying whole-brain-teaching in self-financed top-up degrees: an exploratory action research. *Hong Kong: The Hong Kong Polytechnic University, College of Professional and Continuing Education, School of Professional Education and Executive Development*. Working Paper Series No. 2, Issue 6. Retrieved from <http://weblib.cpcepolyu.edu.hk/apps/wps/assets/pdf/w20150206.pdf>

Appendix 1. Statements of Whole-Brain-Teaching Technique

Technique	No	Statement
Class Yes	1.	Ketika guru berkata “Class”, saya menjawab “Yes”
	2.	Saya suka ketika guru

		menggunakan intonasi yang berbeda ketika menggunakan “Class-Yes”
	3.	“Class-Yes” membuat pembelajaran lebih menarik.
	4.	“Class-Yes” membantu saya mengembalikan perhatian saya pada pelajaran.
	5.	“Class-Yes” membuat siswa fokus pada pembelajaran.
	6.	Saya ingin guru menggunakan “Class-Yes” lebih sering dalam proses pembelajaran.
Five Classroom Rules	7.	Guru menyebutkan “Five Classroom Rules” disertai dengan gerakan dan saya menirukan apa yang diucapkan beserta gerakannya.
	8.	Saya tahu apa yang harus saya lakukan selama proses pembelajaran sesuai dengan aturan/instruksi dalam “Five Classroom Rules”
	9.	Penempelan gambar “Five Classroom Rules” diruang kelas membantu saya untuk lebih mudah mengingat dan mempraktekannya selama pembelajaran.
	10.	Saya ingin guru lebih sering mereview “Five Classroom Rules” selama pembelajaran.
Teach-Okay	11.	Selama “Teach-Okay”, saya tahu saya seharusnya mengajarkan apa yang disampaikan guru kepada teman saya.
	12.	Saya berusaha untuk mengajar teman saya selama “Teach-Okay”
	13.	Saya berpartisipasi aktif dalam “Teach-Okay”.
	14.	Mengajar teman membuat pembelajaran lebih menarik dan menyenangkan.
	15.	Mengajar teman memudahkan saya untuk mengingat materi yang disampaikan.
	16.	Mengajar teman membantu saya memahami materi yang disampaikan.
	17.	Saya ingin guru menggunakan “Teach-Okay” lebih sering

		dalam pembelajaran.
Scoreboard	18.	Guru memberikan “happy face” jika siswa mengikuti instruksi dengan baik dan “sad face” jika ada siswa yang kurang memperhatikan instruksi.
	19.	Dengan adanya Scoreboard, saya lebih memperhatikan setiap instruksi dari guru.
	20.	Saya merasa senang dan termotivasi ketika guru memberikan “happy face”
	21.	Saya ingin guru selalu menggunakan “scoreboard” dalam pembelajaran.
Hand and Eyes	22.	Ketika guru berkata “hand and eyes” saya menjawab “hand and eyes” lalu melipat tangan saya diatas meja dan fokus terhadap apa yang akan
	23.	“Hand and Eyes” membuat saya lebih siap dalam menerima materi inti (poin penting) dari pelajaran yang disampaikan guru.
	24.	Saya ingin guru menggunakan “Hand-Eyes” lebih sering dalam proses pembelajaran.
Mirror	25.	Ketika guru berkata “Mirror”, saya menjawab “Mirror” dan menirukan apapun yang dilakukan guru (baik ucapan maupun gerakan)

	26.	Mirror memudahkan saya mengingat dan memahami penjelasan guru karena adanya gerakan yang menyertai penjelasan.
	27.	Mirror membuat pembelajaran lebih menarik
	28.	Mirror membuat semua siswa aktif dalam Pembelajaran
	29.	Saya ingin guru menggunakan mirror lebih sering dalam pembelajaran
Switch	30.	Ketika guru berkata “Switch”, saya tahu saya harus menjawab “Switch” dan bertukar peran dengan teman saya.
	31.	Saya berusaha untuk mendengarkan penjelasan teman saya ataupun menjelaskan kepada teman saya.
	32.	“Switch” memberikan porsi yang sama kepada setiap siswa untuk menjadi pendengar dan pembicara.
	33.	“Switch” memudahkan saya dalam mengingat dan memahami materi yang disampaikan
	34.	Saya ingin guru menggunakan “Switch” lebih sering dalam pembelajaran.