

CHAPTER I

INTRODUCTION

A. Background of Study

As humans, we can't live individually, because human are social beings in various aspects in daily activity like communication, and others. Communication is the process of creating shared meaning¹. Communication is a part of human's importance activity, because with communication people can interact with each other. As we know, language is a tool of communication, composed from the words, each of them has a meanings. We communicate with others, to express our ideas, problems, and hobbies. Communication takes place, where there is speak.

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people- like auctioneers or politicians- may produce even more than that. So natural and

¹ Rudolph F. Verderber, Deanna D. Sellnow, Katherine S. Verderber, *The Challenge of Effective Speaking*, (United States: Wadsworth Cengage Learning, 2012)
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integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language². English is international language it's the most popular language in the world, and the most widely used in this earth. In this globalization era, everyone demanded to speak with English language because English is very useful in every activity and every sectors of job. English had a big influential for raising up a level of human's career to get an easy way. It's make every student get a scholarship easily, communicate with foreign people from various countries, travel to another countries, and expanding relationship.

One of the greatest challenges facing ESL/EFL students is the advanced speaking class in which the most confident students dominate the discussion and the more reticent students quickly withdraw³. Speaking is one of the important things in learning ESL / EFL. Because, in teaching English, speaking is one of the most important skills.

²Thornbury, Scott. *How to teach speaking*. Longman, 2005. Page 1

³Folse, Keith S. *Discussion starters: Speaking fluency activities for advanced ESL/EFL students*. (University of Michigan Press, 1996). Page 1

Whole brain teaching or power teaching, has some potential in teaching learning. It can motivates students in teaching learning, this method can makes students remember the material in their long term memory. Whole brain teaching is a teaching method from United States, this method is a learning approach designed to maximize student involvement, and focuses on the way the brain is designed to learn. It is an integrated method that combines effective classroom management and a pedagogical approach to effective students engagement.

Based on the observation by the writer of the second grade of SMPN 17 Serang in 2017/2018 academic year, the writer found the students difficult to use English in speaking. Students were still afraid to speak English in front of class, students were lack of grammar and vocabulary, students were less to speak, students were still difficult to pronounce foreign language, and students were lack of motivation in teaching and learning process.

Therefore, to improve students speaking ability required different teaching methods and also unique. In order for

students to get a new experience, students also have to master speaking to the problems that the writer finds can be resolved. Writer thinks that, whole brain teaching is an appropriate method to overcome problem faced by students.

Based on the reasons above, the writer wants to conduct an experimental research in speaking ability **“The Influence Of Using Whole Brain Teaching (WBT) Toward Speaking Ability”**.

B. The Statement of the Problem

Based on background of study above, the problems are :

1. How is the student's speaking ability in the second grade of SMPN 17 Serang?
2. How is Whole Brain Teaching method applied in teaching speaking?
3. How is the effectiveness of Whole Brain Teaching method in teaching students' speaking ability at the SMPN 17 Serang?

C. The Objectives of the Research

Based on the statements of problem, the objectives of research are to know:

1. The students' speaking ability at the SMPN 17 Serang
2. How to applied Whole Brain Teaching method in teaching speaking at the SMPN 17 Serang
3. The effectiveness of Whole Brain Teaching method in teaching speaking at the SMPN 17 Serang

D. Research Significance

1. For The Writer

The writer can advance to know how the speaking ability of students' from the result of study, and in the future the writer can find the great how to teach English especially in Whole Brain Teaching (WBT) method toward speaking ability.

2. For The Teacher

The teacher can used from the result of study as a reference in teaching English in the future about what

of the procedure and strategy to teach English especially of Whole Brain Teaching (WBT) method toward speaking ability.

3. For The Student

The use of Whole Brain Teaching (WBT) method is one way to develop in speaking ability and get new learning and new experience from the result of study, it can motivating to improve in the speaking ability.

E. The Hypothesis

Hypothesis is central to any scientific investigation, theoretical or experimental. Another way of saying this is that the hypothesis, the means, impels scientific investigation, the end. Like the propeller of a ship, which is hidden from view deep down but is nonetheless absolutely necessary for the ship to move, the hypothesis is essential, subtle, and not always obvious⁴.

⁴ K Srinagesh, *The Principles of Experimental Research*. (United States : Elsevier, 2006). page 75

In this research study, the writer assumes that the alternative hypothesis of research as follow :

(Ha) : Whole Brain Teaching method is effective to improve students' speaking ability at second grade of SMPN 17 Serang.

(Ho) : Whole Brain Teaching method is not effective to improve students' speaking ability at second grade of SMPN 17 Serang.

F. Previous of Study

1. Lilis Nurhasanah. Students Number 09220247. Teaching Speaking Ability Using Whole Brain Teaching Method at Junior Level (Young Learners) Students of 'Speak Up' English Course in Bandung. The objectives of the study were to find out whether or not teaching speaking ability using WBT method was effective to improve students speaking ability and to find out the results of the study were teaching speaking ability using WBT method. The results of the study were teaching speaking ability using WBT method was effective to improve the students speaking ability and 93% of students agree that

they like the use of WBT method in the instructional process⁵.

2. Cahya. The English Vocabulary Mastery of the Fifth Grade Students of SDN 3 Telukwaten Jepara in the Academic Year 2013/2014 Taught by Using Whole Brain Teaching (WBT). The objective of the research is to find out whether there was a significant difference between the English vocabulary mastery of the fifth grade students of SDN 3 Teluk waten Jepara in the academic year 2013/2014 before and after being taught by using WBT method. The result of the study showed that there was a significant difference between the English vocabulary mastery of the fifth grade students of SDN 3 Telukwetan Jepara in the academic year 2013/2014 before and after being taught by using Whole Brain Teaching (WBT)⁶.

⁵Nurhasanah, L. (2013). *Teaching Speaking Ability Using Whole Brain Teaching Method at Junior Level (Young Learners) Students of 'Speak Up' English Course in Bandung.*(undergraduate's Thesis). STKIP siliwangi, Bandung, Indonesia.

⁶Cahya, R. (2013). *The English Vocabulary Mastery of the Fifth Grade Students of SDN 3 TelukwatenJepara in the Academic Year 2013/2014 Taught by Using Whole Brain Teaching (WBT).*(undergraduate's Thesis) Muria Kudus University, Kudus, Indonesia.

G. The Organization of Writing

This paper is systematically divided into five chapters.

This following is short description about each chapter :

Chapter I is introduction that consist of background of study, statement of the problem, the objectives of the research, research significance, hypothesis and the organizing of writing.

Chapter II is theoretical framework, they are the definition of speaking, types of speaking performance, classroom speaking activities, teaching speaking, speaking assessment, the roles of the teacher, definition of whole brain teaching, technique of whole brain teaching, and benefits of whole brain teaching.

Chapter III is method of the research that consist of the place and time research, method of the research, research variables, population and sample, technique and data collecting, the research instrument, technique of scoring system, and technique of data analyzing.

Chapter IV is the result of the research that consists of the description of data, data analysis, and interpretation of data.

Chapter V is closing that consists of conclusion and suggestion.