

CHAPTER II

THEORITICAL FRAMEWORK

A. The Definition of Speaking skill

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

Speech is produced by vocal tracts of many different shapes and sizes. Furthermore, the production of any given speech sound requires the coordination of many different components¹.

According to Fulcher, speaking is an ability that is taken from a granted learner as it is through a process of socialization through communicating.²

¹Peter W, *The Discovery of Spoken Language*, (Cambridge: MIT Press, 1997) P.47

²Glenn Fulcher, *Testing Second Language Speaking*, (Great Britain Hongkong : Longman, 2003) , 239

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.³

According to Sari Louma speaking skill is an important part of the curriculum in language teaching, and this makes them an important objective of assessment as well.⁴

B. Types of Speaking Performance

One skill that can be seen and directly observed by the teacher one of which is speaking, and of course the teacher must observe accurately. According to (Brown 2004. P 271) similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. Those six categories as follows:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech,

³Oxford Advanced Dictionary, p. 13

⁴Sari Louma, *assessing speaking*, (Cambridge university press, 2004), 1

where, for example, learners practice an intonation contour or to try to pinpoint a certain vowel sound. Limitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The authors can conclude that in this category students follow or imitate in intonation, phrase or sentence. The most important is in the pronunciation. And in this category the teacher will use drilling, so that student can imitate it.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language. Writers conclude, in this category students practice in phonology and grammatical aspects of language. And students usually work in groups or do their own.

c. Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated questions or comments. Writers conclude, responsive performance includes interaction but at the somewhat limited level of very short conversation, greeting, and small talk. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. Writers conclude that, interpersonal category for the purpose of maintaining social relationship and the forms of interpersonal speaking performance are interview, role play, games, discussions, and conversation.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches⁵.

C. Classroom Speaking Activities

According to Harmer, there are many types of classroom speaking activities, States six classroom speaking activities⁶.

They are as follows :

a. Acting from a script

Teacher can ask students to act out scenes from plays and their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication games

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a

⁵H.Douglas. Brown. *Teaching by Principles Second Edition* .(Longman: California, 2000). Page 271-274.

⁶ Jeremy Harmer. *The Practice of English language*. (Great Britain : Pearson education Limited, 2001), 3rd Ed, Page 271-274

partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

c. Discussion

Most teachers hope that they will be able to organize discussion sessions in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. Many find, however, that discussion sessions are less successful than they had hoped⁷.

d. Prepared talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than form a script. Prepared talks a defined and useful

⁷ Jeremy Harmer, *how to teach English*, (England: Longman 1998). Page 91

speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum.

f. Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say⁸. Role play activities are those where students are asked to

⁸H.Douglas Brown. *Language assessment principles and classroom practices*.(Longman : San Francisco State University, 2004). Page 174

imagine that they are in different situations and act accordingly⁹.

Those activities can be used in speaking class, teachers can take and apply in the classroom. And in applying it must be appropriate what material will be taught and the condition students.

D. Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English

⁹ Jeremy Harmer, *how to teach English*, (England: Longman 1998). Page 92

conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

E. Speaking Assessment

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which different develop at the different rates. Speaking assessment there are five components :

- 1) Grammar
- 2) Vocabulary
- 3) Pronunciation
- 4) Fluency
- 5) Comprehension

In terms of Bygate's model of speaking, the test requires that the examinees have both language knowledge and skill to use it. The three areas of knowledge that Bygate defines as relevant for speaking, grammar, pronunciation, and vocabulary, should all be present in the performances, and all are assessed through separate criteria. The criteria do not only cover knowledge but also the skills to use it¹⁰.

¹⁰ Sari Louma, *Assessing Speaking*, (Cambridge University Press 2004) Page 127

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well¹¹.

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech.

F. The Roles of the Teacher

Teacher should play such of different roles in teaching speaking. Harmer states the roles as follow :

a. Prompter

Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However the teacher may be able to see the activity progress by offering discrete suggestion.

¹¹ Sari Louma, *Assessing Speaking*, (Cambridge University Press 2004) Page

b. Participant

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

c. Feedback Provider

When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other

hand, helpful and gentle correction may get students out of the mistakes or errors they have made¹².

G. Definition of Whole Brain Teaching

Whole Brain Teaching approach is first introduced in 1999 by Chris Biffle, Jay Danderfin and Chris Rekstad. The identical term often referred to Whole Brain Teaching is Power Teaching and it is used as a means to help teachers handle the challenging student in classroom and an attempt to optimize the learning process¹³. According to Biffle, Whole Brain Teaching is a set of strategies that combines the best attributes of direct instruction and cooperative learning to create an engaging classroom environment to enjoyable for students and teacher¹⁴.

Whole brain teaching is a combination of direct instruction and collaborative learning (Whole brain teaching website). In whole brain teaching students are given the freedom to visualize, draw and act out their learning. It is a very flexible method which can be used for all age group from

¹² Jeremy Harmer. *The Practice of English Language Teaching*, (Great Britain : Pearson Education Limited, 2001), page 275-276

¹³Ms. Preslee D. Kharsati Dr. Prakasha G.S, *Whole Brain Teaching*, IOSR Journal Of Humanities And Social Science,2017, vol 22 (2) page 77

¹⁴BriffleChriis, *Whole Brain Teaching for Challenging Kids*. (Crafton Hills College Philosophy and Religious Studies Sand Rd, 2013). page 2

kindergarten students to college students. The philosophy of wholebrain teaching can be best understood in four words: engagement, involvement, whole brain and principles¹⁵.

From explain above the researcher want to use this method to teach the students in speaking class. Because I think that using Whole Brain Teaching (WBT) can make students be happy and enjoy in study speaking. Besides that, using Whole Brain Teaching Method can improve the ability of students specially in speaking.

H. Technique of Whole Brain Teaching class

This section discusses the technique of Whole Brain Teaching class. Chris Biffle, proposes the design of a class based on Whole Brain Teaching class as the following sections:

a. **Class-Yes: Attention Gatter**

Class-yes is used to get students' attending before the class begins. The teacher begins the class by saying "class" and the students respond by saying "yes" or the teacher can use all kinds by ringtone voice.

¹⁵Ms. Preslee D. Kharsati Dr. Prakasha G.S, *Whole Brain Teaching*, IOSR Journal Of Humanities And Social Science,2017, vol 22 (2) page 77

Therefore if the teacher says, "class, class, class". The students must respond by saying "yes, yes, yes".

b. Classroom Rules: The Organizer

Classroom rules are built to make the learning process easier. Classroom rules can be represented by using hands action, as an example: Showing classroom rule in an action is more effective rather than if the rules are only written in a whiteboard. They students not be interested to understand and do the rules. Therefore, a teacher should be creative to create rules in the class. The use of hand action is also help teacher to talk less in the class. Biffle provides examples of hand action which can be used to build classroom rules as follow:

- 1) Follow directions quickly! (the gesture make your hand shoot forward like a fish)
- 2) Raise your hand for permission to speak
(raise hand, bring down to head)
- 3) Raise your hand for permission to leave your seat. (raise hand, make a walking motion with fingers)

- 4) Make smart choices (tap one finger to your temple as you say each word)
- 5) Keep your teacher happy! (hold up each thumb and index finger out like an “L” framing your face, and smile really big)

The Diamond rule: Keep your eyes on the target, Please (pointing your eyes with your index finger)

c. Hands and Eyes : The Focusor

An experienced Whole Brain Teaching (WBT) instructor, hands and eyes creates instant silence, eliminating all learning distractions ; the prefrontal cortex takes control of brain activity focusing the visual cortex and the auditory cortex on the instructor’s lesson. Hand & eyes is used at any point during the lesson when the teacher want students to pay “extra attention” to what the teacher are saying or doing.

d. Teach- Okay: Whole brain activator

Teach-okey is the crucial power teaching technique which functions as the Whole Brain activator. In this technique, the teacher speaks briefly or explains

about the material and then asks students to paraphrase, with meaningful gestures about what the teacher have said with a partner. Teacher moves around in the classroom to monitor the students' comprehension. After explaining the material the teacher says, "teach" and students say, "okey" and turn their shoulders toward their neighbor, use gestures and teach the explained material given by the teacher before. For example: Teacher: teach! (Explain the material briefly with a gesture) Students: okey! (The students teach the given material to their neighbor).

e. Scoreboard : The Motivator

Scoreboard helps students to improve their behavior. Students receive smileys or frowny in return for procedures performed well or procedures performed badly. In this part, the teacher, for example: draw smiley or frowny on the whiteboard. When the students got good score, the teacher will put smiley on the whiteboard. So, when students got bad score, the teacher

will draw frowny symbol instead. It is also possible to use other symbols.

f. Mirror : The class unifier

Mirror is a technique of Whole Brain Teaching which kept students involved during the activities of miming or acting out, proposed by the teacher. Use mirror when to tell a story, giving directions, crowd control, describe a process, wake up a sleepy class. For example when the teacher say “mirror” and your students respond “mirror.” They then pick up their hands ready to mimic your gestures.

g. Switch : The Involver

By using Switch, an instructor can easily teach listening to the speakers and speaking to the listeners. So, the teacher has counted the students in one and two. The teacher want first group to be the teachers and use gestures while they talk. The teacher want second group to be the listeners and use listening gestures while they listen. When the teacher shout “switch!”, the students shout “switch!” and then first group will be the students

and second group will be the teachers. In practice:
Teacher: switch!, Students: switch (first group become a
student and the called The Brain on Power Teaching)¹⁶.

I. Benefits of Whole Brain Teaching

According to Biffle, Whole Brain Teaching method has several benefits to reinforce both the teacher and the students' to have better teaching learning process. There are three benefits for teachers as follows:

- 1) Positive behavior reinforcement involves teamwork and rehearsing expectations. In Whole Brain Teaching method is used to reward positive behavior and correct negative behavior.
- 2) Memory retention because many teachers find themselves repeating the lessons and wondering why students act as though they never learned content the lessons that they have already covered.
- 3) Student engagement explained that some major factors of self-efficacy in children are observation of

¹⁶Biffle, Chriss. *Whole Brain Teaching for Challenging Kids*. (Crafton Hills College Philosophy and Religious Studies Sand Rd, 2013), page 172-174

model behavior and identifying with success. A Whole Brain Teaching classroom is structured to foster these two things. The students can become model the teacher, and each other and are then rewarded with success via the scoreboard or other Whole Brain Teaching games. Creating a learning environment in which students are rewarded for positive behavior and do not have to fear participation allows for better self-efficacy¹⁷.

According to Biffle, there are three benefits for students as follows:

- 1) Motivation for the students by creating an activity in learning process can be improvement to get higher skill. To give motivation for the students to learning gestures and classroom rule. All students have multiple opportunities to achieve success in a Whole Brain Teaching classroom and therefore motivation is a huge benefit for students.

¹⁷Biffle, Chriss. *Whole Brain Teaching for Challenging Kids*. (Crafton Hills College Philosophy and Religious Studies Sand Rd, 2013), page 181-184

- 2) Student centered learning creates a learning environment where practice is the main focus, not performance or assessment. Students are not assessed on knowledge in a formal manner until they have already had multiple opportunities to practice in cooperative groups and as individuals.
- 3) Application of learning in Whole Brain Teaching method that provide gains for students is application of higher level thinking a well. Traditionally, note taking involves students recoding information delivered in the lesson to be studied later and reproduced on a quiz or test. Application of knowledge is extended beyond for studying for a test. Whole Brain Teaching note taking strategies provide a cooperative learning structure for higher level thinking with an immediate application for concepts taught by the teacher¹⁸.

¹⁸Biffle, Chriss. *Whole Brain Teaching for Challenging Kids*. (Crafton Hills College Philosophy and Religious Studies Sand Rd, 2013), page 185-187