

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

In today's global world, English is the most language learnt by all around people in this world. It cannot be denied and be ignore since English become the greatest common spoken universally. In addition, we will easier in pouring ideas when communicating by different people country by learning English.

Learning English is not the strange thing for all people, specifically for Indonesian junior high school students. There is one of book that say English is now the language most widely taught as a foreign language-in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil-and in most of those countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process.<sup>1</sup> From that statement was clearly that English is a global language used by the most of the countries nowadays. Therefore, here are the reasons that English must learned from the first grade of elementary schools to all of Indonesian learners.

In learning English, there are four skills that we must learned. They are listening, reading, speaking, and writing. However, to master of

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<sup>1</sup> Crystal David, *English as a Global Language*, (New York, Cambridge University Press, 2003), hal 5

those skills, is necessary to master in its component. They are vocabulary, pronunciation, spelling, and grammar.

According to Thornbury, Grammar is not only the study of what forms (sounds, words, sentences, texts) are possible in a language, but also the study of the meanings these forms convey. These two parts of grammar can be simply called, grammatical structures and grammatical meaning.<sup>2</sup> In simply, grammar is important thing to learn. Because its include study of the meaning of what forms and the forms convey. Its can make an English learners understanding of sentence meaning and the usage it.

Learning grammar is important, it's according to Andreas Koutsoudas give us a definition of grammar. He says: A grammar is a device that generates, an infinite number of correct sentences of a given language of a correct one. He explains further that "a grammar is a device that tell the readers how to construct an infinite number of correct sentences of a language, and no incorrect ones."<sup>3</sup> As a statement, by learning grammar, the learners will not make an uncorrected sentence in English learning. Not only in making some sentences, speaking, writing also are important in using grammar, because it's a device that make the

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<sup>2</sup> Okur Kova Klara, *A Grammar Practice Book For Adult Beginner Learners Of English*, Bachelor Thesis (Masaryk University, 2008) Hal 3

<sup>3</sup> Verghese C.Paul, *Teaching English As A Second Language*, (India, Sterling Publishser 2007) Hal 42

speech become has meaning and perfect. Here are the other reasons that the learners in Indonesia are have to learn it.

Furthermore, Indonesian learners find many difficultness in learning grammar. The writer has observed and ask the students of SMPN 13 Kota Serang what the difficulties they find in learning grammar. First, they tell that they feel so difficult to understand and remember the lesson, they said that English is the foreign language on their minds. Second, they feel so dizzy and afraid. Dizzy for doing many questions that must agree with some formulas, and afraid to make some mistakes when speaking or writing the texts. The last, they feel lazy. Lazy for studying grammar, because the less enough of motivations from their teacher. As a result, the less knowledge about usability of grammar in their real life, its make them feel low in score and useless in learning grammar.

Besides, they said that they feel confuse to compare something and someone. They cannot compare nouns in its size and difficulties for remembering some adjectives. It is proved by Susilawati's skripsi entitled *Teaching Degrees of Comparisons Using Visual Media*<sup>4</sup>. Her skripsi was conducted in SMP PGRI 1 Ciputat. It was found that students still find difficulty to understand the pattern of formula. Some

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<sup>4</sup> Susilawati, *Teaching Degrees of Comparison Using Visual Media*, A Skripsi At UIN Syarif Hidayatullah Jakarta, Jakarta 2009)

students that think the boring subject and when they learn English, they try to avoid the grammar. It is such a confusing rules and hard to be understood. Then, to solve their problems, the writer using interesting method namely Visual Media.

Some student's examples of the problems in degree of comparison are difficult to remember some words included in adjectives. These words are small, strong, big, and others. Other than that, they are confuse to compare someone and something. This is because there are two kinds of comparison, among them are comparative and superlative. To make comparative and superlative sentence, students must using an addition by adding -er or -more and -est or most in adjective. For example, *I am younger than Hasan and Hasan is older than me (comparative) and Sinta is the most beautiful in the class (superlative)*. Because of these additions, students feel confuse, dizzy and bore in learning.

Based on the interview above, the researcher found that they difficulties in learning Degree of comparison. Therefore, the researcher is interested to teach Degree of Comparison by using one of the best method that was established by Chris Biffle in 1999 after 25 years of

experiences in the classroom<sup>5</sup>, namely Whole Brain Teaching Method (WBT). In this method, grammar is become enjoyable and easy to remember. It may be overcome their lamentation in learning grammar. The researcher takes Whole Brain Teaching Method as the solution in increasing their motivation in learning English, especially in grammar.

Finally, the researcher wants to use a quasi-experimental method in researching the result of this study. Therefore, the title of this skripsi is *“The Effectiveness of Using Whole Brain Teaching Method (WBT) in Teaching Degree of Comparison (A Quasi-Experimental Study at The Eight Students of SMPN 13 Kota Serang).*

## **B. Identification of The Problem**

Based on the explanation of background, the researcher identified some problems. They are:

1. Students are difficult to understand the grammar.
2. Students are dizzy with some formulas and afraid to make some mistakes.
3. Students are difficult to remember adjective in English grammar.
4. Students still do not know how to compare something and someone in learning grammar.

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<sup>5</sup> Heater Clark, Effect Of Whole Brain Teaching On Students Self Concept, (Dissertations And Doctoral Studies, Walden University, 2016) Hal 1

5. Students still get low score in English grammar, especially in degree of comparison.

### **C. Limitation of The Study**

To avoid in misunderstanding and breadth in discussing the problems. The researcher is important to make the limitation of the study. The researcher limits that this study only discuss about degree of comparison in three types by using Whole Brain Teaching Method (WBT) at Eighth Grade Students of SMPN 13 Kota Serang.

### **D. Formulation of The Problem**

The question of this study is based on identification above, the researcher conclude a question in order to focus on the main problem. So, the question is:

How is the effectiveness of using whole brain teaching method in teaching degree of comparison at Eighth Grade Students of SMPN 13 Kota Serang?

### **E. Purpose of The Study**

The main purpose of this study is to know how is the effectiveness of using whole brain teaching method in teaching degree of comparison at eighth grade students of SMPN 13 Kota Serang.

## **F. Significant of The Study**

This study hopes to have some significances, both for students or teachers, and for the other researchers. The significances are:

1. For the students, its hopes will increase their knowledge in grammar, especially in degree of comparison. It also can help them understand simplify in learning grammar. So, the writer hopes this study will make them fun in learning English.
2. For the teachers, by applying the method of whole brain teaching, its hopes that able to help them in increasing student's motivation and ability in learning grammar.
3. Further researchers, who are interested in teaching grammar at junior high school, its can get basic information from this study.

## **G. Organization of The Writing**

This paper divided into five chapters. Each chapter explains the different matters in line with the topic.

Chapter I explain about introduction. In this chapter, the researcher describes background of study, identification of problem, limitation of problem, formulation of problem, purpose of study, significance of study, organization of the writing and previous of study.

Chapter II explains about theoretical framework. It contains some theories about degree of comparison, whole brain teaching method and strengths and weaknesses of whole brain teaching method.

Chapter III explains about research methodology. In this part, the researcher describes how to research of this study. It starts in explaining the method and design of study, place and time of study, population and sample, instrument, technique of collecting data and data analyze.

Chapter IV explains about research finding. It contains the researcher's result in applying whole brain teaching method in teaching degree of comparison, analyzing of data, and interpretation of data.

Chapter V explains about conclusion and suggestion. In this chapter, the researcher conclude of whole her research about the effectiveness of using whole brain teaching method in teaching degree of comparison at eighth grade of SMPN 13 Kota Serang. The researcher also is going to show some suggestions related with teaching learning process.

## **H. Previous Study**

This study is related to other study conducted by Nani Melani<sup>6</sup> with her skripsi entitled, *The Influence Of Whole Brain Teaching (Wbt) Method In Improving Students English Vocabulary At Seventh Grade*

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<sup>6</sup> Nani melani, *The Influence of Whole Brain Teaching (Wbt) Method in Improving Students English Vocabulary at Seventh Grade Students of Smp Sultan Agung Sumber*, a thesis at SyekhNurjati State Islamic Institute Cirebon, cirebon, 2015.

*Students Of SMP Sultan Agung Sumber*, her skripsi was conducted at SMP Sultan Agung Sumber. It is conducted to find out student's difficultness in learning vocabularies. It was found that students gets difficult and uninteresting to study English in the class. The cause of those is the less of the creative teacher in teaching vocabulary. Than, the researcher applying whole brain teaching method to improve student's motivation well. She used quantitative and used pre experimental one group pre-test and post-test design and the result shows that applying whole brain teaching in teaching vocabulary is considered good. Because the student's average is 72.48 It can be conclude that there is positive different between pretest and posttest.

The second study is conducted by Alfiah Nur Fauziyah<sup>7</sup> with the tittle *The Effectiveness of Using Inductive Technique in Teaching Degree of Comparison*, her skripsi was conducted at SMP IT Cordova. It is conducted this study to find out whether there is a significant or no between teaching using inductive method in teaching degree of comparison. This study using a quasi - experimental research. The result of her study based on calculation of statistic that was found 0.597. It

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<sup>7</sup> Alfiah Nur Fauziyah, *The Effectiveness Of Using Inductive Technique In Teaching Degree Of Comparison*, Skripsi At UIN Syarif Hidayatullah Jakarta, Jakarta 2017.

means medium effect. Then, inductive technique is effective in teaching degree of comparison.

The last study related to this study is *impact of whole brain teaching based instruction on academic performance of WBT based lesson plans* by Raisa D Suntilano<sup>8</sup> in her international journal. It was published on august 2018. This study was conducted to determine the impact of whole brain teaching on academic performance of grade 8 students in Algebra. This study was using quasi experimental research method, specifically pretest posttest with control group using matched subject. The result of this study is there was a statistically significant difference between the academic performance of experimental and control groups. Thus, whole brain teaching has a positive impact on academic performance of grade 8 students in Algebra.

From all the previous above, the researcher will conduct about teaching about degrees of comparison like Nani Melani and Alfiah Nur Fauziah, but the researcher will use the difference method in teaching, it means using whole brain teaching method or WBT. The researcher will teach the degree of comparison at SMPN 13 Kota Serang.

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<sup>8</sup> Raisa. D. Sontillano, *Impact of Whole Brain Teaching Based Instruction on Academic Performance of Grade 8 Students in Algebra*, Vol, 2 Issue 2, 2018,