

CHAPTER I

INTRODUCTION

1. Background of The Study

English has been a substantial part of the curriculum in every level of education, from elementary to tertiary level. It is becoming a favorite subject for some students and yet frightening for some others; the former easily understand English and the later get confused with some English structures, vocabularies and sentences either in spoken or written expression. Incapable of comprehending, someone says that English expression even the teacher's instruction is confusing. Moreover, students are naturally unable to speak English although they have learned it several years; both issues are going to be crucial problems that will be discussed in this research.

According to Scott (2005, p. 11) speaking is a skill, and other researchers state that speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context (Chaney, 1998, p. 13). From those definitions, the researcher then concludes that speaking is a skill to express a message in verbal communication.

SMK Negeri 2 Surabaya has the main purpose of education that is preparing them in the working world. Students of SMK are demanded to have English skills used to support their performances in their job requiring English in communicative conversation especially now that Indonesia is part of the ASEAN Economic Community.

However, teaching and learning process in English lesson is unfortunately not effective, this happens because of two factors; from the students' perspective, they mostly feel afraid of making errors in their grammar, vocabularies, and pronunciation. In addition there is lack of new vocabularies, misunderstanding often happens when teachers are explaining some concepts. From the teachers' side, the uninteresting, monotonous and traditional teaching methods make the students not active during the English class. Furthermore, the teacher's negative perception about students' comprehension often triggers the teacher to speak Bahasa Indonesia. Therefore, students are not maximally acquiring English in class.

In order to have more general picture of the real condition of the class, the researcher has distributed an open ended questionnaire to 36 students asking about their difficulties in speaking English. Upon analyzing their answers, a researcher found the problems they face

is about the followings; most of them are feeling less accustomed to speak English, not familiar with new vocabularies, getting confused to pronounce some words, feeling ashamed or less confident to speak and worried about grammatical mistakes. Dealing with this condition, Richard (1990, p. 233) says that there are many reasons that prevent English learners from enhancing their speaking skill, i.e. lack of curriculum emphasis on speaking skill, teachers' limited English proficiency, class condition not favoring activities, limited opportunities outside of class to practice and examination system not emphasizing oral skill.

Moreover, students learn in many different ways, some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn best visually by charts, graphs and pictures, auditory learners learn by listening to lectures and reading, while kinesthetic learners learn by doing activities. Some learners are more dominant visually than auditory or kinesthetic learning style, while others may be more auditory-dominant than other learning styles. Because of these differences in students' learning styles, teachers should find alternative methods that accommodate all of different learning styles owned by diverse learners in classroom.

Therefore, the researcher would like to focus on the method that may solve the problem. The researcher is intended to conduct the Whole Brain Teaching (WBT) method in teaching speaking process in order to improve students' speaking skills because Whole Brain Teaching method provide huge opportunities to have oral activities in most of the learning process. Historically, Whole Brain Teaching is a teaching method that was created initially for elementary students to help teachers in organizing the class, but this method was later developed and used in every level of education from kindergarten until university students. This method is trying to empower students as learners and challenges the assumption that teachers are more knowledgeable and thus are obligated to transfer knowledge through lectures and worksheets. It also gives the same opportunity to every student to speak, at the same time in a long period of time. It is different from traditional method that usually gives a chance to the students gradually or one by one speaking in front of class in a few minutes because they have to take turns with other students. Therefore, by having WBT method, the students will be exposed maximally to speak more times than using other method.

The review of previous study also inspired to the execution of this research. Firstly, Palasique (2009, p. 16) tried to create a more engaging learning environment to primary students. He found that after implementing the Whole Brain Teaching method for one week, students' negative behaviors decreased tremendously as they are more engaged in the learning process. Secondly, Carmen Helena, D. M (2012, p. 52) found that implementing

whole Brain Teaching Method to primary students has great effect not only on students' attention and behavior but also on students' participation in the learning process. Then, they are more focused on the instruction, command or explanation delivered by teachers.

The researcher assumed that Classroom Action Research (CAR) is the most appropriate design for the purpose of the study in which making improvement of classroom environment and providing solution that are being encountered by the teacher. This fits with the statement of Hien (2009, p.105) Action research is extremely suitable for education as its main purpose is to help teachers as researchers to solve their teaching problems "in action", and related to what Anne Burns (2009, p.114) stated that the purpose of action research is putting deliberate practical changes or intervention in place to improve, modify, or develop situation. This study will be conducted in three cycles during teaching hours, and every cycle will take approximately three meetings, it doesn't take a longer time, so it will not bother learning achievement target during a semester.

2. Statement of the Problem

This research is aimed at studying the process of improving speaking skill of Grade XI Students of SMK Negeri 2 Surabaya, where the researcher is the subject teacher. In this research, the intervention that was applied was Whole Brain Teaching method. In sum, this research attempts to answer the following question:

How could Whole Brain Teaching (WBT) contribute to the improvement of Speaking Skill?

3. Purpose of The Study

The objective of this study is to describe the journey of the process in improving Speaking Skill of Grade XI Student of SMK Negeri 2 Surabaya through Whole Brain Teaching Method. In other words, it is aimed at investigating the process of employing Whole Brain teaching Method to improve speaking skill of Grade XI Student of SMK Negeri 2 Surabaya.

4. Theoretical Framework

According to Anthony (1963, p. 57-63), components of language teaching theories can be analyzed at different levels. He divides the components of language teaching theories into *approaches*, *methods*, and *techniques*. An approach refers to theories of language and language learning. Methods are the application of these theories, resulting in ways of teaching language, as well as syllabus designing. Techniques are classroom activities or

procedures according to particular methods. Based on his analysis, these three concepts differ in levels: theoretical, organizational, and practical respectively.

Brain-Based learning is a comprehensive approach to instruction based on how current research in neuroscience suggests how our brain learns naturally. This theory is based on what we currently know about the actual structure and function of the human brain at varying stages of development, by understanding how the brain works, educators are better equipped to help students with everything from focusing attention to increasing retention. That's the promise of brain-based learning, which draws insights from neurology, psychology, technology, and other fields. Bringing this information to the classroom can help teachers engage diverse learners, offer effective feedback that leads to a deeper understanding, and create a rich learning environment that attends to students' social and emotional needs along with their developing brains.

One of the theories that support WBT is Behaviorism introduced by Watson (1993), Crosbie-Brunett and Lewis (1913) and Thomas (1990) who states that behavior can be defined as *observable* events which are, by definition, sequences of stimulus-response. Also "the behaviorist theory of stimulus-response learning considers all learning to be the establishment of habits as a result of reinforcement and reward. Adler (1920, cited in Stone, 1998) posited that the behavior of a person is motivated by the pursuing of goals. In addition, this author underlined that the perception, attitude, and the environment are crucial in influencing learners' behavior. Besides, Adler also argued that thoughts, feelings and behaviors are the consequence of physical and social background.

According to Fillmore (1979), speaking skill is the ability to fill time with talk, a person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it". Speaking skill also can be defined as what Lennon (2000, p. 25) has said that Speaking skill refers to the speed and smoothness of oral delivery. This definition is not enough to clarify the competence of speaking skills due to the absence of comprehensibility of the talk, it can be categorized as narrow sense of Speaking Skill referred to, therefore Koponen and Riggenbach (2000, p. 7) stated that in a broad sense, speaking skill refers to semantic density, sociolinguistic appropriateness, and creativity in language use. Thus, we can identify the abilities of speaking skill as follows: The ability to talk at length with few pauses, the ability to have appropriate things to say in a wide range of contexts, the ability to talk in coherent, reasoned, and semantically dense sentences, the ability to be creative and imaginative in language use (Fillmore, 1979, p. 93).

5. Significance of the Study

The research study can provide information of the issues on selecting appropriate method to improve speaking skill especially for vocational school student. Further, this study is also a review of current student speaking ability based in Indonesia particularly in Surabaya. This study will be beneficial to the field of English Teaching as this study enhances the knowledge of how to improve speaking skill with a new approach and strategy. Furthermore, this study is expected to give significant contribution for EFL teachers to reflect their own teaching in terms of how to create a more engaging class, conducive environment, and more chances to practice English. In terms of curriculum development, the findings of this study are expected to be a reference when designing curriculum development and teacher manuals. For future researchers, this study provides baseline information on the application of Whole Brain Teaching Method that can be applied not only in language teaching but also in other subjects such as math, geography, science etc.

6. Assumptions

Practice makes perfect; this idiom is extremely suitable to describe language acquisition in this discussion. WBT method highly encourages every student to produce English in any activities in class especially when they have to “teach” their peer. Giving more opportunity to students to perform together will decrease their anxiety and simultaneously increase their speaking skill. WBT also involves students to be actively engaged in classroom activities, WBT rules gives positive effect to form conducive learning behavior. Therefore, they will enjoy the class session without any disruption from classmates. By these reasons, there will be no excuse for students not to improve their speaking skill by this kind of intervention.

7. Scope and Limitation

This study is delimited to the preparation, implementation and evaluation of using Whole Brain Teaching Method at improving Students speaking skill in English. By improvement, it means that this research attempts to effect betterment, no matter how small, in the current state of the student’s English.

This study involved Grade XI of Electronic Engineering students enrolled in SMK Negeri 2 Surabaya during the second semester of the academic year 2015/2016. The class consists of 31 students, which the researcher is their English teacher, and it will ease the researcher to identify each student progress.

There are some limitations on this study; the first limitation concerns with the time, that is the intervention of WBT will be conducted only in three months during the second semester mostly. Because of the time constraints, the improvement of speaking skill may not be very significant as expected or just effects to some speaking skill indicators. The second limitation is related to the instrument of speaking test which give sufficient time around 15 minutes to the students for preparation before they are performing their dialogues, this thing needs to be done because they are still 11th graders at the vocational school in the country that uses English just as foreign language. Therefore, their speech is not really spontaneous as expected by the teacher, but it is justified, as some speaking test is still giving time to construct the meaning before speaking activity.

8. Definition of Key Terms

Improvement is an act of enhancing or making better in terms of quality, value or usefulness, or can be defined as a betterment in the current condition to a larger or lesser extent.

Speaking Skill is an oral skill to deliver a message or information through systematic verbal utterances without any hesitation, and it can't be achieved except by mastery of grammar, vocabulary, pronunciation and fluency

Whole Brain Teaching (WBT) is an instructional approach derived from neuro linguistic descriptions of the functions of the brain's left and right hemispheres. The integrated brain may produce more balanced use of language and it will create more active learning in which the learner are making connections between both hemispheres.