

CHAPTER II

REVIEW OF RELATED LITERATURE

A. PREVIOUS RESEARCH

The first research was “*Integrating Whole Brain Teaching Strategies to Create a More Engaged Learning Environment*” in the case of fifth grade Louis Pasteur Elementary School in Detroit, Michigan, conducted by Jesame Torres Palasigue. The researcher used Classroom Action Research (CAR). Observation Tally Sheet was used on this research. The subjects were 26 energetic and hyperactive African-American children. This research was to find a way to orderly engage students in classroom. The researcher found his students were reluctant to get engaged in the class. They showed their disengagement by doodling, yawning, saying “boring”, and etc. Whole Brain Teaching method was implemented to get students’ engagement, Research finding indicated that only a few students who yawning, head/hand on desk, were busy doing other things. After using the method, the result was found. Students’ got involved the lesson cheerfully.¹⁵

¹⁵ Jesame Torres Palasigue, *Integrating Whole Brain Teaching Strategies to Create a More Engaged Learning Environment*, (Maygrove College, 2009), P.15

The second research was “*Effect of Whole Brain Teaching on Students’ Self Concept*” in the case of students of second and third grade conducted by Heather Winona Schulte Clark. The researcher used quantitative quasi experimental study. The objective of the research was to examine the relationship between different levels of student exposure to Whole Brain Teaching technique and the mean difference in academic self-concept scores among second and third students. WBT is effective as a self-enhancement approach to self-concept intervention.¹⁶

The similarity of the first research and the second research was the method that used. Whole Brain Teaching was applied to complete their targeted result of the research. The method of this study was also using Whole Brain Teaching.

The difference of the research was the objective. The first research aimed to find a way to orderly engage students in classroom. The second research aimed to examine the relationship between different levels of student exposure to Whole Brain Teaching technique and the mean difference in academic self-concept scores among second and third students.

¹⁶ Heather Clark, *Effect of Whole Brain Teaching on Student Self-Concept*, (Walden University,2016), P. 1

B. RELATED LITERATURE

1. Whole Brain Teaching

Whole Brain Teaching (WBT) was established by Chris Biffle in 1999 after 25 years of experience in the classroom. He found something wrong during class he taught. He believed that the teaching model was problematic after observation of behavior in the community college setting was done. The more he lectured, the more disengage students became. As result of this observation and collaborative work with teachers to develop strategies to improve learning in the classroom, Whole Brain Teaching appeared to be educational reform movement.¹⁷

Whole Brain Teaching (WBT) is method that is used to get students' involvement with well-structured instruction and enjoyable order. WBT includes valuable tools such as memory gestures to cover each material.¹⁸

Seven common teaching mistakes were found to inspire the founder of Whole Brain Teaching (WBT) method to create *the big seven of WBT*. Yelling at the students will not solve anything. It is better for teacher to keep the temper and

¹⁷ Heather Clark, *Effect of Whole Brain Teaching on Student Self-Concept*, (Walden University,2016), P. 1

¹⁸Angela Macias and Brian Macias, *Whole Brain Teaching and Learning Research*, 2013. P. 178

calm facing disruptive students. However when the teacher choose to confront the rebellious students, they will definitely be more dauntless. Forcing students to be like the teacher behavior can also be a big mistake. Students have unique character and come from different background. Motivating students is the best solution. The other mistake is feeling unwilling to teach. If the teacher is unhappy, unprepared lesson will occur. The worst result is he has zero solution.¹⁹

The followings are the big seven of WBT: *The attention getter: Class – Yes*, It is like a “light switch” that turn on students’ brain to pay attention to sound source. Because it involves students the prefrontal cortex or the reasoning center of the brain. This model can be modified as the teachers like. *The organizer: Five Classroom Rules*, requires students to memorize and follow the rules. It can also monitor every student’s move by saying the rules that collides together with the whole class members. The whole brain activator: *Teach – Okay* transforms students to teach their neighbor. The motivator: *The scoreboard* is used for motivating class to work hard. By giving score as a reward of students’

¹⁹ Chris Biffle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013) P.9

activity, students will feel motivated and challenged to do more activities. The involver: *Switch*. Teacher says “switch” then students transform their position with their neighbor to teach. This is to give students chance to recall the lesson points through teaching their partner each other. The Class-unifier: *Mirror*. Mirror is imitating teacher’s saying or gesturing. In this time, students have to pay more attention because they have to say and act like the teacher performance. The focuser: *Hands and eyes*. Hands and eyes used to tight the students’ engagement in class. This is to ask students to listen carefully what the teacher says.²⁰

WBT utilizes students’ whole brain to maximize students’ ability in English learning process. Human brain has two sides, left and right. The left side of human brain enables human to control sequence behavior, analyze words and logics, activate analytical thinking, arrange schedule, manage time, and respect rules while the right side of human brain is able to create arts, music, form and maintain relationships, use

²⁰ Chris Biffle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013) P.24

intuitive and emotional responses, and stimulate visual-spatial or spatial-motor activities.²¹

Learning is divided into two ways, explicit and implicit. Explicit learning is like commonly learners do, such reading, writing, listening to lectures, videos, and etc. Implicit learning is learning style that includes, active learning, life experience, games, and etc. the learning style catches researchers' attention. They believe that implicit learning can be long lasting memory than the explicit learning.²²

There are three learning styles introduced by Whole Brain Teaching, namely: visual, audio, and kinesthetic learning. Those are to help students memorizing important things in learning. According to Brown, visual learners prefer drawing, looking at chart or diagram and some information through picture. It eases them to memorize everything shows on the picture, table, diagram, and etc. Audio learners like to listen to lectures, audiotapes, music, and etc. it is easier for

²¹Carol Margolis, *Teaching to The Right Side of The Brain to Achieve Whole-Brain Learning: Its Effect on Language Learning with Low-Level, Low-Literate Adult ESL Students*, 2012. P.4

²² Eric Jensen, *Arts with The Brain in Mind*, (Virginia: ASCD Publication), P. 74

them to learn anything through audio. Kinesthetic learners memorize everything through body movement.²³

According to Freberg, there are three stages of memory in human brain. Every memory enters in sensory memory as the first stage. Sensory memory has a large amount of data for a very brief period of time on the order a few seconds. In this stage, human selects the data for further processing and moves into the next stage of memory, short-term memory. Short-term memory has very limited capacity for five or nine unrelated items. When adding some more data, the old data sometimes lost. Information in short-term memory is sorted into temporary storage areas for auditory, visual, or others. The final destination of memory is long-term memory. Long-term memory is a memory that has unlimited amount of data can be held for unlimited amount of time.²⁴

Whole Brain Teaching (WBT) is good for memory retention. Teach-okay in WBT method helps students to recall every lesson because it enables students to repeat the information given by teacher. According to John Medina,

²³ H. Douglas Brown, *Principle of Language Learning and Teaching* (NY: Pearson Education Inc), P.129

²⁴ Laura A. Freberg, *Discovering Biological Psychology; second edition*, (Wadsworth, Cengage Learning, 2010) P.353

memory will be stronger when human repeat the idea over and over.²⁵

Benefits of using Whole Brain Teaching method for both teacher and students are it always gives positive feedback and correction in students' activity. When a students had a correct answer the class celebrated, and when students had wrong answers students would say positive comment like "cheers", "it's cool", therefore students were no longer afraid of making mistakes. WBT creates situation where participating is valued and rewarded. This can motivate students to be more involved.²⁶

The atmosphere of the class is required. It reduces serious side in classroom activities. As well as more serious materials and teaching, there should be room where students will enjoy the class.²⁷

Whole Brain Teaching (WBT) method is a set of strategies to create students engagement and ease teacher's

²⁵ John Medina, *Brain Rules : 12 Principles for Surviving and Thriving at Work, Home, and School*, (Pear Press,2008), P.96

²⁶ Chris Biflle, *Whole Brain Teaching for Challenging Kids* (ebook, 2013) P.24

²⁷ Geoffry Brogton, Christoper Brumfit, and Roger Flavell, and friends, *Teaching English as a Foreign Language* (London: Routledge), P.87

job in managing class. The method explains how to make students interested and involved the class cheerfully.

2. Students' Speaking Skill

Speaking is deemed as the important aspect of languages. According to Burns and Joy cited by Purwanti Integrating speaking and writing skills are aimed by most language programs; however the emphasis is given to speaking skill. The emphasis that is given to speaking in a language program is various. It depends on the students' needs and goals and the course focus.²⁸

Speaking skill is one of four skills of English. H. Douglas Brown said the first thing learner must have is the ability to imitate a word or phrase or possibly sentence. By imitating, someone can take an example of what people commonly talking. However, it is no use with only parrot back; people need to understand the meaning. Oral language designed to demonstrate competence in a narrow band of grammatical, lexical, phonological relationship (such: stress, intonation, rhythm, phrasal, etc.) to know the differentiation of the words well, speak politely, and the like. When human

²⁸ Purwanti, *Improving Speaking Ability through Story Telling Technique By using Picture Series* (Journal on English as a Foreign Language Volume 5, 2015)

needs to take and give information, they like to respond questions and ask back. Then, the interaction will occur.²⁹

In structuring discourse, conversation can be created by the ability of turn-taking. Speakers can begin the conversation by using buy time word (umm.. well..., you know..., etc.), starting a turn (well..., I'd just like to stay..) or marking the beginning or the end of segment (right..., now..., anyway..). According to Zoltan Dö nyei and SarrahThurrel, there are other types of discourse, such as conversational openings (How are you? That's a nice dog! At last some sunshine!) Interrupting, (sorry to interrupt, but...), topic shift (Oh, by the way, that reminds me...) and closings (it's been nice talking to you... Well, I don't want to keep you from your work... we must get together sometime).³⁰

When teaching speaking, teachers should support the students by guiding simple conversation, asking the students to repeat what teacher says, providing transcript to look up, or letting them watch English videos or English film clips. Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with

²⁹ H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (White Plains, NY : Pearson Education, 2004) P.140

³⁰Jeremy Harmer, *The Practice of English Language Teaching - Fourth Edition* (New York: Pearson) P.344

each other, or who are English in appropriate level, will often participate freely and enthusiastically if teachers give them a suitable topic and task. However, at the other times it is not so easy to get students going. Students are shy and not affected to express themselves in front of other people. Sometimes, there is a worry about speaking badly that causes losing face in front of their classmates.³¹

In speaking class, variety must be allied to pace. A slow boring lesson teaches very little, keep students moving and challenged is needed. It is always better to make students enjoying it and waiting for the next meeting. Then repetition in the next day provokes eager anticipation rather than groans.³²

According to Penny Ur, Speaking activity will be success in four conditions. The first condition is learners are actively talking. It is better for teacher to give students a lot of time to talk as much as possible in the classroom. The second is students' involvement. All students must have a chance to talk. Small group discussions are very useful to manage students taking part. The third situation is students have high

³¹Jeremy Harmer, *The Practice of English Language Teaching - Fourth Edition* (New York: Pearson) P.345

³²Geoffry Broughton, Christopher Brumfit, and Roger Flavell, and friends, *Teaching English as a Foreign Language* (London: Routledge), P.87

motivation. Once students are interested, Students will like to speak. Teacher must creatively draw students' attention to have them in hand. The last condition is the language is based on students' level. Students feel free to talk when they find the language is easy to utter, understandable, and relevant. Teacher should prepare the appropriate material well.³³

The followings are classroom speaking activities that are commonly used, those are: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation or role-play. Teacher asks students to perform in front of the class, or on their seats. It is better for students to practice with their partner on their seat, because this is to avoid student shyness. Through the activities, students will be able to get language learning productivities.³⁴

When the class is too noisy, managing speaking task is the best solution. Well-planned lesson can lead students to well-organized instruction. Teacher can use counter-

³³ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press), P.120

³⁴ Jeremy Harmer, *The Practice of English Language Teaching - Third Edition*, (Longman), P. 271

productive or make visual signal to stop instead shout out to the students.³⁵

Speaking class need more struggle to teach, because it affects on students' interest in learning. When teacher gloriously teaches the material, students will also be pleased to follow the class.

3. Preferences

According to oxford dictionary, Preference is liking something more than something else or something that is like better or best. Preference is expressing what to like and do not like.³⁶ There are ways of expressing preferences; those are prefer that is continued by to, would prefer, and would rather.³⁷

Prefer that is followed by *to* is used to say what to like generally. The followings are the examples of *prefer* followed by *to*, 'I *prefer* this coat *to* the coat you were wearing yesterday'. From the example before, it forms *prefer* is

³⁵ Caroline T. Linse, *Practical English Language Teaching*, (New York: McGraw-Hill companies, Inc) P.62

³⁶ Rosemary Sansome, Dee Ride, and Alan Spooner, *Oxford Kamus Junior Bergambar* (Oxford University Press, 2000), P.346

³⁷ Raymond Murphy, *English Grammar in Use - Second Edition*, (Cambridge University Press) P.117

followed by gerund or noun, and then continued by *to*, finally adding another gerund or noun. For instance ‘I *prefer driving to travelling* by train’. Another form is *prefer* followed by *to* plus infinitive, then continued by *rather than* and finally adding another infinitive or directly putting noun when it has the same action. For example ‘I *prefer to drive rather than travel* by train’.³⁸

Would prefer is used to say what somebody wants in particular situation (not in general), for example: ‘*I’d prefer to go by car*’; ‘*I’d prefer to stay at home tonight rather than go to the cinema*’. From the example before, it forms *would prefer* (*’d prefer*) plus *to* infinitive continued by *rather than* infinitive. The example will be ‘*I’d prefer to stay at home tonight rather than go to the cinema*’.³⁹

Preference can also use *would rather* (*I’d rather*). It is different from *would prefer*, there must be a verb after word ‘*would rather*’. Use *would rather* + base verb for form of present tense. *Would rather* is usually contracted to *’d*. for example “*we’d rather stay home and watch television*”. For the progressive form, *would rather* is followed by *be* gerund,

³⁸ A.J. Thomson and A.V. Martinet, *A Practical English Grammar – Fourth Edition*, (Oxford: Oxford University Press), P. 258

³⁹ Raymond Murphy, *English Grammar in Use - Second Edition*, (Cambridge University Press) P.117

example: “*He’d rather be sitting in the back of the class*”.⁴⁰ When making comparison, use *than* between two choices and use the same form of the verb, “Max would rather go to the movies than stay home”. If the second verb is the same verb as the first, it does not need to be repeated. The structure is “*I’d rather do something than (do) something else*”. For example: “*I’d rather see a play than an opera.*”⁴¹

A “word *would rather*” cannot be expressed in past event. It must be replaced into *prefer* form or followed by have and past participle. For example: “*I’d rather see the candidate talk about this position on gun control*” will be “*I preferred see the candidate talk about this position on gun control*” or “*I’d rather have seen the candidate talk about this position on gun control*”.⁴²

Preferences have ways to express preference, such: *prefer* followed by *to*, *would prefer* (I’d prefer), and *would rather* (I’d rather). Each of them has the forms itself.

⁴⁰ Barbara Raifsnider, *Fluent English*, (Scan and OCR by Mallo), P.117

⁴¹ Irene E. Schoenberg, *Speaking of Values*, (New York: Pearson, 2004), P. 28

⁴² A.J. Thomson and A.V. Martinet, *A Practical English Grammar – Fourth Edition*, (Oxford: Oxford University Press), P. 259

C. HYPOTHESIS

Hypothesis is a provisional answer to problem of research which started a question sentence. It is the expectation of the research before doing the research by paying more attention to the raised problem of the research.⁴³

The hypothesis of this research is that the implementation of Whole Brain Teaching method can enhance students' speaking skill at Preferences.

⁴³ Sugiono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2010), P.6