

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

By the end of twentieth century, English has currently become international language. Most of people in the world become “native speaker” because English is applied as first or second (or even third) language in some countries. No wonder if English is used for the sake of education, business, etc. such Japanese, Argentinean, Singaporean, Vietnamese, and others .In Indonesia, English is learned as a foreign language or people known as English as a Foreign Language (EFL). EFL (English as a Foreign Language) described situations where students learn in order to use it with any other English speakers in the world when the students might be tourists or business people.¹

According to Longman dictionary, learning is the process of obtaining knowledge that changes behavior, skills, etc as a result.² Learning is acquiring something through studying, experience, and instruction. It means, Learning is a process to get

¹Jeremy Harmer, *The Practice of English Language Teaching* - Fourth Edition (New York: Pearson) P.13

² Jack Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and applied Linguistic*, (London: Pearson Education, 2002), P.298

knowledge by practicing, studying, or giving instruction. Learning includes acquisition process, memory (storage) system, perception, short-term memory, long-term memory, recall, motivation, conscious and subconscious learning style and strategy, and the role of practice. Learning is never apart from teaching. Teaching is providing and guiding learning process, supplying learner to learn, setting the condition for learning, etc.³As Allah said in the holy Qur'an in the verse of Al-Alaaq 5:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (العلق: ٥)

“He has taught men that he knew not” (Al-‘Alaaq: 5)⁴

Education systems around the world give special attention to teaching of English. The aims of teaching English are language development and library development. It enables students to learn and understand easily spoken English, English passages, and written English. By learning English, students are able to learn science, politics, arts, technology, etc. across country.⁵

³ H. Douglas Brown, *Principle of Language Learning* (New York: Pearson, 2007) P.8

⁴ Muhammad Taqi-ud-Din Al Hilali and Muhamad Muhsin Khan, *Translation of The Meanings of The Noble of Noble Qur'an in The English Language*, (Madinah: King Fahd Complex, 1417 H/ 1996 M), P.842

⁵ MF Patel and Praveen M Jain, *English Language Teaching* (Jaipur: Sunrise Publishers and Distributors,2008), P.6

The aims of language teaching courses are commonly defined in term of four skills: speaking, listening, reading, and writing. Speaking and listening are skills that expressed through aural medium. Reading and writing are skills that expressed through visual medium.⁶ Of all the four skills (listening, speaking, reading, and writing), speaking occurs to be the most important. Most foreign language learners are primarily interested in learning to speak. According to Penny Ur, People who know a language are referred to as “speakers” of the language, as if speaking included all other kinds of knowing.⁷

The ability of speaking as a second or foreign language can be complex task when nature is involved. Speaking has many kinds of purposes. For instance, people commonly use conversation to make social contact with others, to spend time talking about everything with friends, to give instructions, to get things done, to discuss expressing ideas, and others. Each of these different purposes for speaking implies knowledge of rules that account for how spoken language reflects the context or the situation in which speech occurs, the participants involved and their specific

⁶ H.G. Widdowson, *Teaching Language as a Communication* (Oxford University Press), P. 57

⁷ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press), P.120

roles and relationship, and the kind of activity the speakers are involved in.⁸

In teaching speaking, teacher must lead the students to give example of the material. Therefore, students can parrot back what teacher saying. In controlled oral work, there are many types of drills which student respond is so tightly structured that the possibility of error is almost eliminated. To an extent this is valuable as it leads to a certain fluency and confidence in learner. Therefore, teaching speaking skills must have special control.⁹

Every EFL or ESL learner needs to have speaking activities. When teaching speaking, it's important to select which the activities that match the program. The specific method that is chosen should be based on the aims of the program coupled with the learners' stage of development.¹⁰

Whole Brain Teaching is a method created by Biffle C. to create an engaging classroom environment and an enjoyable

⁸ Jack C. Richard, Willy Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press), P.201

⁹ Geoffry Brogton, Christoper Brumfit, and Roger Flavell, and friends, *Teaching English as a Foreign Language* (London: Routledge), P.80

¹⁰ Caroline T. Linse, *Practical English Language Teaching: Young Learner* (NY: McGraw-Hill companies Inc), P.52

workday for teachers. WBT combines both students' achievement as well as sound teaching pedagogy in one system.¹¹

Expressing Preferences is chosen to be the subject. Preferences is expressing what to like and do not like.

In Teaching English, there are four skills; listening, speaking, reading and writing to be acquired. The researcher takes special attention in speaking skills, because it is enable students to be connected to the world and introduce Indonesia more to foreigner. However, teaching speaking skills need more efforts to control classroom. Here, Whole Brain Teaching (WBT) method guides teachers on how to manage the class well. Whole Brain Teaching (WBT) method uses students' brain to stimulate their interest in studying English. It also guides teachers to enjoy controlling the class. An action research was conducted by using Whole Brain Teaching (WBT) method to enhance students' speaking skill at preferences.

B. Reason for choosing the topic

Speaking skill is needed to learn because it is one of ways to communicate with foreigners. Considering speaking skill is important, it must be taught in class communicatively and orderly fun. Researcher used Whole Brain Teaching (WBT) to

¹¹ Angela Macias and Brian Macias, *Whole Brain Teaching and Learning Research*, 2013. P. 178

enhance students' understanding in teaching speaking skill. Preference was chosen as the topic. It is interesting to learn because the topic tells things of students' hobbies or likes. This study is to know the improvement of students understanding on Preferences in well-ordered class. An action research is conducted as an on the job task for the sake of effectiveness and efficiency in teaching English. By doing action research, the researcher intended to improve the quality of teaching Preference.

C. Research questions

1. How is students' response to the implementation of Whole Brain Teaching method to enhance students' speaking skill at Preferences?
2. How is the enhancement of students' speaking skill at Preferences after being taught using Whole Brain Teaching method?

D. Objective of the study

The objective of the study is

1. To describe how students' responseto the implementation of Whole Brain Teaching method to enhance students' speaking skill at Preferences is.
2. To identify the enhancement of students' speaking skill at Preferences using Whole Brain Teaching method.

E. Significance of the study

By doing this research, it helped teachers finding other way in how to enhance students' speaking skill at Preferences. By doing this research, students were more enthusiastic and interested to join the class because they actively communicated, orderly had fun using Whole Brain Teaching method. For researcher, it would give new experience in how to enhance students' speaking skill at Preferences using Whole Brain Teaching method.

F. Limitation of the study

To limit the scope of the research in analyzing the problems, the findings of the research should be limited by the following factors: Whole Brain Teaching (WBT) method introduced by Chris Biffle is one of the way to control students in a class at any grader. Speaking skill is one of four English aspects that should be acquired by learners. Researcher gives limitation that speaking here talks about preferences.