**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Problems**

In Indonesia, English as a foreign language. The students should be able to master four languages skills namely; Speaking, Writing, Reading, and Listening. Speaking is one of the difficult skills for EFL learners where the target language should be used orally. The speakers have a limited time to think what they are going to say. Also, they should make the listener catch the messages and give the responses of what they are talking. Especially, for EFL learners, they think that speaking is the most difficult one. Many students dislike English. As the results, the teacher should deliver the English materials with the suitable strategy in teaching speaking. The teaching strategy is the key of teaching and learning process. It takes an important role to make the classroom atmoshphere more fun and joyful. There are many attractive and sophisticated instructional strategy in teaching speaking that can be used for the teachers to make their classroom atmoshphere more fun and joyful. Also, it takes a role as a bridge to make the students like English, confidence in speaking English, and also the instructional teaching strategy is the key to make the students are easier to comprehend the materials.

Nowadays, many teachers use the variation of speaking instruction in teaching speaking. However, based on the researcher’s observation, the speaking instruction in teaching speaking that are used by the teachers do not seem relevant to the students’ need nowadays. The speaking instruction is

still the old one. Also, the strategy is not suitable for the language skill that want to be achived. As the result, the students face the difficulties to comprehend the material, they are getting bored, they are lack of confidence while speaking, etc. The unsuitable speaking instruction cannot stimulate the students to speak.

To address these problems, a whole brain teaching approach is used to develop the speaking instruction for senior high school students. 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 students in classroom and an attempt to optimize the learning process. It is called Whole Brain Teaching approach since it is developed by taking into account the parts of the brain that works during the learning process such as visual cortex (seeing gestures), motor cortex (making gestures), Broca’s area (verbalizing the lesson), Wernicke’s area (hearing a lesson), and the limbic system (giving emotional content to a lesson). There are two reasons of why the researcher would like to develop the speaking through whole brain teaching approach namely; a whole brain teaching approach is the sophisticated approach for teaching speaking nowadays and The teaching of speaking of these materials can be taught in a more engaging and energetic style by incorporating the Big Seven of Whole Brain Teaching approach.The learners can be trained both to listen to and speak in the target language since as stated above, the areas of the brain responsible for the speech (Broca area) and auditory function (Wernicke) are activated during the sessions. Therefore, the researcher intends to take a reseach entitled “Developing the Speaking Instruction through Whole Brain Teaching”.

* 1. **Identification of the Problems**

Based on the explanation on the background, the researcher finds that the speaking instruction which is done by the teacher is still irrelevant yet. There are two factors affect it. They are internal and external factors. Some internal factors that are caused of the irrelevant speaking instruction namely; teacher’s knowledge, lack of teaching experience, lack of teaching pegagogy, levels of self-efficacy, etc. Meanwhile, some external factors can be caused of the irrelevant speaking instruction namely; ineffective teaching strategy, inadequate materials, students, irrelevant media, etc. Due to there are many factors that can be caused of the irrelevant speaking instruction. The researcher would like to limit them. For the theoretical model of factors caused irrelevant speaking instruction, it can be seen in appendix A.1.

* 1. **Limitation of the Problems**

The researcher wants to limit the discussion to the ineffective teaching strategy as the external factor that provides the biggest impact of irrelevant speaking instruction. Many teachers still use the outdated speaking instruction. In addition, ineffective teaching strategy cannot activate all of the students’ part. The brain as the centered focus of the students. Therefore, the researcher intends to utilize the whole brain teaching in this research. There are two reasons of why the researcher would like to develop the speaking through whole brain teaching approach namely; a whole brain teaching approach is the sophisticated approach for teaching speaking nowadays and The teaching of speaking of these materials can be taught in a more engaging and energetic style by incorporating the Big Seven of Whole Brain Teaching approach.The learners can be trained both to listen to and speak in the target language since as stated above, the areas of the brain responsible for the speech (Broca area) and auditory function (Wernicke) are activated during the sessions. Besides that, the researcher focuses on the tenth graders at SMA Swasta Nur Azizi Tanjung Morawa as the subject of this research.

* 1. **Formulation of the Problems**
1. How is the existing speaking instruction used by the teachers today?
2. What speaking instruction is needed by the teachers?
3. How is speaking instruction developed by the teachers based on Whole Brain Teaching?
	1. **Objectives of the Research**
4. To investigate how the existing speaking instruction used by the teachers today.
5. To find out what speaking instruction is needed by the teachers.
6. To investigate how is speaking instruction developed by the teachers based on Whole Brain Teaching.
	1. **Significances of the Research**
7. Theoretically

It is expected that the finding of this research can enrich the theory of the speaking instruction.

1. Practically

The researcher expects that the finding of the research can be useful for:

1. For the students.

This research is very useful for EFL students, through this research, EFL students will adapt to a new strategy which is delivered by the teacher in teaching speaking. Whole Brain teaching is a sophisticated strategy that can make the students are not getting bored and more confidence in speaking English.

2. For the teachers.

This research is also valuable for the teachers, they will leave the old method in teaching speaking. They can try the latest strategy which is already developed based on the students’ need. Therefore, they will not face the difficulties to teach speaking, to boost the students’ interest in speaking, and also the students’ confidence in speaking English.

3. For the further researcher

This research is beneficial for the further researcher, hopefully, this research can be developed more for teaching other languages skills. Due to whole brain teaching is a good strategy which is utilize the Broca Area and Auditory program. Therefore, it can be beneficial also for teaching listening.