

CHAPTER I

INTRODUCTION

This research focuses on the Brain Gym technique to improve students' speaking skill. This part discusses the background, the research question, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, and the paper organization from this research.

A. Background of the Study

In the context of globalization, English is an important language. All people around the world, including English teachers and students, realize that mastering English is very important since it is an international language. It is needed to communicate English with other people from different countries. As the impact of the importance of the international language, English should be taught in formal education. As we know that there are four skills that we must learn if we want to master all aspects of English. However, speaking is a fundamental aspect in communication. Everyday we have many different conversations. Actually, oral communication is frequently used than written communication in our daily activity. At home, office, school and even in the street we have oral communication with friends, family, neighbor, or foreign people.

For many young learners or students in secondary schools, learning to speak English is more difficult than other skills, since they never practice English in real

situation in spontaneous way.¹ It happens with students at MTs Mathlabul Huda Dukun Gresik, especially at 8th grade. According to the English teacher who has been interviewed by the researcher at 4th of march 2013, students get difficulties in expressing their ideas. It seems from the result of the students' speaking examination, they score 5 to 7 while the Passing Grade is 8. The teacher says that he just uses traditional way in teaching speaking. He says that he just uses course book in teaching speaking.

But the student of this school has become top ten in speech contest in the regional level, this phenomenon is used by the researcher as reason to do the research in this school, the other reason is the teacher of this school never applies brain gym in teaching process.

In applying all kinds of learning concepts, there are two relationships in learning process that must be remembered, there are material relationship and social relationship.² The material relationship is marked by the meeting between students and the learning material, while the social relationship is marked by the meeting between students and the teachers, and the students with other students. Thus, efforts for creating interesting situation will extremely determine those two relationships, especially in teaching and learning English because of the complicated of English material.

¹Jack Richards & Theodore Rodgers, *Approaches and Methods in Language Teaching Second Edition*, (Cambridge : Cambridge University Press, 2001), 78

²Mulyono Abdurrahman, *Pendidikan Bagi Anak Berkesulitan Belajar*, (Jakarta: PT. Rineka Cipta, 2003), 74

Ahmad Sapari as quoted by Rubik Maslukah, stated that the situation of studying which is happening in monotone way will make the students feel tortured, even like in a prison, especially if teachers as motivator just applies a traditional way in the way of teaching (teachers just give extracurricular lecture). It will make students feel more tortured.³ So the interesting teaching programs must be done by the teachers, because whatever the materials if they are delivered with enjoyable conditions students will receive the materials maximally.

The interesting program to motivate students is done by the teachers but not every program is successful, because the programs just optimize the left brain, while the learning process will be optimal if they can optimize all dimensions of brain.⁴ So the right things to solve problems in education are studying by using all dimension of brain. The human brain consists of three dimensions which are related as a unit.⁵ As the unit, it will be optimal if all aspects in the unit can work well. As like a car, if one of wheels of a car is broken, so the car cannot be driven. We all have the same potential brain but we can be different because we diverge in using or optimizing brain. Thus, the optimizing of brain must be done because education requisites the brain itself (how difficult if teaching the human that do not have brain or abnormal), education also has a purpose to optimize the function of brain. This is a reason why

³ Maslukah Rubik, Unpublished thesis: "*perbedaan hasil belajar matematika siswa dengan dan tanpa menggunakan brain gym*" (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya, 2010), 1

⁴ Paul E. Dennison dan Gail E. Denisson, *Brain Gym : Buku Panduan Lengkap*, (Jakarta: Gramedia, 2009), cet, Ke-13, 1

⁵ Ibid

we need to study by optimizing all dimension of brain to solve the problems in learning process.

One of the ways to activate all dimension of brain is *brain gym*. Brain gym is a combination of interesting activities which are used to improve students' ability by optimized all dimension of brain.⁶ Brain gym is known as a unique approach in education sector, Paul E. Dennison, Ph.D. is the creator of brain gym. He is an educator in southern California. His discovery of brain gym is based on his knowledge about too close relationship among physical development, language comprehension, communication skill, and academic achievement.

According to Greenfield, S.A which is quoted by Hellen Ward, Brain is a group of cell that controls thought, words, and activity.⁷ Based on this statement, the writer uses speaking skill to be researched because the words that are said by someone or students have close related to the brain.

In conclusion, to make the students speak English fluently, the researcher feels interested to make an interesting technique. The researcher applies brain gym in his research. The simplicity of brain gym activity which does not need special tools make it easy to be done whenever and wherever, as like in the classroom. So the teachers are just as an instructor in each activities, so it is hoped to be a solution to solve the students' saturation.

⁶Paul E. Dennison dan Gail E. Denisson, *Brain Gym*..... 1

⁷ Ward Hellen, *Pengaruh Sains Berdasarkan Cara Kerja Otak*, (Jakarta; PT INDEKS, 2010), 1

B. Statement of the Problem

Referring to the background, the problems that may come up are:

1. Can the brain gym improve students' speaking skill at MTs Mathlabul Huda?
2. How the students' are responding to the brain gym activities?

C. Objective of the Study

According to the research questions above, the objectives of the study are :

1. To find out whether the brain gym can improve students' speaking skill at MTs Mathlabul Huda?
2. To find out the students' respond of the brain gym activities.

D. Significance of the Study

Researcher expects that this research gives benefits, at least such below:

1. Students

The result of this research is expected to improve students' ability in speaking skill by using brain gym.

2. Teachers

The result of this research can be used as a significant input to the teacher to improve method and technique of teaching English speaking skill.

3. Next Researchers

This can be used by other researchers as reference in doing similar research studies or conducting a further research.

E. Scope and Limitation of the Study

1. It focuses on speaking skill and brain gym learning technique.
2. It is limited to students of MTs Mathlabul Huda Dukun Gresik at grade VIII.

F. Definition of key terms

- Brain Gym : A combination of interesting activities that used to improve students' ability by optimized all dimension of brain.⁸
- Improve : become or make better than before.
- Speaking skill : an ability to produce the language orally

⁸Paul E. Dennison dan Gail E. Denisson, *Brain Gym*..... 1