

Investigation Students' Speaking Obstacles in Speaking Performance Using Whole Brain Teaching

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Abstract. This research has the aim of knowing the students' speaking obstacles and the factors causing the obstacles in speaking performance in the fourth semester at Kuningan University. The research was conducted by using qualitative research. The researcher implemented Whole Brain Teaching (WBT) to solve the problems found. The subject of the research were students of fourth semester consisting of 52 students. Qualitative data were taken from observation, questionnaire, and interview. In this research, the researcher found that there are some obstacles in speaking they are: linguistic difficulties, mother tongue use, and inhibition. While, the obstacles found were causing by some factors, they are clustering, colloquial language, stress, rythm, and intonation, environment, students' confident, and teaching strategy. Besides, the teaching and learning process in implementing WBT (*whole brain teaching*) ran well. The improvement of the students in implementing WBT (*whole brain teaching*) It shows that in each part there is the improvement of students' speaking scores. In line with the data, it shows that whole brain teaching method can solve the students' speaking obstacles in speaking performance.

Keywords: Speaking skill; Students' Speaking Obstacles; Whole brain teaching.

1 Introduction

Speaking is the most crucial problem that most students face in learning language, especially English. Many students who have graduated from high school or from college cannot speak English well and fluently. [1] states that "students today graduate from high school or even from university without being able to speak English; it is simply because they are not given enough practice in speaking." In this case, the students should be given enough practice in speaking especially in classroom activities. While students are supposed to have the ability to speak English, the students may face many problems in speaking activities. According to [2], there are many problems with speaking activities; namely barriers to speaking, a blank mind so that there is nothing to talk about, a low level of participation, and the use of the mother tongue. These speaking problems can affect students' speaking performance, so it must be found the factors affecting these problems and tried to create the problem solving.

There are many factors causing speaking problems the students faced. [3] states "there are some factors that make speaking difficult such as: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction." In addition, [4] states that there are some factors which make speaking

difficult namely; the teaching strategies, the curriculum, and the environment. Those factors cause the students' obstacles in speaking performance in the classroom activities.

Avoiding the barriers of students in speaking, they tend to be down, and prefer to be silent in speaking and they do not make interactive with each other in class. So that students do not hesitate to speak and are comfortable in language clear, "Teachers can set up such connection to the students by showing interest in each student as a person, giving feedback on each person's progress, openly soliciting students' idea and feelings, valuing and respecting what students think and say, laughing with them and not at them, working with them as a team, and not against them, and developing a genuine sense of vicarious joy when they learn something or otherwise succeed." Additionally, Lecturers must provide opportunities for students to express their opinions and ideas in the teaching and learning process. Thus, students have more time to practise their speaking skill. Therefore, in speaking classroom, lecturer has to choose appropriate topic which is the students can practise and enhance their speaking skill.

Speaking more slowly during teaching learning process. By speaking more slowly, the students they would understand what the lecturer was saying, so the students could join the teaching learning process by whole brain teaching. According to [5], "teachers should teach their learners that slow speech with correct pronunciation is much better than fast speech with wrong pronunciation."

As well as friendly atmosphere also could be an another solution to reduce their inhibition in speaking skill. As claimed by [6], "Likewise, teachers should avoid changing the language could be a better way to make them willing to speak, and be confident. So, they could be braver

and not feeling intimidated by their teacher. As stated by [7], "learners' error in an insensitive manner can reinforce their belief that they are not capable in learning language and might cause them to be unwilling to try again and be less productive."

Therefore I used Whole brain teaching in investigation students 'speaking obstacles because whole brain teaching is a teaching method that combines two teaching methods, namely direct teaching and cooperative learning. According to [8], the whole brain is a series of strategies that combine the best attributes of direct teaching and cooperative learning to create an attractive classroom environment for students and fun activities for lecturers. It can be concluded that WBT (whole brain teaching) combines both classroom management and voice teaching pedagogy in one system. Here are the benefits for lecturers who use the WBT method [8].

- a. strengthening positive behavior,
- b. memory retention,
- c. Student involvement Teaching Benefits three main reasons students can benefit from WBT:
- d. Motivation
- e. student-centered learning
- f. learning application

In this research, the researcher not only conducts the research, but also tries to solve every problem. when doing research, In the learning process, the researcher uses whole-brain teaching techniques to solve the problems found. The whole brain teaching technique is an appropriate technique that can be used in solving the students' obstacle in speaking performance since whole brain teaching technique forces the students to speak up in the classroom activities.

2 Method

This research was conducted in department of English education at Kuningan University, Kuningan- West Java and the participant of this research are 52 students in the fourth semester of English education department. Then there were some instruments used in this researcher they are interview, observation, and questionnaire. In this study, the data collected came from naturalistic observations, interviews and document analysis. Based on [9], "Naturalistic observation means observing individuals in their natural settings, simply observation and records what happens as things naturally occur." the other data collection method is document analysis. Document analysis is "a technique which enables a researcher to study human behavior in indirect way through an analysis of their communication" [9]. Beside that, in this study used semi structure interview, to find out the second research question about factors affecting the students used oral communication strategies. [9] notes that "Semi-structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to elicit specific answers from respondents. Often they are used to obtain information that can later be compared and contrasted." Furthermore, to investigate the obstacles students' speaking, this research employed WBT (Whole Brain Teaching) analysis framework adopted from [10] as cited in [11]. While, to investigate students' obstacles in speaking affecting the students used oral communication strategies, the researcher used [12] framework used whole brain teaching. In the process of data analysis, the data transcription from the video recording was first carried out which aims to show the types of students' barriers to speaking.

3 Result And Discussion

After analyzing the students' obstacles in speaking performance are found from the research observation. During this research, the researcher did observation and also tried to find out the problem solving by teaching the students by using WBT technique. During the observation while teaching, the researcher found some students' obstacles in optimizing speaking performance, there were five major speaking obstacles that is encountered by the students they are: linguistic difficulties (lack of Vocabularies, grammar knowledge, and pronunciation), mother tongue use, and inhibition (clustering, colloquial language, stress, rhythm, and intonation, environment, self confident, and teaching strategy. There are five factors that can be taken from a linguistic and non-linguistic point of view. The five factors were included in the questionnaire and observation form, and based on the results of the data, the students experienced difficulties with these five factors with different degrees from one student to another.

Based on these data, it can be seen that the most common speaking difficulty faced by fourth semester students is vocabulary. the number of students who agree that vocabulary is one of the factors that influence students' difficulty in speaking is 18.94% of 36 students who agree most of the students often have difficulty when speaking English, especially in determining the right words, it is very difficult to express opinions or ideas which eventually lead to doubts in pronunciation. so that based on these results the number of students who have doubts or fears due to pronunciation errors is 15.14% of the 29 students who experience this.

the presence of worries or doubts in speaking English such as fear of being wrong, fear of being laughed at by others, so feeling depressed may also be caused by other factors. [3]

suggested that to be able to create an atmosphere that supports students in speaking and fosters self-confidence it is the responsibility of a teacher to help them. In addition, based on the results of these data, there are other problems that were faced by the fourth semester English education students, namely in terms of grammar, and the level of lack of confidence in pronunciation as much as 16.57% of the 32 students who experienced problems in terms of grammar. The same thing also happened to students who experienced problems in pronouncing vowels and consonants, besides that, there were also difficulties in terms of structure and word stress as much as 16.70%. Based on the results of these data, it can be found that pronunciation is very influential on students' English speaking problems, as well as word stress that is difficult to pronounce so that it can cause errors in pronunciation because they cannot pronounce words clearly so that it can be misunderstood. and the last is the problem of lack of self-confidence faced by students as many as 18% of 33 students who experience this so experience doubts or do not want to speak English with other people.

4 Conclusion

This research focuses on students' speaking obstacles and factors causing the obstacles while WBT (*whole brain teaching*) method is implemented. The purposes of this research are to find out the students' speaking obstacles and factors causing speaking obstacles in speaking performance. The data collection of this research are speaking test, observation, questionnaire, and interview.

Based on the findings, this research concluded that students speaking obstacles consist of five major speaking obstacles they are there were five major speaking obstacles that is encountered by the students they are: linguistic difficulties (lack of Vocabularies, grammar knowledge, and pronunciation), mother tongue use, and inhibition (clustering, colloquial language, stress, rhythm, and intonation, environment), self confident, and teaching strategy. During the observation the researcher tries to solve the obstacles by implementing Whole Brain Teaching can solve the obstacles found since there are some improvement in students' speaking performance.

Meanwhile, the students' obstacles mentioned above causing by some factors. The factors causing students' speaking obstacles are clustering, colloquial language, stress, rhythm & intonasi, environmet, self confident and teaching strategy. Those factors become the students are tend to speak English and influence the students speaking performance. After implementing Whole Brain Teaching strategy those obstacles can solve the obstacles and for getting more information the researcher give the questionnaire to the students that consist of students strategy in speaking. Beside, the result of questionnaire cited from SILL show that the students strategy in learning are good since the percentage of the answers for each statement more that 50%. The lowest score is 63,92% and the highest score of questionnaire is 100%. The conclusion of this research, students have several obstacles in speaking, namely linguistic difficulties, mother tongue and barriers. Then those obstacles causing some factors they are clustering, colloquial language, stress, rhythm & intonation, environment, self confident, and teaching strategy. Those factors mentioned can be solve by implementing Whole Brain Teaching method.

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