

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with introduction that consists of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, definitions of key terms and the hypothesis action.

### **A. Background of The Study**

English is the easiest way to communicate with people from the other country about many aspects in human life. The English language has attained an international acceptance due to globalization. Most of the learners need to write and speak English fluently and accurately in the general and academic domains. To use English effectively, it is important to master the four language skills, namely listening, speaking, reading and writing (LSRW). Of all the four language skills, writing is considered a complex process and the most important skill for the second language learners to master. The ability to communicate ideas and information effectively through the global network is crucially dependent on good writing skills. However, second language learners are under pressure today in writing because the art of communication has become so complex in conveying their thoughts to a great growing number of English-speaking people. This is often true to those who undertake writing in English as they face difficulties in the use of prepositions particularly, of place, time and direction. The reasons behind this phenomenon are multifarious. One of the reasons for this is due to the student's lack of understanding the context in using appropriate prepositions and they do not know which preposition to use (Cabuk, 2009). The other reason is that learners face difficulties in the use of space prepositions due to influence of their native and target languages (Abdulkarim, 2008). Lack of practice is another cause which

makes their writing colourless, boring, and ineffective. These difficulties not only affect learners' academic success, but also hinder their professional progress which has a negative impact on their personality and overall growth.

Prepositions are the subtlest and a set of small words that are of a closed class in English language (Huddleston, 1984, p.336). Prepositions do not accept new words easily, but they have notoriously polysemous behaviours in sentences. They are difficult to learn as most of them have different functions and they do not have many rules to help in choosing the right prepositions in a particular context (Swan, 2005, p.425). many prepositions have metaphorical and abstract meanings that a language learner finds difficult to learn. The task of choosing the right preposition is made even more difficult when the preposition is used together with a noun, a verb, or an adjective, especially since there are no general rules by which a preposition is assigned.

According to Lindstromberg (1998) prepositions are traditionally classified into three categories: prepositions of place and time. These prepositions pose a challenge to the learners as well as teachers of English because of the uniqueness of the problem involved. The learners face difficulties in the proper usage of prepositions in sentences, and therefore, land in trouble. Besides that, each of these prepositions has various meanings and usages that make the learning process equally difficult. In English, many prepositions are used to describe both spatial and temporal relationships (Clark, 1973; Bennett, 1975; Jackendoff, 1983).

Learning to write in a second language is one of the most challenging aspects of second language learners. They have put lots of time and efforts for acquiring the language and learning to write. In their attempt to master the writing skill, learners inevitably commit errors. One of the major difficulties with writing in English is the use of prepositions, which has been found to be a major source of errors. Since the preposition is an essential

component in writing English, it will be valuable to the teachers to be familiar with types of errors. Learners make in order to reduce if not eliminate the problems in the use of appropriate prepositions according to the context. Due to the problems stated above, the researcher wants to increase students ability by Whole Brain Method. There are many methods of teaching English to help students understand in studying English. One of them is Whole Brain Method. The researcher will encourage the students' English ability to learn English better. From the statements above, in this study the researcher give the title “ The Effectiveness Of Whole Brain Method In Teaching Preposition Of Time And Place (On/In/At) at The Ninth Grade Students Of SMP Islam YBWPI Kediri “.

## **B. Problem of The Study**

According to the background of the study above, the researcher wants to focus on the following problem “do the students taught by Whole Brain Method in Teaching Preposition Of Time And Place (On/In/At), have better in achievement than those taught by non-Whole Brain Method at The Ninth Grade Students Of SMP Islam YBWPI Kediri?”

## **C. Objectives of The Study**

Based on the statements the researcher focus on the following problem to know The Effectiveness of Whole Brain Method in Teaching Preposition Of Time And Place (On/In/At), whether the students taught by Whole Brain Method have better in achievement than those taught by non-Whole Brain Method at The Ninth Grade Students Of SMP Islam YBWPI Kediri.

#### **D. Significance of The Study**

The researcher has some expectation of this research. There from the aspects of the English teacher and students :

##### 1. English teacher

The teacher applied *Whole Brain Method* in class to support their ability and improve their creativity in teaching English.

##### 2. Students

The student are able to improve their ability easily by *Whole Brain Method*.

#### **E. Scope of The Study**

This scope of the study is teaching Preposition Of Time And Place (On/In/At) using *Whole Brain Method*. The researcher focus on improving their ability using *Whole Brain Method*, where the students in The Ninth Grade Students Of SMP Islam YBWPI Kediri which has 30 students in each class that being the subject of this research.

#### **F. Definition of Key Terms of The Study**

The key term of this researcher is Prepositions , Effectiveness, Method, and Whole Brain Method.

##### 1. Prepositions

Prepositions are the subtlest and a set of small words that are of a closed class in English language (Huddleston, 1984, p.336). Prepositions do not accept new words easily, but they have notoriously polysemous behaviours in sentences. They are difficult to learn as most of them have different functions and they do not have many rules to help in choosing the right prepositions in a particular context (Swan, 2005, p.425).

##### 2. Effectiveness

The word effectiveness is from effective, it means that producing the result that was wanted or intended. In order to know the result of research, so effective is the result of researcher.

### 3. *Method*

Method is a single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. Method is the tool to reach the goal of teaching. Teacher needs some methods to help them in teaching process in order to help students understand the material.

### 4. *Whole Brain Method*

Whole Brain Method is a set of strategies to create an engaging classroom environment for students and enjoyable workday for teacher. In this method, students will have more activities and speak up class. They have to teach or tell back to their friend after listen what teacher says. So the classes will not boring class but fun class. The students will more focus to the teacher and the material that teacher explains to them.

## **G. Hypothesis Action**

Hypothesis is a tentative explanation for certain behavior, phenomena or events that have occurred or will occur by Gray L,R (1987). Based on the objective of the study this research want to know The Effectiveness Of Whole Brain Method In Teaching Preposition Of Time And Place (On/In/At) at The Ninth Grade Students Of SMP Islam YBWPI Kediri. The researcher builds the hypothesis to make purpose of this study. The hypothesis are:

1. “ $H_0$  = The students who are taught using Whole Brain Method have the same ability as those who are taught without using Whole Brain Method”.

2. “ $H_1$  = The students who are taught using Whole Brain Method have the better ability as those who are taught without using Whole Brain Method”.