

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

From 8<sup>th</sup> June 2015 to 23<sup>rd</sup> July 2015, I had my internship at Vista International Corporation (henceforth VIC). VIC is a company which focuses on education, especially for preparation and arrangement of study abroad (Company Profile, n.d.). In VIC, especially in Bandung, there are two divisions: the first one is Vista International Education Services, or VES, and the other is Vista International Program, or VIP. According to Ms. Marsela, the Central Manager at Vista Bandung (personal communication, September 12, 2015), about 60%-70% of the students who use Vista services are high school students who will study abroad and 30%-40% are fresh graduates who want to continue their bachelor degree overseas.

During the internship, I had a position as an Academic Staff in VIP. As an Academic staff, I had several responsibilities, such as assisting students in Learning Center (Learning Center is a facility in Vista for helping students who have difficulties in Listening, Reading, Writing and Speaking skills), helping the students by giving them feedback and

exercises, checking and scoring their assignments and tests, and arranging monthly academic reports, such as the weekly schedules for teachers.

In my internship, I had a problem in assisting a 19-year-old student who had difficulty in listening for detailed information for IELTS practice tests. The student's name is Andrianto, who took IELTS (International English Language Test System) in Focus Class since 6<sup>th</sup> of June 2015 (see D). His goal to study at Vista was to enable him to get an IELTS Score 6.0. (June 27<sup>th</sup>, 2015). He visited the Learning Center twice to practice. On 18<sup>th</sup> June 2015, I assisted Andrianto in the Learning Center to practice listening for IELTS Academic Test for 1 hour and 15 minutes, 30 minutes for listening to the recording and 45 minutes for discussing the answer. After listening to the recording, I checked his answer sheet and discussed the result with him. I found that from the first part to the third part Andrianto was able to answer the questions very well, yet in the fourth part all of his answers were incorrect. Thus, his score was only 4.5. The type of questions for the fourth part was filling in some detailed information. I also checked his IELTS mid-term test and found that he also had difficulty in filling in some information. Furthermore, not having supervision made it difficult for me to assist him. As a result, I could not give him advices on doing the fourth part.

Based on the above explanation, as an Academic Staff I choose to discuss my difficulty in assisting this 19-year-old student who had difficulty in listening for detailed information as the topic of my term paper because during my internship, this problem was still unsolved. I am

concerned about the student because the problem made him not achieve his targeted score, 6.0 (IELTS score).

## B. Identification of the Problem

The analysis of the problem is formulated in the following questions:

1. Why did I have difficulty in assisting a 19-year-old student who had difficulty in listening for detailed information during IELTS practice at Learning Canter at Vista International Corporation Bandung?
2. How did the problem impact the student and me?
3. How should I overcome the problem?

## C. Objectives and Benefits of the Study

The objectives of the study are to analyze the causes, the effects of difficulty in assisting a 19-year-old student who had difficulty in listening for detailed information, as well as presenting the best solutions to overcome the problem.

The benefit of the study for VIC staff, especially in VIP, is giving solutions to assist students who have difficulty in listening for detailed information for IELTS practice test. For the readers, this study will give knowledge about the difficulty in listening for detailed information and how to solve the problem and for me as the writer, I hope I will be able to solve the problem effectively.

#### D. Description of the Institution

Based on the Company Profile of VIC, it is stated that Vista International Corporation is a company which is concerned with education, especially for preparation and arrangement of study abroad, which started in 1998 in Surabaya (Company Profile, n.d.). Based on the information from Marsela, the Central Manager at VIC Bandung, Pascal Hyper Square (personal communication, September 12, 2015), there are four divisions in VIC, first, Vista Education Services/VES, which is an education consultant to study abroad, second, Vista International Program/VIP, which is a course for IELTS, TOEFL, Academic English, third, Vista Hospitality Expert/VHX, which is a partnership with the best hospitality school in the world, and fourth, Vista Professional, V-Pro, which is a course focusing on working people and businessmen. VIC has 14 branches in Indonesia; the first branch is in Surabaya. VIC in Bandung, especially VIC which is at Pascal Hyper Square, is the third branch, which began in August 2001. Initially, it was located at Dago, and then in 2008 VIC moved to a new office at Pascal Hyper Square. According to the Company Profile of VIC, VIC has a motto, to become “Captain of your Overseas Study and Career Plan”.(see appendix B)

Based on Appendix D, VIP has 5 types of classes, TOEFL-PBT (TOEFL paper test), NG-TOEFL (TOEFL IBT), IELTS, and Academic English. Each class has its own levels, TOEFL PBT has 5 levels (TOEFL Newbie, TOEFL Fundies, TOEFL Pathway, TOEFL Flash, TOEFL Prime), NG-TOEFL has 3 levels (NG-TOEFL Access/NGTA, NG-TOEFL

in Action/NGTIA, NG-TOEFL Expert/NGTE), IELTS has 3 levels (IELTS Entrant/IE, IELTS in Focus/IIF, IELTS Savvy/IS), and Academic English has 6 levels (Academic English Freshman One / Two / AEFO / AEFT, Academic English Sophomore One / Two / AESO / AEST, Academic English Junior One / Two / AEJO / AEJT).

#### E. Method of the Study

The data of this study is taken from field research and library research. I did field research by taking the data from an interview with Vista International Corporation's Bandung's Central Manager at VIC Bandung office on 12<sup>th</sup> September 2015 and recording my internship journal at VIC from 8<sup>th</sup> June to 23<sup>rd</sup> July 2015. In addition, I did library research by taking theories from books and electronic sources. The data was used to analyze the causes, the effects and the potential solutions along with the potential positive and negative effects.

#### F. Limitation of the Study

The focus of my study is analyzing my difficulty in assisting a 19-year-old student who took IELTS Listening practice at Learning Center on 18<sup>th</sup>

June 2015. The period of the internship is from 8<sup>th</sup> June to 23<sup>rd</sup> July 2015.

The subjects of the research are a 19-year-old student and me.

## G. Organization of the Term Paper

This term paper consists of several parts. It starts with the Abstract, the summary of this term-paper in Bahasa. It is followed by Declaration of Originality, Acknowledgements, and Table of Contents. There are four chapters in this term paper. Chapter One is the Introduction, which describes Background of the Study, Identifications of the Problem, Objectives and Benefits of the Study, Method of the Study, Limitation of the Study, and Organization of the Term-Paper. Chapter Two is Problem Analysis, which discusses the causes and the effects of the problem. Afterward, Chapter Three is Potential Solutions, which contains the potential solutions along with potential positive and negative effects of the potential solutions. Next, Chapter Four is Conclusion, which presents the best solutions. The last parts are References, which is a list of resources from books and electronic sources, and Appendices, which include a flowchart, company profile, the transcription of the interview, student's answer sheet, listening transcription, copies of internship journal, listening techniques, student score record, and clustering clause example.