

CHAPTER I

INTRODUCTION

A. Background of the Study

Giving instructions plays a crucial role in classroom activities because if the teacher cannot deliver the instructions clearly to the students, learning and teaching process cannot work well. However, sometimes giving instructions can be difficult and challenging as stated by Schneiderová (2014), “Giving the right instruction is one of the most difficult and challenging things in managing a successful learning environment” (p. 15). Giving instructions can be challenging, although sometimes the teacher feels that his or her instructions are clear, some students might not get what is instructed. As stated by Schneiderová (2014) that, “Instructions which may seem to be clear to teachers may cause unnecessary confusion for students” (p. 15). This is also emphasized by Larsen (2015) that, “Giving instructions is an integral part of being a teacher ... However, if the students do not

understand what you are saying, all your instructions are going to be meaningless” (para.1). Since giving instructions holds an important part in the teaching and learning process, teachers should know how to give good instructions to their students. Therefore, I decided to discuss my difficulty in giving instructions as the topic of my term paper based on my experience when I was doing my internship.

I did my internship in SDK Santa Ursula Bandung from 21th July 2016 to 20th August 2016. My duties at SDK Santa Ursula were to teach English to students grade 1, 2, 5, 6, and to be a teacher assistant to students grade 1 and 2. When I was teaching English at grade 1 with 3 classes, I realized that I had difficulty in giving English instructions to the students. Students on that grade often did not do what I had told them to. Based on my internship, I found that giving instructions to students grade 1 was quite difficult compared to my experience teaching the other levels. For example, on my journal day 20 (August 19th, 2016) when I was teaching grade 1 with the topic Introductions. I asked the students to get in pairs with their chairmates to practice introducing themselves. However, most of the students were confused or did not understand my instructions and because of that the class became chaotic. Having experienced the problem, I would like to analyze this problem critically and systematically to find the best solution for the problem.

B. Identification of the Problem

I would like to do the study in accordance with the following research questions:

1. Why did I have difficulty in giving English instructions to students grade 1 at SDK Santa Ursula?
2. How did this problem affect the teaching and learning process?
3. How should I handle the students who do not understand my instructions?

C. Objectives and Benefits of the Study

There are three objectives of this study. The first objective is to find out the causes of the problem in giving English instructions to students grade 1 in SDK Santa Ursula. The second objective is to find out how this problem influences the teaching and learning process. The last one is to find the best solution to overcome this problem effectively.

There are several benefits of the study. First, the institution, especially the teachers at SDK Santa Ursula, will get some ideas on how to give good instructions to students grade 1. Hopefully, they also can handle it if there are some students who do not understand English instructions. This term paper will also be helpful to the readers who have the same problem as mine. In addition, for me personally, the study helps me learn how to handle and help students who do not understand English instructions in the future.

D. Description of the Institution

Established in 1927 with the name "St. Maria School ", St. Ursula Catholic Elementary School was built on Kebun Jambu area near *Wilhelmina pleintjen* on Merdeka street. which is now known as the St. Ursula Junior High School.

In 1930 the school foundation built another new elementary school named "Saint Joseph School". In 1949 "St. Joseph School" became an Indonesian school-based and changed its name into "St. Joseph Elementary School" and was followed in the next year in 1950 by "St. Maria School" which also became an Indonesian primary school and renamed as "St. Maria Elementary School."

In 2007, St. Yusup Elementary School and St. Maria Elementary School were united and renamed as St. Ursula Elementary School. The name change was based on the principal's proposal to have only one name and for another reason that there was other school which had the same name located closely.

St. Ursula Elementary School has a vision to become a community of learners that are innovative, creative, and critical in science and faith according to the spirit of St. Angela. Whereas its first mission is, as an educational institution (Institute of Education), St. Ursula Catholic Elementary School provides qualified and integrated education which prepares the students for a higher level of education and for the society. St. Ursula Catholic Elementary School second mission is, as a learning community (Community of Learning), St. Ursula Catholic Elementary

School develops the students' potentials and skills to be critical, creative and innovative.

St. Ursula Catholic Elementary School now on Bengawan street in Bandung. The principal of St. Ursula Catholic Elementary School is Ms. Maria Margaretha Sartika. There are many facilities that St. Ursula Catholic Elementary School has. They have 8 classes, which is 3 classes per grade. St. Ursula Catholic Elementary School provide laboratory for science, library, laboratory for computer. They have 3 school field, 1 outdoor which is usually use for ceremony routine and 2 indoor for PE lesson, they also have a hall for hold some events such as talent show and worship. Teacher at St. Ursula Catholic Elementary School, there are approximately 32 active teachers teach, some are become the hometeachers, and some become a teacher with certain subject.

E. Method of the Study

The methods of the study are library research and field research. The data for library research was taken from books and reliable articles or journals on the Internet. Furthermore, the data for field research was taken from my observation when doing my internship. The observation data was written in my internship journal during my internship at SDK Santa Ursula Bandung from July to August 2016.

F. Limitation of the Study

The study is based on my experience as an English teacher for students of grade 1 at SDK Santa Ursula Bandung during my internship from 21th July to 19th August 2016. The subject of my research is I, as the English teacher. The study focuses on how I gave English instructions to the students at grade 1, namely 1A class, 1B class and 1C class. There were 28 to 32 students in each class.

G. Organization of the Term Paper

This term paper start with Abstract and continue with Acknowledge . On this term paper, there are four chapters, in which Chapter I is Introduction, Chapter II is Problem Analysis, Chapter III is Potential Solutions, and Chapter IV is Conclusion. Chapter I discusses the Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. Chapter II discusses the Problem Analysis, which states the causes and the effects of the problem. Chapter III discusses the Potential Solutions, which consists of the analysis of the positive and negative effects the potential solutions. Finally, Chapter Four discusses the Conclusion, which discusses the chosen solution and the reasons for choosing it. The last part is the References and the Appendices, which contain the flowchart, some internship journal entries and the school profile.