

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

This term paper is based on my experience in teaching English at iSpeaK Language Center. I did my internship from 29 November 2017 to 28 February 2018. My task during internship was being a teacher for an English Class, which was consisted of two eleventh grade students. The class was held every Thursday and Friday afternoon. I had an opportunity to teach the class for five times. Each lesson would last for an hour and half. I usually taught by mixing vocabulary, grammar, listening, and speaking in one lesson, using the material from Interchange Fourth Edition. I would start the lesson with vocabulary and/or grammar, then followed by listening and/or speaking. With ninety minutes given time, I had to teach the materials that were in each chapter of the book. However, most of the time I could not teach all the parts in one lesson. I had to sort out which part of the materials that the students would learn.

My difficulty during the internship occurred when I had to teach integrated skills of English to the two eleventh grade students. For example, I explained future tense with present continuous and to be going to. I explained the function

and the rules of future tense, when to use and how to use it with examples. Student A did not fully understand the application of future tense with present continuous. Student A got confused with the form of the tenses to determine the meaning of the sentence; future tense with will + V1, future tense with Verb-ing form and future tense with to be going to. E.g. I am staying at home this week (future with present continuous); She is going to wear the pink dress to prom (future with to be going to); I will go to Paris next weekend (future with will + V1). Student A needed to understand when to use the tenses and the meaning with each form of the tenses. Meanwhile student B did not have any problem at following the instruction and understanding each form of future tense (2 February 2018).

I also had difficulties during listening activity which was giving the suitable material for the two students. As I wrote in the journal (25 January 2018) the first listening activity did not come with proper materials. The students were having some difficulties while listening to the song 'Part of that world' from Disney's Little Mermaid. They could not catch the right words due to the unfamiliarity. The words such as trove, cavern, galore, gizmo (informal), whozits (informal), whatzits (informal), thingamabobs (informal). The next listening activity was done when we discussed chapter 13 from Interchange book (see Appendix D). We used Interchange's listening material which both of the students did not have any difficulties working on it (25 January 2018). From the two listening sessions I had with the student, I realized that I had difficulty in providing suitable listening materials that would suit the students's level.

As for the speaking lesson I had difficulty in giving the instructions for the

two students in English. I did not explain the examples clearly nor I gave them proper instructions (18 January 2018). I was still inexperienced as a teacher. Therefore, I would like to discuss the causes and effects of this problem and find the best solutions to overcome the problem.

## B. Identification of the Problem

The problem that will be analysed is described by these questions:

1. Why did I as a novice teacher have difficulties in teaching integrated skills of English for eleventh grade students?
2. How did the problem influence the process of learning activities and my teaching performances?
3. How should I overcome the problem effectively?

## C. Objectives and Benefit of the Study

There are three objectives of the study, which are to analyse the causes, the effects of the problem and the solutions to solve the problem which I had during my internship at iSpeaK Language Center. There are also three benefits of the study. The first benefit is to help the novice teachers as the readers of this term paper to be able to teach English subjects in an integrated way. The second benefit is for the teachers at iSpeaK to use this study so they can provide better teaching skills for their students. The third benefit is I will be able to use my new knowledge to teach English in more integrated way.

#### D. Description of the Institution

This data is based on my interview with Ms. Lisia Gunawan as the founder of iSpeaK Language Center (see Appendix B). The institution was located at Ruko Paskal Hyper Square C 38. It was named at first as Tutor Plus and founded in 2011, but due to the change of ownership, in 2016 the institution was renamed as iSpeak Language Center. It is called iSpeaK because the institution wants everyone who learns language not only can read and write but also speak the language fluently. Therefore, the motto is ‘Speak a New Language Today’. There is no limitation in age for people to learn at iSpeaK, but it is suggested for children to be four years old at minimum.

iSpeaK Language Center provides eight different languages for people who want to learn. The languages are English, Chinese, Japanese, Korean, Germany, Dutch, Italian, and Spanish. There are several rooms for students to study. On the first floor there are three small rooms for four people at maximum. On the second floor there are two big rooms. The first one is an opened class that can contain four small table for three people. The second one is a room for eight to ten people. The institution has one bathroom at the second floor for anyone to use. It also has a room for teachers to take a break and put all their belongings.

#### E. Method of the Study

The data used in this paper was collected during my internship at iSpeaK Language Center from 29 November 2017 until 28 February 2018. The process of collecting data was done by observation and interview, which were recorded in my internship journal. In addition, I did library research to find theories from

printed and electronic source based materials. The theories are used to analyse the causes, effects, and potential solutions of the problem.

#### F. Limitation of Study

The limitations of my study are divided into three parts. First, the subjects of study are two eleventh grade female students. Second, my study will be based on the internship that took place at iSpeaK Language Center from 29 November 2017 until 28 February 2018. Third, the focus of the study is on my difficulty in teaching integrated skills of English for two eleventh grade students at iSpeak Language Center.

#### G. Organization of Term Paper

This Term Paper will begin with Abstract, Declaration of Originality, Acknowledgements, and Table of Contents. The main focus will be divided into four chapters and then followed by References and Appendices. Chapter One is Introduction which contains Background of the Study, Identification of the Problem, Objectives and Benefits of Study, Description of Institution, Method of Study, Limitation of Study, and Organization of the Term Paper. Chapter Two is Problem Analysis which contains the discussion of causes and effects of the problem. Chapter Three is Potential Solutions which contains the potential solutions of the problem. Chapter Four is Conclusion which contains the best solutions I will choose for the problem and the reason why I choose them. And the last part is References which contain the list of the sources I used, Appendices, the Flowchart, Internship Journal and several supporting documents.