

CHAPTER 1

INTRODUCTION

A. Background of the Study

English has been a language of international communication. Its usage as "The world's primary language for international communication has obviously been continuing for several decades" (Graddol 5). Nowadays, it can be seen there are lots of textbooks, computers, announcements, and speeches that are written in English. That is why scholars, businessmen, managers, government officials, and also teachers might need to have English competence.

Learning English is challenging and rewarding for Indonesians. It is challenging because of some reasons. First, it is not easy to have English competence in Indonesia. English is learnt as a foreign language in Indonesia, and it is not used extensively in the daily life of Indonesians (Lauder 11). Second, it is because it requires a complex set of skills in English. Louma (1) points out, "The testing of pronunciation (both segmentals and suprasegmentals), spoken grammar, spoken vocabulary, and even sociolinguistic applications of speech all fall into the construct of speaking." Last, it is because there are only limited places to practice

English such as English classroom in schools and courses. However, learning English is also rewarding. It is rewarding because it might be very helpful for someone to acquire knowledge or his expertise in any other fields. In Indonesia, "The knowledge of English has become a symbol of modern identity and the mark of an educated person (Renandya qtd. in Siregar 5). The educated person will also find it easier to have a better job, as it is stated, "Those who become multilingual are at least leaving options open for themselves and even improving their chances of being hired, receiving a greater salary, and being retained by the company" ("The Importance of Foreign Language Study"). Consequently, the demand of Indonesians who have proficiency in English has been increasing.

Indonesian High School students mostly only have opportunities to practice English in class if they do not join any English courses. That is to say, their time of practicing English is limited, so they need to maximize the time given in speaking activities conducted in applicable classes. In order to achieve maximum students' performance, the instructions given to the students have to be effectively delivered.

However, I realize that some students at St. Angela High School in Bandung – where I do my internship - do not pay attention to my instructions and it makes them unable to improve their English. For example, when being instructed to discuss what to bring to an isolated island in a group of five, some students did not truly read the facts about the island and how many items were allowed to bring as had already been instructed.

Therefore, in this term paper I am interested to discuss handling the students' lack of attention towards teacher's instructions in seven speaking classes at St. Angela High School in Bandung by analyzing its causes and effects, and I try to present some possible solutions to solve it, and choose the best solution to be adopted.

B. Identification of the Problem

Having mentioned the background of the study, the problem in this term-paper is identified as follows:

1. Why do some students at Saint Angela High School not pay attention to their teacher's instructions during English speaking activities?
2. How can teachers give more effective instructions so that their students would pay attention to them and then give their optimum performance in each speaking activity?

C. Objectives and Benefits of the Study

Based on the identification of the problem, the objectives and benefits of my study are as follows:

The objectives:

1. To know why some students at Saint Angela High School do not pay attention to their teacher's instructions during English speaking activities.
2. To know how teachers can give more effective instructions so that

the students would pay attention to them and then give their optimum performance in each speaking activity.

The benefits:

1. For the institution, by getting passionate students on studying, the students will show a great improvement in academic skills, particularly in English conversation.
2. For the readers of this term-paper - either educators or non-educators – they will understand how students behave on the instruction they give in the very beginning of the class.
3. For myself, I will be more able to give an effective instruction to engage the students in each speaking activity with an optimum result.

D. Description of the Institution

Saint Angela High School is one of the highly-reputable schools in Bandung. It was built in 1956 with the name “SPG Saint Angela”. The name was changed into “SMA Saint Angela” some years later.

This private high school got an “A” accreditation in 1985, which has been maintained until today. The supporting factor to the school’s value is its balance between good education, soft-skill, and religion. The soft-skills development is mostly concerned with the school’s *OS/IS*. The *OS/IS* does very well in each period. The board arranges various activities either regionally and nationally.

E. Method of Study

In writing this term-paper, the data and information collected are from different resources. They are from library research, my internship journal, and direct observations in the class.

F. Limitation of the Study

This term-paper has some limitations. The limitations of my study are as follows:

1. The participants of the study are the eleventh and twelfth grade students at Saint Angela Senior High School in Bandung.
2. The data gathering was done for 18 hours a week in a period of July 22 – August 20, 2009.
3. The main problem discussed is students' lack of attention towards teacher's instructions in seven speaking classes.

G. Organization of the Term Paper

I organize this term-paper in four chapters. Chapter One deals with the introduction about the study. It includes the Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of Study, Limitations of the Study, and Organization of the Term Paper. Chapter Two provides the analysis of the Problem. Causes and effects of the problem are discussed, with support from different resources: observation, internship journal, and relevant theories. Chapter Three contains the proposed solutions with

each of their positive and negative impact. The last chapter provides the conclusion of combined best solutions. The term paper ends with the Bibliography which consists of information of publication from all sources cited and an Appendix which consists of a flowchart.

