

CHAPTER I

INTRODUCTION

A. Background of the Study

All people who learn English hope that they will be able to speak English fluently. However, to be able to speak in English fluently is not easy. As Shumin (206) quotes from Hymes, fluency in speaking needs linguistic knowledge and culturally acceptable ways of interacting with others in different situations. The lack of this knowledge will lead to inability to speak fluently. I found the same problem, which is the students' inability to speak in English fluently in the general English level at KIDS2SUCCESS at Setrasari Plaza A2, Bandung, when I was doing my internship program there. The reason why I choose students' inability to speak English fluently in the general English level at KIDS2SUCCESS as the topic of my term paper is because speaking skill is one of the most important skills in learning English. According to Penny Ur (120), speaking is intuitively the most important skill of all the four English skills, namely, listening, speaking, reading, and writing. With good speaking skills we can interact and respond to what people say appropriately.

I have examined the problem of students' inability to speak in English fluently in the general English level at KIDS2SUCCESS critically and

systematically. This problem happened in the classroom of general English level at KIDS2SUCCESS. The problem appeared when the teacher asked and encouraged the students to speak in English in the classroom. Actually, the students wanted to speak in English; however, they could not speak fluently. They do not find any difficulties when they do the written tests, but they find it difficult to apply the language expressions they have learned in daily conversations.

B. Identification of the Problem

The questions below explain the situation and the problem that I analyze.

- Why do students of the general English level at KIDS2SUCCESS tend to speak in their first language during the lessons in the classroom?
- Why are students of the general English level at KIDS2SUCCESS not able to speak in English fluently although they have learned English for many years?
- Why do the students of the general English level at KIDS2SUCCESS face difficulties when they want to express their ideas in English?
- What is the best way to make the students of the general English level at KIDS2SUCCESS able to speak in English fluently and apply the English expressions and phrases in conversations?

C. Objective and Benefits of the Study

The aim of this term paper is to identify the causes of why students of general English level at KIDS2SUCCESS who have learned English for years still cannot speak in English fluently, to know the effects of this problem, and to figure out the methods which can make the students able to speak English fluently. This study will give good benefits to KIDS2SUCCESS, the institution where I did my internship, by giving some ideas of methods of teaching English speaking, so that they can improve the students' speaking skill. By reading the term paper, the readers can learn the causes and effects of students' inability to speak English fluently in the general English level at KIDS2SUCCESS, and also the solutions to solve the problem. As for myself, now that I work as a part time teacher at KIDS2SUCCESS, this term paper will give good input and ideas of how to encourage students at KIDS2SUCCESS to speak English fluently in the classroom.

D. Description of the Institution

KIDS2SUCCESS is a franchise institution from Australia which has many branches all over the world, such as USA, Indonesia, United Kingdom, Portugal, Spain, Venezuela, Mexico, South Africa, China, Taiwan, and South Korea. One of the KIDS2SUCCESS branches in Indonesia is located in Bandung. KIDS2SUCCESS Bandung was founded in June 2005 at Taman Kopo II, Ruko 2A No 55 by Mr. Setiabudi Tedja. Afterwards, he built another KIDS2SUCCESS branch at Setrasari Plaza

A2.

The vision of KIDS2SUCCESS is to become an educational center with a new fun way of learning English. It also has two missions, which are to make their pupils like learning English and to make learning a fun activity for their pupils. KIDS2SUCCESS's philosophy is "Experience a new fun way of learning English".

KIDS2SUCCESS is an educational institution which provides English courses for children from age 2.5 until 18 years of age. KIDS2SUCCESS has shown good development since it was established. The lessons and methods have been designed to fulfill the students' needs. The number of students at KIDS2SUCCESS has increased rapidly and now there are two new teachers.

E. Method of the Study

All of the data in this term paper are based on my internship journal, which I wrote every day during my internship. I found the problem of students' inability to speak in English fluently in general English level by observing and taking part in the learning process as a teacher's assistant during fifty days of my internship period. I use some theories that I found from my library research to support my data and arguments in this term paper.

F. Limitation of the Study

The study took place in the general English level at KIDS2SUCCESS

Setrasari, Bandung. The time of doing internship for classroom observation was from July 17, 2008 until September 5, 2008. The class was held twice a week and the duration for each meeting was 90 minutes. There were two first year junior high school students in this class, a boy and a girl. This term paper only focuses on the students' speaking skills, not any other English skills. I analyze the students' speaking skills observed during their learning process in the general English class at KIDS2SUCCESS.

G. Organization of the Term Paper

This term paper has four chapters. The chapters are introduction, problem analysis, potential solutions, and conclusion. There is also a bibliography at the end of this term paper. Chapter One is the introduction of the term paper, which includes background of the study, identification of the problem, objectives and benefits of the study, description of the institution, method of study, limitation of the study, and organization of the term paper. Chapter Two covers the causes and effects of the problem being analyzed. Chapter Three describes the potential solutions of the problem. For each potential solution, there are two or three positive and negative effects. Chapter Four is the conclusion of the term paper, which states the best solution from the analysis in the previous two chapters and its application in the related context. The bibliography contains all the information of all the sources that I have used to find the relevant theories for this term paper.