

CHAPTER I

INTRODUCTION

A. Background of the Study

In her article, Standards Teaching Film, Eileen Mattingly states that “Teaching through film can revolutionize the way children see the world. Films allow students to understand cultures and countries far beyond what the textbooks can convey. Film can record movements in a number of special ways, and it can enhance the range of human vision” (par.1). According to Vaughnlea Leonard, using films to teach English can be an integral part of effective learning. English is much more than just spelling, grammar, and punctuation. Watching films helps develop critical comprehension and analytical skills (par. 1). Therefore, some English courses provider especially TBI (The British Institute) provide facilities to support the students in learning English through watching film.

Many students have problem in listening to English and speaking; it is because of the lack of exposure to the language. This is one of the reasons why film seems appropriate to expose English language learning. Another is that students have learned English through a very traditional book-centered method, and film seems to be stimulating alternative for the

students to learn about listening and speaking (Lee 24). The goal in listening comprehension is to be able to understand people's speech in English at a normal speed, which brings about lots of difficulties to non-native speakers. Students should also make themselves used to hearing varieties of accents in English, rather than just the teacher's. This is one of the reasons film becomes a suitable material in teaching; besides, it can help students learn vocabularies.

I did my internship program for two (2) months as a student advisor and as a teacher assistant at TBI Paskal (The British Institute Pasir Kaliki). There was a problem during my observation as a teacher assistant. Teaching children aged 6-8 was not as easy as I imagined, because I found difficulties to make some of them understand the film they watched. They still needed some explanations about the unfamiliar words. Moreover, they could not retell the story of the film in English.

Therefore I will discuss in my term paper and present the best solution based on the analysis about the difficulties of teaching English to children aged 6-8 through film.

B. Identification of the Problem

I propose to analyze the difficulties of a new teacher teaching English to children aged 6-8 through film at The British Institute Pasir Kaliki. Therefore, I come up with the following research questions:

1. What kind of problems occurred during the teaching process by using film as the media to children aged 6-8?

2. What should the teacher do to make the students learn English through the film?

C. Objectives and Benefits of the Study

The objective of writing this term paper is to analyze the causes and effects of the difficulties of teaching young students aged 6-8 through film. Besides, I put an effort to find the solutions for the problem, and also the negative and the positive effects related to the solutions to find the best solution of the problem.

The benefits of writing this term paper is to enable me to understand an appropriate way to teach English by using film. I can also learn to propose the best solution to solve this problem for TBI as an English course. It is expected that the readers can learn about more interactive ways in teaching English by reading this term paper.

D. Description of the Institution

TBI was registered as an Educational Foundation (*Yayasan Pendidikan dan Latihan The British Institute*, henceforth YPLTBI) on February 18, 1984. The school moved several times and now the main office in Bandung is on TBI Jalan Jawa. YPLTBI now has 12 schools, there are 4 schools in Jakarta (Sudirman, Cengkareng, Fatmawati, and Bekasi), 3 schools in Bandung (Jawa, Dipati Ukur, and Paskal is the third branch opened in Bandung on January 27, 2007), 2 schools in Malang (MCE and Soekarno-Hatta), and others in Medan, Bogor, and Surabaya. It

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quickly established a reputation for providing high quality English language classes for the general public by well-qualified and experienced native speaker teachers, and supplemented by excellent materials and facilities. By having its 24-year experience in running English language schools, TBI has the experience and knowledge of running schools with quality as the place of English language training.

I was doing my internship at TBI Paskal (Pasir Kaliki), one of the TBI's branches in Bandung. TBI Paskal offered products that centered in young learner class, teenagers class, Global English, Housewife class, Conversation for junior High School, and English for Business class. Another unique class program only at TBI Paskal is a playgroup class. This class opens for playgroup or pre-school students which gives opportunity for kids to learn English through games, drawing, coloring, art and craft, and singing.

TBI Paskal has nine (9) classrooms. The numbers of the students in the classroom depend on the size and the capacity of the classroom. There are three (3) kinds of classroom size: big classroom, medium, and small one. The big classroom can hold about 18-20 students, for the medium can hold about 13-15 students, and the small one can accommodate about 8 students at the most.

TBI also has two (2) kinds of teachers; namely local teachers and Native Speaker teachers. There are about seven (7) local teachers, and three (3) Native Speakers, the language that they used is British-English. Customers can choose whether they want to be taught by only the local

teachers, by the local teacher and the native speaker of English, or 100% taught by native speaker teachers. All of the options have different prices to pay per month.

YPLTBI Paskal has commitment to provide many programs for the students individually through a customer-friendly service. In other words, giving customer satisfaction is a must in business aspect at TBI Paskal.

E. Method of the Study

This term paper would analyze the difficulties of a new teacher teaching English to children aged 6-8 through film. This final term paper is based on observation made when I was doing my internship at TBI Paskal. Other information is gained from my internship journal, library research, the Internet, and also other sources in accomplishing this term paper.

F. Limitation of the Study

I limit my analysis on the difficulties of a new teacher teaching English to children aged 6-8 through film at TBI (The British Institute) Pasir Kaliki Ruko Hypersquare. My observation is focused on the Canberra class, consisting of 20 students of 6-8 years of ages who meet once a week every Saturdays for 3 hours.

G. Organization of the Term Paper

This term paper consists of some parts. The first part is Abstract, the summary of the whole paper. Declaration of Originality contains my

statement of the authenticity of the term paper, followed by Acknowledgments. The Introduction Part consists of the Background of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. Chapter Two contains the analysis of the problem and many factors that are relevant with the causes and effects of the problem and some theories that will be used to support the analysis. In Chapter Three, I analyze some possible solutions including their positive and negative effects. In Chapter Four, I choose the best solution of the problem and the reasons for choosing it. This term paper will be ended by Bibliography and Appendix.