

CHAPTER I

INTRODUCTION

I.1. Background of the Study

Learning English is important for any kinds of jobs which require people to understand English well. There is quite a lot of people who understand English all around the world. Therefore, we need not be afraid when we are lost in a foreign place if we can speak English well. We must learn English very seriously because we need to converse with foreigners. Moreover, foreigners can understand us better if we use English. Besides, most high technology information is written in English, like the websites on the Internet. So it is important for us to learn English.

However, many Indonesian teenagers are not able to learn English well. There are factors which hinder them during the process of studying English, both internal and external. Hence, I choose this topic to assist some teenagers in Indonesia in order to be able to learn English well. Furthermore, their obstacles can be handled well because, in this study, I also include the ways of overcoming their difficulties. And I would like to start with ACE KIDS' Intermediate-3 students in Bandung.

The purpose of my research is to help the teachers as well as the Intermediate-3 students in ACE KIDS Bandung to eliminate their obstacles in teaching and learning English. Therefore, the students can learn English well and the teachers can teach the students effectively.

The Intermediate-3 students in ACE KIDS Bandung, who are teenagers, have similar problems as many other teenagers in Indonesia. There are some hindrances that the Intermediate-3 students have experienced that I would like to find out. I have observed that the Intermediate-3 students in ACE KIDS Bandung come to this course just because their English mark is not good.

This research then tries to give the solutions to help the Intermediate-3 students of ACE KIDS Bandung pass the national exam with a satisfying mark and speak English fluently. Therefore, the students can communicate in English globally. Also, with better English they can get more opportunity in the workplace because, nowadays, most offices use high technology tools, such as computer, where almost or all of the information is written in English.

I.2. Identification of the Problem

Based on the background of the study, there are two questions that will be discussed:

1. What kind of factors hinder the Intermediate-3 students in their learning English at ACE KIDS Bandung?
2. What are the ways to overcome these hindrances?

I.3. Objectives and Benefits of the Study

I.3.1. Objectives of the Study

My objectives are:

- a. to find out the factors that hinder the Intermediate-3 students in their learning of English in ACE KIDS Bandung by interviewing the teachers and giving questionnaires for the students to fill in.
- b. look for the solutions to the problem by looking at references.

I.3.2. Benefits of the Study

- a. For institution

The teachers and the Intermediate-3 students at ACE KIDS Bandung can improve their techniques of teaching and learning English. The teachers can learn further how to make English more fun to learn by practicing the solutions so that the Intermediate-3 students can increase their motivation and self-confidence as well as change their habits in learning English. Therefore, the students can correct their errors and be able to learn English easily, both oral and written.

- b. For myself

By conducting this research, I know more about certain factors that hinder the Intermediate-3 students in ACE KIDS Bandung from learning English well. Furthermore, I can gain a lot of new information about the solutions. This research can also add to my knowledge about the field of education.

- c. For D III English Programme, students in Maranatha Christian University, and readers in general

Lecturers, students in Maranatha Christian University, and readers in general will also have the advantage of reading this paper. The lecturers can add to their knowledge major factors that hinder teenage students from learning English well. This knowledge may be applied to early year students in Maranatha Christian University. For the students in Maranatha Christian University, they may use this term-paper to be their reference to do theirs. The readers in general can enrich their knowledge about the teaching and learning process of English in ACE KIDS Bandung. They can use the knowledge when choosing a good course for their family or relative.

I.4. Concise History of the Company

In 1998, ACE KIDS was first established in Jakarta by Dra. Leony Siswati Tanama. The slogan is “ACE KIDS starts with the end in mind”. On April 1st 2002, she opened the first branch in Bandung at Jl. Astina 68D. Until now, there have been five teachers there: Mrs. Rhimelda, Mrs. Lela, Mrs. Ratna, Ms. Odelia, and Ms. Tini. Again, she opened the second branch in Bandung at Jl. Kopo Permai III 47A / no. 11. There have been four teachers in this branch: Mrs. Herlin, Ms. Melly, Ms. Mira, and Ms. Rossy. Since its first day to the present, 112 students have enrolled in ACE KIDS Bandung. The classes in ACE KIDS are divided into nine classes: Joey (4-5 years old), Kiddy (5-6 years old), Pre Basic (7-9 years old), Basic-1 (10-11 years old), Basic-2 (11-12 years old), Basic-3 (12-13 years old), Intermediate-1 (14 years old), Intermediate-2 (15 years old), and Intermediate-3 (16-18 years old).

I.5. Limitation of the Study

I will focus on finding out the factors that hinder the Intermediate-3 students in ACE KIDS Bandung from learning English well by conducting an interview with the teachers, and giving the Intermediate-3 students questionnaires. Afterwards, I will conclude the best solutions as an application of the theories that I use.

I.6. Layout of the Term Paper

This term paper starts with the Abstract, a concise summary of the entire paper in Bahasa Indonesia. This Abstract is followed by the Preface, in which I acknowledge the work and contribution of other parties. After that is the Table of Contents, followed by its five chapters:

Chapter I is the introduction to the analysis.

Chapter II contains the library research.

Chapter III deals with the performance of the research.

Chapter IV contains the result and discussion of the result.

Chapter V contains the conclusion, my comments and suggestions.

In the final part, I present successively the Bibliography and the Appendices.