

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes one of the key factors in this era of globalization. A great number of foreign companies have made investments and expanded their branches in various fields in Indonesia. To deal with this situation, the young generation in our country are supposed to master both receptive and productive English skills.

However, to realize this is not an easy job, especially for those who are reluctant to speak in English. They are afraid of making mistakes since English is not their mother tongue and English is rarely used in their daily activities.

Those who are reluctant to speak English at ACES; an English course where I did my internship program last year, are found among students aged between 13 to 15 years old. Almost none of the students at that age were willing to speak English, except some short phrases such as “thank you”, “yes sir”, “no sir” and “okay sir”. If this phenomenon is ignored, their chance to master English will be very small.

Hence, in this term paper I have the intention to take up the topic of overcoming junior high school students' reluctance to speak English in class at ACES by analyzing its causes and effects, giving some potential solutions, and choosing the best solution.

B. Identification of the Problem

The problem which will be discussed in this term paper is stated as follows:

1. Why were most junior high school students taking an English course at ACES reluctant to speak English?
2. How did this problem affect the students' English skill and their parents' satisfaction to the institution?
3. How should I overcome their reluctance in speaking English?

C. Objectives and Benefits of the Study

According to the problem of my term paper, the objectives of my research are to find out why most junior high school students taking the English course at ACES were reluctant to speak English, to find out how this problem might affect their English skill and their parents' satisfaction to the institution, and to find out how I can assist junior high school students to overcome their reluctance in speaking English.

Meanwhile, the benefit of my research for the institution is that the

students in ACES will be more active and can reduce their reluctance to speak English. This thing will give a positive image to the institution which educates students outside the school. The benefit for the readers of my term paper is if they find a similar case to my issue, they will be able to find a potential solution to solve their problem. The last benefit is for me that I will be able to handle students who are reluctant to use English in my class later if I work at an English course or give some private English tuition.

D. Description of the Institution

Based on the personal interview on 16 August 2012 with Ms. Rhimelda as a superintendent and also the owner of ACES English course, I got some information about the history and also the vision of the institution.

ACES is an English course located at Jln. Pandu 6A, Bandung. ACES was established in Bandung on 1 April 2002, located at Jln. Padjadjaran 87. Because there were many enthusiasts who wanted to learn English at ACES, this English course moved into a bigger location, which is the recent location.

The vision of ACES is to make their students master their English well, not only focus on daily conversation, but also understand the correct usage of English grammar, so that their students will have above average competence in English skills.

The meaning of ACES's slogan, "Start with the end in mind" is that we

have to be consistent in everything we do, from the start to the end, until we reach our ultimate goal.

E. Method of the Study

The data and information collected in writing this term paper are obtained from various resources, namely, library research, Internet research, a personal interview with Ms. Rhimelda, and observation that is recorded in my internship journal.

F. Limitation of the Study

The focus of my term paper is how to overcome junior high school students' reluctance to speak English in class. The scope of participants in my research was junior high school students who studied at ACES English course in Bandung. The data gathering in the class was from 16 July 2012 to 16 August 2012, when I did my internship there.

G. Organization of the Term Paper

This term paper starts with Abstract, which is a summary of all chapters discussed and is written in Indonesian. The second part is Declaration of Originality, which contains a statement that this term paper is my authentic paper. Afterwards, the next part of this term paper is Acknowledgements,

which states my gratitude to all parties who have given me direct support and played a role during the writing of this term paper. The Table of Contents contains details of the chapters and sub-chapters, as well as the page number of each part.

The main contents of this term paper are divided into four chapters. The first chapter is the introduction of the study, which is the definition of topic discussed and obvious delineation of the problem. It contains Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitations of the Study, and Organization of the Term Paper.

The second chapter discusses the analysis of the problem. It analyzes the causes and effects of the problem. This chapter analysis is supported by printed and electronic sources as references.

The third chapter discusses the potential solutions by analyzing both the positive and negative effects of each potential solution. The last chapter contains the Conclusion, giving the best solution to overcome the problem together with the effects resulted from the problem.

This term paper ends with the Bibliography, which contains information about the publication of all sources that have been cited and the appendices containing a flowchart and an interview transcript.