

Apprenticeship Report at Bianglala

Kindergarten

Nowadays, some people are not really interested in having a job as a teacher. Some people think that to be a teacher is not easy because a teacher should know how to handle children and treat them patiently and sincerely. The reason of the present writer choosing the job as a teacher for her apprenticeship at Bianglala Kindergarten is because she finds it challenging to know how to handle children appropriately. Besides, she hopes to get more experience and knowledge on the techniques of teaching English to children.

The basic principle of teaching at Bianglala Kindergarten is to have the children learn and play at the same time. By applying this principle, the children can get into the lesson easier. Furthermore, at Bianglala Kindergarten the purpose of education is to build students' life-skills, orienting at maximalizing students' development.

To be a teacher at Bianglala, the first and the most important requirement is that one should be able to get along with the students well. Besides, one should know the students' development during the process of teaching; have good oral English; responsible for their job; also be proactive and initiative.

There are some duties that the present writer should do during the apprenticeship as a teacher at Bianglala Kindergarten. She is involved in routine

work everyday at this apprenticeship programme. The process of teaching usually takes about two hours. In the mornings before the class begins, she usually prepares the material for class activities and other things for supporting the teaching process such as: preparing the stuff related with the lesson, for example; scissors, glue, HVS papers, coloured pencils, and exercise papers for students. For practicum she prepares: flour and food colouring, stone and water, legumes and cotton.

The class always begins with gym brain, in which she joins the movement together with the students. The gym brain is followed by saying the prayer together and opening questions, such as “What day is today?”, “What is today’s date?”, led by the teacher. These activities are followed by the main material. During the main material, she joins the students in singing and dancing. When the activity is watching VCD *English Time*, she also watches the movie and in the end makes a review by asking some questions related to the movie. She also accompanies the students when they are writing letters, numbers or sentences, and during biology practice. When she sees students that have difficulty, she is in charge of helping them.

There are also special activities like cooking and angklung practice. In cooking activity, the teachers cook and the students watches. After that, the students eat the meal at lunch time. In angklung practice, the teachers separate the students in two groups, led by Ms. Santi and Ms. Maya. Not all students are involved in this activity, so the present writer reads a story book to these students who do not get a chance to practice angklung.

After the main material, the students prepare themselves for lunch. During lunch time she watches the students and give help when asked for. After lunch, before the students go home the teachers ask students what they have learned

that day, and then talk about the lesson for tomorrow. The teachers take turns in leading this finishing activity.

Especially on Wednesdays, the students are taken to the swimming pool, and every 4th week of the month they do field trip, for the purpose of growing the sense of wonder, giving the students experience to try something new, building positive mental attitude, such as: bravery, discipline, patience, developing analysis ability, imagination, and growing the love of nature and environment with emphasis on good ethic.

In teaching, the most dominant duties are helping teachers to take care of the students inside or outside the class room, to teach the students how to introduce themselves, say greeting in English; to correct other teachers' pronunciation and structure for greeting, praying, and sentence order. Usually in the process of teaching the present writer uses Lego to play, jigsaw puzzle, pictures, story books, VCD *English Time*, scissors, glue, HVS papers, and coloured pencils.

At the beginning of her apprenticeship, the present writer faces some difficulties. She feels confused with what the present writer has to do as a teacher and does not get used to teach students. Handling students is also a problem at first. She has no idea on how to treat a child who is always crying and does not want to join the lesson, also when there is one student who is fighting with other student. However, the above difficulties do not make the present writer give up. She often asks other teachers and applies their suggestion so that she can improve her teaching.

During the apprenticeship, from the four language skills, the present writer finds out that speaking is the most prominent because this skill is used frequently in teaching. She is quite confident in doing the apprenticeship because she has got a lot of knowledge from the subjects given in D3 English Programme, such

as: *Conversation, Pronunciation, Grammar, Vocabulary, Teaching English to Young Learners and Psychological Approach to Teaching.*

From the apprenticeship supervisor's evaluation, the present writer gets valuable inputs on her strengths and weaknesses. According to the supervisor, the present writer can communicate with the students and teachers in English well, the present writer has good pronunciation so that she is good at singing, reading stories, praying and conversation. However, there are also some weaknesses. As a beginner teacher, the present writer should learn and read more books about teaching English to young learners, so the present writer can adapt to the teaching – learning situation more easily and make a good approach to young learners.

After doing the apprenticeship, the present writer can conclude that to be a teacher of young learners, one should be patient and able to be a friend for the students. It is not easy to make the students feel interested in studying English, therefore, the teacher should teach by using teaching method that the students like, such as: drawing, singing, telling stories. The present writer also feels thankful for the opportunity to do the apprenticeship at Bianglala Kindergarten. She gets valuable experience and knowledge especially in finding the right method to teach children and how to get along with them.

The present writer has some suggestion for Bianglala Kindergarten. She thinks that it will be better if English is used during all the activities in school, so the students can be better familiarized with the language and can use English in real situation. The teachers should improve their quality in teaching the English language, especially in vocabulary and pronunciation so the students can produce right pronunciation and get more vocabulary.

Besides, she also has suggestion for DIII English Programme at Maranatha Christian University. The programme should provide more institutions

for the students to do their apprenticeship. The programme should also observe directly the students that do apprenticeship so students, institution and the Programme itself can get optimal result from the apprenticeship

