

## **1. Rationale**

English as an international language has an important role in the world, including in the area of education. Knowing that English is important, it is better that people study English as early as possible. The present writer chooses to be an apprentice English teaching at SDK Trimulia because she wants to teach English to children.

The present writer believes that English is the most used language in today's communication. Therefore, having children learn English will help them to build their future. Due to the fact, the present writer is interested in observing the techniques for teaching English at SDK Trimulia.

The Education world needs professional teaching staff who will assist students in learning so that they will have adequate skills to continue their studies at a higher level, the present writer feels challenged to find out the effective technique to teach English interestingly and successfully to the students.

This term paper is submitted to the D3 Programme for English at the Faculty of Letters, Maranatha Christian University in order to fulfill the partial requirements for the final assessments of the entire program.

## **2. Job and Institution Description**

### **2.1. Concise History of the institution**

SDK Trimulia was established on July 1, 1972. The first activity of teaching - learning process was done on July 3, 1972 in Jalan Gardujati 51 on the first floor of GII Hok Im Tong. Kindergaten A, B and 1<sup>st</sup> grade of elementary school were the first education stage.

In 1978 SDK Trimulia moved to Jalan Kebonjati 145 because the number of students kept increasing and the church could not hold many pupils. Now, the education stages are level I-IV of Elementary School, with Mr. Roni Sudarmono as the headmaster.

### **2.2. Job Requirements for the Apprentice**

There are some requirements for a teacher assistant in general while teaching at the school. The requirements are:

- The teacher assistant should possess active English ability both in speaking and writing.
- The teacher assistant should be able to cope with children.
- The teacher assistant should be able to teach varieties of lessons.
- The teacher assistant should have experiences in teaching English.
- The teacher assistant should observe working etiquette, for example: wearing shirt and skirt and not jeans when teaching.

### **2.3. Job Description**

The present writer learns that the duties of a teacher in SDK Trimulia are:

- ◆ Making daily journals on the task that the teacher does in class.
- ◆ Teaching general lessons and English language to the Elementary School students.
- ◆ Correcting and grading the pupils' work.
- ◆ Planning class activities that will be used for the next day.

### **2.4. Supporting facilities**

There are some supporting devices used when teaching English to the students of 4<sup>th</sup> and 5<sup>th</sup> grade. They are:

1. Note-books and exercise-books.
2. A blackboard, chalks and eraser.
3. Interesting pictures to make the material exciting for the students so that they will be interested in studying English.
4. Radio tape to listen.

## 2.5. Interdepartmental and Departmental Relation

The present writer and the apprenticeship supervisor provide mutual helps as in the preparation of teaching materials and evaluation of students' assignments. Furthermore, the present writer has established good relationship with the school principal and teacher.

### **3. Routine**

The present writer comes to school once a week on Mondays starting from 09.45 a.m. to 12.30 p.m. as an English teacher assistant for the 4<sup>th</sup> and 5<sup>th</sup> grade students. The routine that the present writer did during the observation was:

1. analyzing the situation and the techniques used in teaching English to the students.
2. observing and studying how to teach English in SDK Trimulia and how the students can understand the subject matter effectively.

#### **3.1. Main Tasks**

In this apprenticeship, the present writer works as an English teacher assistant. The main job is help students who have difficulties in understanding English, by examining the exercise/homework, controlling the students' task, and accompanying the student in learning.

#### **3.2. Use of English**

In this apprenticeship, the present writer used some aspects of English. There are Reading 30%, Listening 20%, Speaking 40% and Writing 10%. The present writer used English when reading the material, when talking with the teacher about the lesson or the material to be given in the examination. The present writer had to listen to the teacher's explanation to the students and observe the teacher while making communication with the students during the lesson. The present writer spoke in English when the teacher explained the material to students. The present writer wrote in English when the teacher made questions or arranged games for the students to play in class.

## **4. Evaluation**

### 4.1. Job Evaluation

#### 4.1.1. Strength

The apprenticeship program has enabled the writer to put into practice her skills of English that she has learned in the D-III Programme for English, especially for teaching the English language for Elementary-school students. During the apprenticeship, the present writer felt that her Reading and Speaking skills have improved and also her grammatical and vocabulary skills have made some progress.

#### 4.1.2. Weakness

Besides knowing the strength, the present writer is also aware of some weaknesses in using English during the apprenticeship. The present writer's teaching experience was not enough, so she looked a little bit stiff during the teaching in class. Also the present writer was not able to motivate students.

### 4.2. Results

#### 4.2.1. Skills Improvement

This apprenticeship program has taught the present writer how to communicate well with students especially with regard to presenting the materials to the students and how to become a good teacher.

#### 4.2.2. Knowledge Development

The present writer knows more about how to teach English to children. The present writer also gets more information about how to understand the students' abilities.

#### 4.2.3. Self Development

During observation, the present writer felt more confident and more patient to help children who have different characters. Beside that, Mrs. Dra

Juliawati K. Msc. as a supervisor and also an English teacher in SDK Trimulia gave a lot of information.

#### 4.3. Suggestion

##### 4.3.1. For the Institution

As a suggestion to SDK Trimulia, the present writer encourages the teaching of English to be given more than twice a week. It is important that the students know English as early as possible; therefore, the frequency of English teaching should be added.

##### 4.3.2. For the Non-Degree Program Networking Center

The present writer also suggests that Non Degree Program Networking Center provide more places for the apprenticeship program so that it would be easier for the students in the Program to find one. Furthermore, the Networking Center should be able to keep good reputation and maintain relationship with appointed institution.