

CHAPTER I

INTRODUCTION

A. Background of the Study

This term paper is based on my internship at Tumble Tots from 14 July 2014 until 16 August 2014. Tumble Tots is an education institution for preschool to kindergarten children where they can learn life skills since their young age. I worked as a teacher assistant. Most of the time, I was teaching at Right Steps 1 class where there were 3-4 years old children. The Right Steps 1 class was divided into 2 classes, the first class started from 8 a.m to 10 a.m and the second class started from 10.15 a.m to 12.15 p.m. The duration of each lesson was 45 minutes and there was a 30-minute recess. The children addressed the teacher with “auntie” or “uncle”. The teacher is the Leader of the classroom and there is a teacher assistant which is called Supporter. As a teacher assistant, I should be friendly and cheerful to the children. I became the Supporter in the class as the assistant of the Leader. I had to handle the children who were crying and needed assistance. I helped the teacher make the class have a supportive learning environment. I also monitored the children when they were playing at the playground.

During my internship, I had to deal with a highly active boy who could hardly sit nicely on his chair. He liked screaming, running, and disturbing other children. The other children also followed his actions by moving around the class and making noises in the class. He did not share the toys and the books with other children. His behaviors show that he is a highly active child, as stated by Spring, “a highly active child has a seemingly endless supply of energy and a very active temperament” (par.1). He also mentions, “There is no clinical description of the “highly active” child. Parents may describe these children as “constantly active” and even “intense” or “uncontrollable”. Or, to reflect the positive side of their children’s personalities, parent might describe them as “spirited”, “adventuresome” or “determined” (par.2). In addition, he describes, “A highly active child has an energetic temperament, very emotional, and can be devastated” (par.14). Furthermore, Ostergren explains, “The highly active child always seems to be on the move. He runs more often than walks ...” (par. 2).

I would like to discuss the topic, “Handling A Highly Active Boy Aged 4 years old at Right Steps 1 Class in Tumble Tots” as the topic of my term paper because it is an interesting topic. I would like to find the solutions of this problem. If I do not solve this problem, the learning process will not run effectively. Overcoming this problem will be helpful for me to be a good teacher to handle highly active children.

B. Identification of the Problem

The focus of my analysis is formulated in the following research questions:

1. Why did I have a difficulty in handling a highly active boy aged 4 years old at Right Steps 1 class in Tumble Tots?
2. How did the problem influence the boy, the other children, and me?
3. How should I overcome the problem effectively?

C. Objective and Benefits of The Study

There are three objectives of my term paper. First, I would like to explain the causes of the problem. Second, I would like to present the effects from the problem. Third, I would like to find out the best solutions to overcome my difficulty in handling a highly active boy aged 4 years old at Right Steps 1 class in Tumble Tots. Besides, this study will be useful for the teachers to gain some insights about handling highly active children in the classroom. For the readers, they will get information about how to handle highly active children. For me as the writer, I will have more understanding to overcome highly active children.

D. Description of the Institution

This data is based on the information from the Internet and brochure. Tumble Tots is an institution engaged in education that promotes physical game for children aged 6 months to 7 years. Tumble Tots was founded in 1979 by Bill Cosgrave, a former national coach of Olympic sport in Southampton. Tumble Tots is a franchise that already has 90 branches in the United States and consists of 60,000 students. Tumble Tots classes also have spread across Singapore, Malaysia, Thailand, Hong Kong, Korea, and Indonesia.

In Bandung, Tumble Tots was established in 2000 at Jl. Maulana Yusuf no.8 and the other branch at Jl. Galunggung no. 36. The principal of the school is Fedya Kertatama. Tumble Tots has an integrated system, a good SOP (Standard Operating Procedure), control and curriculum that always follow the latest developments with passion and commitment. Tumble Tots has some facilities, such as the Station and Montessori Room. The Station is a special room for physical activities. Whereas the Montessori Room is a “living room” for children. Children could choose their activities such as practical life exercises, sensorial materials, and language development. The number of teacher in Tumble Tots at Maulana Yusuf is 20. (“Right Steps Kindergarten” and “Tumble Tots Skills for Life”).

E. Method of the Study

I have collected some data for this term paper. I get the data from my internship journal. I also use library research to get some data from books and articles on the Internet. This data is used to analyze the causes, effects, and solutions of the problem.

F. Limitation of the Study

The focus of my research is handling a highly active boy aged 4 years old at Right Steps 1 class in Tumble Tots. My position was a teacher assistant. I did my internship from 14 July 2014 until 16 August 2014. The subjects of the research are a highly active boy and me.

G. Organization of Term Paper

This term paper starts with the Abstract, which is the summary of term paper in Indonesian. Then, it is followed by Declaration of Originality, Acknowledgements, and Table of Contents. This term paper has four chapters. Chapter One is the Introduction, that consists of Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of Term Paper. Chapter Two is Problem Analysis, Chapter Three is Potential Solutions, and Chapter Four is Conclusion. Then, there is a Bibliography, the lists of references that I use. The last

part is Appendices that consist of Flowchart, Internship Journal, School Profile, and Brochure.