

CHAPTER I

INTRODUCTION

A. Background of the Study

When I did my internship as a teacher assistant in EqualBright School for almost two months, I taught and helped my supervisor, Ms. Jennifer Dominguez at MP2 (class for the third and fourth graders). In the class, there were three Korean pupils, who are eight and ten years old, I taught them every day in regular class for teaching them basic English like spelling exercise, reading, and writing in English to help the English teacher. Besides in regular class, I also taught two of the Korean pupils in tutorial class after school by giving them basic English material too. When I taught them, I found a problem. They did not understand what I taught in English. According to Pai (2005), the teacher's task in educating children will be more difficult, if the teachers have to face pupils who have multilingual and multicultural background.

In order to overcome my problem, I choose the topic Handling the Difficulty in Making Three Korean Pupils at MP2 EqualBright School

Understand What I Taught in English to be analyzed. By doing this analysis I would like to find the causes, the effects and the solutions to my problem.

B. Identification of the Problem

I would like to identify my problem by analyzing them in three questions:

1. Why did the three Korean pupils at equalBright not understand what I taught in English?
2. How did the problem of not understanding what I taught in English influence the pupils and I?
3. How can I make them understand what I teach in English better?

C. Objectives and Benefits of the Study

The objective of writing this final term paper is to find the causes, the effects and the solutions to solve my problem when I did my internship at MP2 EqualBright School. Besides the objective, the study also has some benefits. First is the benefit for the readers. This final term paper will be useful as a good reference for the readers who are interested in becoming a teacher in international or national plus schools and face the same problem as I experienced in my internship. Second, there is a benefit for the teachers in EqualBright who may have the same problem as I had. Third, there is a benefit for me as the analysis will be useful when I teach foreign pupils, especially Korean pupils, in the future.

D. Description of the Institution

Based on the school profile of EqualBright School (2015), EqualBright School is an institution which executes education by the system which is based on the national curriculum and International Primary Curriculum (IPC), EqualBright is also an educational institution which offers a new method which combines pupils' multiple intelligences with the common curriculum. Moreover, EqualBright combines them in a creative way to make pupils active when they are learning in class.

The vision and the mission are quoted from EqualBright School's official website (2010-2013). The vision of EqualBright School is "to provide an exceptional learning environment where pupils are able to recognize and achieve their fullest potential so that they can contribute in building a better society" (para. 1). The mission of the EqualBright School is "A place of excellence that provides a balance of academic rigor (knowledge) and the teaching of life skills (values). EqualBright strives to partner with parents in empowering and inspiring the pupils to achieve their fullest potential in a fun and nurturing environment" (para. 2).

According to the interview with the principal of EqualBright school (Merry Ellen, personal communication, March 23 2016) , EqualBright was established in August 2010 by opening the first batch of grade one until grade four. The first principal was Mr. Effendy, who was also one of the chairmen of the foundation for the school board, then he resigned and later in 2010 the school board appointed Ms. Ellen to be the new principal, until now.

Additionally, at the beginning the school building was a car show room and it underwent a lot of renovations before it became EqualBright School.

At that time EqualBright had only five pupils; they were distributed into two classes. The first class was grade one and two, and the second class was grade three and four. The school was developed now: EqualBright has opened its junior high school. EqualBright has forty students in total with eight different grades. Moreover, the number of the staff at the beginning was five. They were Ms. Ellen, one administration lady, two teachers and one librarian. However, now there are twenty staff member including part time and full time teachers.

E. Method of the Study

The sources of data that I used are from the library, the Internet, an interview and observation. The data is from the books that I borrowed from the library, the articles browsed on the Internet, an interview with the principal of EqualBright School and the internship journal for observation. The data is used for analyzing and solve my problem, its causes, its effects and its solutions for the final term paper.

F. Limitation of the Study

The study focused on three Korean pupils of MP2 class in EqualBright School. One of them is a third grader and two of them are fourth graders.

Their ages were eight to ten years old. The length of the study is from 11th January until 12th February 2016.

G. Organization of the Term Paper

The term paper starts with chapter 1 including Abstract, 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 the Term Paper. Next, in the second chapter, I will describe the problem, together with the causes and the effects, which that will be discussed in detail. Then, in the third chapter, I will explain and describe how to overcome the problem by using the potential solutions. Besides the solutions, I also discuss some potential positive and negative effects of the solutions. Furthermore, in the fourth chapter, I will give the conclusion and suggestions that can be useful for the overall chapter. I also added references and appendices which included Flowchart, Internship Journal, Transcript of Interview, Brochure, School Profile.