

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teaching children in their early education, such as kindergarten, is challenging. One of the reasons why teaching kindergarten children is even more challenging than teaching adults is because, according to Navarro, children are defined by their creativity and imagination, so any lesson must take this into consideration (2014). From this statement, the writer concludes that if teachers play suitable roles in every children's activity, the children will be able to use their creativity and imagination. This can be proven from some of the theories of Harmer's and Brown's about teacher's roles in Chapter Two. Besides, based on a statement in Early Childhood Education Goals, Roles, and Curriculum Planning, teachers of kindergarten children are expected to provide more quality learning experiences than teachers of adults (2006, p. 5). In other words, it is important for teachers to play their roles to teach children, so that the quality of learning process becomes more effective, as children's knowledge develops during preschool,

which means that they need to be provided with more quality in their learning compared to adults. As O'Neill, Astington and Flavell (1992) argue, "Children's understanding of knowledge acquisition appears to develop considerably during the preschool and early elementary school years" (p. 480).

However, the writer believes that there are many ways for teachers to achieve their goals of giving quality learning experiences when teaching kindergarten children. One of the ways is by using teacher's roles. Lanier (1997) describes how using teacher's roles can help teachers to know each student as an individual in order to comprehend his or her needs, learning style, interests, and abilities.

On top of that, it is better for teachers to play as many roles as they can when teaching children, every day, in every lesson in class, instead of just playing one role. This writer's statement can be proven from what Harrison & Kallion (2007) argue: playing a variety of roles ensures that teachers can find ways to adapt to children's talents and interests, which will improve children's learning (pp. 74-77).

This study will try to explore the teacher's roles in a kindergarten school called TK A, which can make all the activities in school effective for children. These roles are crucial because they have their own functions, which all help teachers of children. What is more, these roles have some benefits for the teachers. As Cox (2015), an elementary education expert, states in her education website, one of the benefits of teacher's roles for educators is they can be a constant influence for children at school. From Cox's statement, the writer

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concludes that if teachers can play the roles well in every lesson they teach the children, the teachers will also become a dominant and influential figure for them, since children at their age need a good model not only from their parents but also from teachers at school. As Ringsmore and Kragh-Muller (2013) state, it is important for children to see good influences from other significant people in their everyday life (p. 25).

1.2 Statement of the Problem

Based on the topic of this thesis, the problems are formulated as follows:

1. What roles do the two kindergarten teachers play in one of the TK A schools in Bandung?
2. What are the underlying reasons behind the two teachers playing various roles in TK A in Bandung?
3. To what extent are the two teachers at TK A in Bandung aware of and understand about teacher's roles?

1.3 Purpose of the Study

The purpose of the study is to answer the following:

1. The roles that the two kindergarten teachers play in one of the TK A schools in Bandung.

2. The reasons that the two teachers play various teacher's roles in TK A in Bandung.
3. The two teacher's awareness and understanding of teacher's roles.

1.4 Significance of the Study

The writer hopes that this study will contribute theoretical and practical aspects of significance to kindergarten teachers about teacher's roles, especially in Indonesia. This study aims to explain what kind of roles that the two teachers usually play, the reasons for kindergarten teachers to play teacher's roles in their school activities, and to know the two kindergarten teachers' awareness and their understanding of teacher's roles. The participants' perception in this study is significance for kindergarten teachers, so that they will have greater awareness of using teacher's roles. The results of this study can be used to support the analysis of the research. Practically, this study provides information and suggestions about the roles of kindergarten teachers that are usually played in their classrooms at TK A that is researched by the present writer.

1.5 Limitations of the Study

This study is only limited to the research of teacher's roles for children aged between four and six years old in a particular TK A in Bandung. This study should not be generalized to other kindergarten schools.

1.6 Organization of the Study

This study is divided into five chapters. Chapter One is Introduction, which consists of six parts, namely, Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitations of the Study, and Organization of the Study. Chapter Two is Theoretical Foundation, which presents some theories from educational experts, especially theories of teacher's roles from Harmer (2007) and Brown (2001), to support the writer's analysis. Chapter Three deals with the Research Methodology, the method that is used for the research and how the writer collects data to complete this thesis. Chapter Four consists of Findings and Discussion of the study. The last chapter is Chapter Five, Conclusion and Recommendations of the writer. In addition to these chapters, there is Bibliography, a list of the references that the writer consults for this thesis. Lastly is Appendices, which consist of Interview Questions, Teacher's Roles Script in Bahasa Indonesia based on Harmer's and Brown's theories, Observation of Teacher One, Observation of Teacher Two, Interview of Teacher One, Interview of Teacher Two.