

CHAPTER I

INTRODUCTION

A. Background of the Study

Mathematics is one of the most important subjects to be studied by pupils. According to Bradley (2008), "Mathematics, along with reading writing, is one of the three main content areas that elementary school students are expected to master during the elementary grades (para. 3, p. 60)." However, making pupils interested in learning Mathematics is not easy as I thought before. The teacher has to be able to arouse the pupils' interest in learning it. A teacher's role in teaching will greatly influence the pupils' performance. As Mansor, *et al.* (2011) said, "Teachings also affect the performance of students". Therefore, if a teacher cannot teach effectively, the pupils will not want to learn and understand the lesson.

I did my internship at Equal Bright as a Mathematics teacher. I had to prepare the teaching materials, exercises and tests for the pupils. When I did the internship, I found difficulty in teaching Mathematics in English for Grade One and Grade Two pupils. At that time, I did not know how to make the first and second grade pupils understand the lesson that I taught.

Because I did not know how to teach new material to the pupils, some of them did not pay attention to the lesson and some of them could not concentrate well. When they were told to do the exercises, they refused and played around with their friends. I could not teach well and some pupils did not pay attention to the lesson. Because of that, I would like to analyze the problem to find the causes, effects and solutions.

B. Identification of the Problem

In this study, I would like to analyse some questions which are related to my problem.

1. Why did I find difficulty in teaching Mathematics to Grade 1 and 2 pupils at Equal Bright School?
2. How did the problem influence my students and me?
3. How can I make the pupils understand the subject that I taught?

C. Objectives and Benefits of the Study

The purpose of the study is to find out the causes, the effects and the solutions to my problem. I am sure that the study will be beneficial for me, the readers and the institution. The benefit for me is I can take the right solutions if I face the same problem. For the readers, they can use the solutions to fix the same problem. And for the institution, the teachers can know what to do if they find a similar problem when teaching Mathematics.

D. Description of the Institution

Based on the Equal Bright's brochure, Equal Bright was established in June 2009. The first principal was Mr. Effendy. Now, the principal is Ms. Ellen. Equal Bright has 4 classrooms, which are MP1, MP2, MP3 and MP4. There are 17 teachers at Equal Bright. The school subjects are Mathematics, Science, English, Indonesian Studies, Social Studies, Religion, Music, IPC, Care, Physical Education, ICT, Fun Math, Mandarin and Library. Equal Bright focuses not only on the IQ and EQ but also on the multiple intelligence that the pupils' have. The school curriculum is focused on the skills and abilities of the students. This makes the school become a comfortable zone to study for the pupils.

The vision of this school is to provide an exceptional learning environment where pupils are able to recognize and achieve their fullest potential, so that they can contribute to building a better society. The mission is to become a place that provides a balance of academic rigor (knowledge) and the teaching of life skills (values). To realized the vision and mission, this school strives to be a partner with parents in empowering and inspiring the pupils to achieve their fullest potential in a fun and nurturing environment.

E. Method of the Study

The methods applied for doing the study are library research and field research. The library research consists of books, journals, and articles that are related to the

study. The field research is based on my observation when I did my internship at Equal Bright from 18th of July 2016 until 12th of August 2016.

F. Limitation of the Study

The study is based on my experience when I did my internship from 18th of July 2016 until 12th of August 2016 at Equal Bright School. During my internship, I taught Mathematics to Grade One and Grade Two pupils. The number of pupils was three pupils for grade 1 and five pupils for grade 2.

G. Organization of the Term Paper

This term-paper consists of Abstract, Declaration of Originality, Acknowledgements, Table of Contents, Chapter I, Chapter II, Chapter III, Chapter IV, References and Appendices. Abstract is the summary of this term paper in Indonesian. Chapter I is Introduction that includes 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. Chapter II is Problem Analysis that discusses the factors that are related to the problem. Chapter III tells about Potential Solutions with their positive and negative effects. The last chapter, Chapter IV is concerned with the conclusion, which includes the justifications of choosing the best solutions. After Chapter IV,

there are references which list the sources of references and appendices containing the flowchart and a school brochure.

