

CHAPTER 1

INTRODUCTION

A. Background of the study

The discussion of this term-paper is based on my internship at PG & TK Terang Kemuliaan for about a month from July 17th, 2018 until August 20th, 2018 as an English teacher and teacher assistant of Playgroup, Kindergarten A, and Kindergarten B. I did the internship which took about 200 hours to fulfill the final assignment. During my internship, I had to do some tasks such as preparing the English teaching material and also teaching the English material to the students in accordance with the theme set by the school. Moreover, I prepared and made the teaching aids, such as pictures of objects, people, numbers, letters, and also searched and displayed videos or played songs related to the English material. Beside that, I was assigned as a teacher assistant for Kindergarten A and Kindergarten B, whose tasks include maintaining, monitoring, and helping children who had difficulties when participating in teaching and learning activities. Other than that, I made English worksheet, corrected and gave marks for the English tasks, helped children cut their food into small pieces, opened

their drinking bottles, accompanied the children to the toilet, delivered the children to their parents when the class ended, and took care of the children who had not been picked up by their parents or while playing in the playground.

I did my internship from Monday to Friday for about 8 hours a day. Every day, I came to school at 06.30 a.m. and I left the school at 2 p.m., but because I had to prepare a lot of learning materials, almost every day I went home at 4 or 5 p.m. Every morning from 06.30 to 07.00, I, together with the other teacher, greeted the children in front of the school gate. After that, the activity started with a morning devotion for about 20 until 30 minutes.

During my internship, I found a problem that is I had difficulty in communicating with a kindergarten student with a Chinese mother tongue in PG & TK Terang Kemuliaan. It was hard for me to communicate with the student both in English or in Bahasa Indonesia. For example, based on my internship journal on the second day of my internship, it was written that I could not communicate with the student with Chinese mother tongue, because I could not speak and understand Chinese language. At that time, I felt confused and stressed on how to communicate with him and understand what he said (July 18th, 2018).

Another example is, on my first day of my internship, I have to teach English to the student for the first time. At that time, I was inexperienced in teaching English to the student and did not know how to communicate with the student. As a result, I misunderstood what the student meant (July 17th, 2018).

Based on the problem that I experienced during my internship, I would like to discuss how to handle my difficulty in communicating with a kindergarten

student with a Chinese mother tongue in PG & TK Terang Kemuliaan as the topic of my Term Paper. I choose this topic because communication is very important to support a good teaching and learning process. Based on Hodge (2014), it is stated that, “teachers need to know about language and communication. Without communication, no one could teach or learn” (para. 1). Consequently, I would like to analyze the causes and effects of this problem and find the best solutions to overcome my difficulty in communicating with a kindergarten student with a Chinese mother tongue.

B. Identification of the Problem

The problem that I got during my internship will be identified using the following three questions. They are:

1. Why did I find it difficult to communicate with a kindergarten student with a Chinese mother tongue in PG & TK Terang Kemuliaan?
2. How did the problem influence my working performance as an English teacher and the student?
3. How should I as an English teacher overcome the problem?

C. Objectives and Benefits of the Study

There are some objectives and benefits of this study. The objectives of the study are to analyze the causes, the effects and the solutions to solve the problem that I had during my internship at PG & TK Terang Kemuliaan. Furthermore, there are some benefits of the study for the English teacher in PG & TK Terang Kemuliaan, for the readers, and for me. The benefit for the English teacher in PG & TK Terang Kemuliaan is this study may help them to improve their teaching performance and to communicate well with the student which has Chinese mother tongue. Other than that, for the readers, this study will give information about how to handle difficulty in communicating with a kindergarten student with a Chinese mother tongue. Moreover, for me, by analyzing the problem, this study can help me to improve my teaching performance as an English teacher, get new knowledge about teaching English to the children, and learn how to handle students with a Chinese mother tongue.

D. Description of the Institution

Based on the curriculum book of Taman Kanak-Kanak Terang Kemuliaan UPTD TK dan SD Kecamatan Margaasih Kabupaten Bandung Tahun Pelajaran 2015/2016, PG & TK Terang Kemuliaan was built in 2009. This is one of the Christian schools in Bandung which is located at Taman Kopo Indah II Block B5 number 14, Margaasih, Bandung. The chairman of Terang Kemuliaan

Foundation is Mr. Yudi Surjadi, S.H. The management of Terang Kemuliaan Foundation was established on June 16th, 2010 and there are 5 members of Terang Kemuliaan Foundation, they are:

1. Yudi Surjadi, S.H. as the Chairman of Terang Kemuliaan Foundation
2. Indrajati Samali as the Founder
3. Dana Setiady as the Comptroller
4. Magdalena Sugiri, S.Pd as the Treasurer
5. Erlhena Zackaria I, S.Pd as the Secretary

PG & TK Terang Kemuliaan began operating the school year in 2011 and appointed Mrs. Intan Permata Sari as the principle of PG & TK Terang Kemuliaan. PAUD Terang Kemuliaan has an operational permit issued by Dinas Pendidikan Kabupaten Bandung with a number 421.1/3421-Disdikbud/2011 which is valid until 2014, afterwards it is extended by the document number 421.1/107-Disdukud/2015 which is valid until 2016. In the school year of 2015/2016, the principal position of PG & TK Terang Kemuliaan was handed over to Mrs. Christine Muryanti, S.Pd.

PG & TK Terang kemuliaan has vision and mission. The vision is “guiding children with love, to love God, education, and knowledge”. While the mission is “establishing educators and students who are obedient, living with fear of the Lord, loving others and the world; developing students to be polite, virtuous, responsible, and independent and equipping students with qualified knowledge in accordance with developing era”.

E. Method of the Study

To analyze the problem, I did library research by browsing the Internet for gaining theories from the electronic source and reading books to find the theories. In addition, I also used the data from my field research based on my internship journal and observation at PG & TK Terang Kemuliaan from July 17th, 2018 until August 20th, 2018. The data is used to analyze the causes, effects, and find the best solution.

F. Limitation of the study

The focus of this study is about my difficulty in communicating with a kindergarten student with a Chinese mother tongue in PG & TK Terang Kemuliaan during my internship from July 17th, 2018 until August 20th, 2018 at PG & TK Terang Kemuliaan. I observed the kindergarten A class. The subject of the study is a kindergarten student from kindergarten A class with Chinese mother tongue, aged 5 years old, whom I had difficulty in communicating with.

G. Organization of the Term Paper

This Term Paper begins with Abstract, Declaration of Originality, Acknowledgements, Table of Contents, and four chapters, Chapter I, Chapter II,

Chapter III, and Chapter IV. The first chapter is Introduction including 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. The second chapter is about Problem Analysis. In this chapter, I will analyze the causes and effects of the problem. The third chapter is Potential Solutions. This chapter will discuss about the solutions of my problem along with their positive and negative effects. The fourth chapter is Conclusion, which is about the conclusion of all the chapters and the solution to the problem. The last is References and Appendices which contain the sources of the theories, the Flowchart, Journal and several supporting documents.

