

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is defined as “an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel” (Schreyer Institute for Teaching Excellence). From the quotation above, it is clear that teaching does not just deal with subject matter. The focus of teaching is actually on the students. Thus, teachers have a responsibility for what they teach, because teachers influence the student’s growth very much by the knowledge they impart. The teacher’s main role is to help the students get the positive values to face the world.

The crucial point in learning is at a young age. Children aged 3-6 years are at the time when they can accept and learn things very easily. Based on the article “Fosterparentscope Training”, “Children in the age group also show rapid developments in many aspects: physical, intellectual, social, emotional, and also moral” (par. 2). Each child is unique in the sense that the stages of the developments may vary among

children of the same group. Teachers of young children must be aware of these stages of development and also the variation.

The differences in the children can make teaching young children a challenge. There can be even bigger challenges when the teachers have to deal with children with special needs. Children with special needs are children with a variety of different disabilities, health and mental health conditions that require special intervention, services, or support ("Children with Special Needs" par 1).

During my internship in TK Tiara Bunda, I had to handle a child with special needs. She is a five-year-old girl, whose name is Kayla. She is an autistic child. Based on Michael Abraham (5), he said that an autistic child shows the characteristics below:

- impaired ability to form social and emotional relationship
- repetitive
- non-goal-directed body motions and behaviors
- not seeing certain objects
- hyperactivity
- passivity
- lack of awareness of body
- difficulty in processing auditory information
- difficulty in generalizing skills
- difficulty in time concepts
- difficulty in regulating emotions

- difficulty in learning by listening
- biting and scratching

In the class, Kayla liked to shout out of the blue, even when the class activity was praying. She often ate her meal when praying and could not be told to stop. She liked to run out of the class and then she just stood beside the wall and did not do anything. When the teacher gave a lesson, she never wanted to join and could not concentrate. She liked to suddenly bite her friends or her teacher. Because she often hurt her friends, other students did not want to play with her as they were afraid of her.

I became a teacher assistant when I did my internship, and one of my duties was to be Kayla's helper. I had to accompany her during the lessons so that she would be able to follow the lessons. I found it was not easy to deal with the autistic student and thought there must be special ways to handle her. Because of that, I choose to discuss the topic "Dealing with an Autistic Child at TK Tiara Bunda" for my term paper. In this term paper I will analyze the problem critically and systematically, in order that the solutions to the problem can be found out.

B. Identification of the Problem

What I am going to analyze in this paper is formulated in these questions:

1. Why did I find difficulties in dealing with a five-year-old autistic child at TK Tiara Bunda?

2. How did the difficulties affect my working performance?
3. How should I overcome the difficulties?

C. Objectives and Benefits of the Study

There are three objectives of the study. First, by writing this term paper, I hope I can find the causes of difficulties in dealing with the autistic student at TK Tiara Bunda. Second, I aim at finding out how my difficulties affected my working performance. Third, I would like to find out the best ways to overcome my difficulties.

I also hope that the term paper can be beneficial for the readers and give some knowledge about how to deal with autistic students. Hopefully, the institution can also get helpful information to handle autistic students there. As for me, this study enriches my knowledge on how to handle students with special needs. Hopefully, this term paper can be useful and give the benefit for everyone who read it.

D. Description of the Institution

Based on the institution profile of TK Tiara Bunda, the school was established in 2003, located in the South of Bandung, precisely in Batununggal Indah Estate. The school was founded by Ms. Jade Jap Lian who served as the president of the foundation. The first class to open was the playgroup, which deal with children ranging in age from two to three years old. To answer the needs of further education, in 2005 TK

Tiara Bunda opened Kindergarten classes for children aged four to five years, with the motto "BERMAIN SERAYA BELAJAR".

TK Tiara Bunda also has the vision to be the top choice of qualified education with the emphasis on the formation of character, intelligence, creativity, innovation and devotion to God Almighty. TK TIARA BUNDA has three missions, the first mission is to develop qualified human resources that are reliable, independent, confident, responsible and civilized. The second mission is to create an atmosphere of learning which is safe, convenient, and structured to support the achievement of educational goals. The last mission is to continue to seek educational services according to the needs of the society and the demands of time.

E. Method of the Study

I apply two methods in conducting the study. The first is field research through observation, which was done during my internship. The data gathered from the observation are recorded in my internship journal. Secondly, I do library research to gain theories to support my analysis, by looking for reference books and Internet websites that are related with my topic.

F. Limitation of the Study

The study is focused on my difficulties in handling one student in Kindergarten class. Her name is Kayla, a five-year-old autistic child. The difficulties happened during my internship at TK Tiara Bunda from

January 7th to February 16th, 2013. My working hours were 8am - 10am.

G. Organization of the Term Paper

This term paper begins with the Abstract that contains a summary of this term paper in Indonesian. Then it is followed by Acknowledgements, which contains my gratitude to those who have helped me in the completion of this term-paper. After Acknowledgements, there is Table of Contents followed by four chapters. Chapter I is an introduction to the analysis, which 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 the Term Paper. Chapter II contains the analysis of the problem, the cause and effects of the problem. Chapter III contains the analysis of potential solutions, potential positive effects and potential negative effects based on relevant theories. Chapter IV contains a conclusion and the best solution for the problem. Those four chapters are followed by Bibliography, which consists of a list of books and articles used as sources in the preparation of writing this term-paper. The last part is Appendix, which contains Flowchart.