

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Nowadays, English language, which has become an international language, is very important for communication. David Prakash states that “English is one of the most important languages in the world” (par. 2). Therefore, mastering English language is very useful to make communication in many fields become easier. However, many of us learn English after we have grown up. As we know, parents always want to give the best for their children, especially in education field.

Therefore, parents should introduce English language to their children as early as possible, so they will be used to speaking English.

Nowadays, we can find so many schools which have an English program that can improve children’s English skills. At international schools, children have to use English language in every learning process. Anna Tornqvist states that “oral communication is an important part of teaching English because of the fact that being able to express yourself orally in English today is of great importance and because

through this the pupils get to use the English language a lot themselves” (par.1). According to the theory above, one of the most important things in learning English is trying to always speak English and practice to speak English in daily life.

In Bandung, there are many international schools and one of them is Tumble Tots. I like children and teaching English. I want to refine my skills in teaching English and I also heard from my friends who had internship at Tumble Tots before, that they could practice their English effectively at Tumble Tots. Therefore, I decided to do my internship at Tumble Tots.

When I had my internship at Tumble Tots, I found a problem that made the learning process became more slowly than it should have been. The reason is there were some pupils who kept quiet when the teacher asked them questions. At that time, I was a teacher in Two to Three class (two until three years old pupils). At first, when I explained the material about numbers, they paid attention, but when I asked them to speak up, two out of fifteen pupils became quiet. I coaxed them again and again to try to make them speak up. As a result, the learning process became more slowly. Mary Reda says that it is a problem when sometimes pupils feel shy or quiet and the teacher should face it (5). Therefore, in this term paper, I will discuss how to make quiet pupils in Two to Three class speak up. I also analyze the problem, the causes, the effects, and the potential solutions.

## B. Identification of the Problem

The problem that I am going to analyze will be summarized in the following questions:

1. Why are the three pupils at TT very quiet when the teacher ask them questions?
2. How do the pupils who do not want to speak up in the class affect the class' learning process?
3. How can I, as a teacher assistant, help the quiet pupils speak up?

## C. The Objectives and Benefits of the Study

The objectives of this study are to find out why three pupils in Two to Three class were very quiet when the teacher asked them questions and the best solution to handle this problem.

There are many benefits of this study. For the readers of this term paper, especially the teachers at Tumble Tots, they will get more knowledge about the way to handle quiet pupils. For me as the writer, I can get knowledge about handling quiet pupils of two until three years old if I face the same problem in the future.

## D. Description of the Institution

Tumble Tots, which was founded in 1979 by Bill Cosgrave, has many branches in Indonesia, Singapore, Thailand, and Malaysia. In Bandung, Tumble Tots has two branches, which are located in

Jl. Maulana Yusuf no.8 and Jl. Buah Batu no. 18. Now, TT has around 130 pupils in Maulana Yusuf branch and around 80 pupils in Buah Batu branch. The owner of Tumble Tots is Mrs. Fedya. TT is an educational institution which is established and programmed to give English education as a foreign language to young learners. TT is not only established for children to learn English, but also to develop children's intellect, emotional skills, soft skills, hard skills, and train their gross motor skills.

TT has some classes, which fit with the pupils' age. There are Walking to 2 (walking to 2 years old), Two to Three (2-3 years old), Three to Four (3-4 years old), and Right Steps (4-5 years old). Pupils at TT should also join the Station class. Station class is a big class for all classes to train pupils' gross motor skills. Many activities can be done in this class. They are climbing agility, balancing agility, and coordination agility.

## E. Method of the Study

The topic of my term paper is based on the analysis of the problem that I found when I was doing my internship last semester. While I was doing my internship, I did an observation on three quiet pupils in Two to Three class at Tumble Tots who did not want to speak up. I wrote the journal about the way the teacher taught the pupils and how they handled them. I also did library research and browsed the Internet.

## F. Limitation of the Study

The focus of my analysis in this term paper is the difficulty in handling three two-year-old until three-year-old pupils in Two to Three class at Tumble Tots. The time of observation is during my internship period from 1 July until 31 July 2010.

## G. Organization of the Term Paper

The term paper starts with the Abstract. The next part is the Declaration of Originality, which is followed by the Acknowledgements. Afterwards is the Table of Contents, which presents the contents of term paper together with the page numbers.

This term paper contains the following chapters. Chapter I presents the introduction of the study. Chapter II explains all the causes and effects of the problem. Chapter III describes the potential solutions related to the causes of the problem. Chapter IV states the two suitable chosen solutions, which are supported by some theories and examples, to solve the problem.

I also include Bibliography, which contains the sources of all the theories that are used in the study, and Appendix, which contains the flowchart of the analysis.

