

CHAPTER I

INTRODUCTION

A. Background of the Study

Now, English language becomes important to be learned, because it has become an international language. A lot of people learn English everywhere, including in Indonesia. Not only adults, but also children learn English. Even elementary school students, starting at 7 years old learn English. Because of this, there is increasing need of English teachers for elementary school students. Many people want to be English teachers. However, teaching English for children is not easy. Children need different approaches. When the teachers deal with children in a wrong way in teaching children, they cannot deal with the problem.

During my apprenticeship for one month as a new English teacher for 2nd grade students at SDK Kalam Kudus Kopo Permai, I found difficulty in handling a seven-year-old student who does not want to enter the classroom when there is a new teacher, which was me, in the class. In the morning when I taught, the student did not want to enter the class. She

just looked at me and stayed outside with her mother. However, when the teacher was not me, she wanted to enter the class.

Considering the important role of a teacher in students' learning process, in this term paper, I am going to analyse why the student did not want to get into the classroom, the effects of the problem, and how I, as a new teacher, can persuade her to get into the classroom.

B. Identification of the Problem

The problem I am going to analyze will be identified in the following questions.

1. Why is it difficult for me as the teacher to handle the student, who does not want to enter the classroom?
2. What happens because of this problem?
3. How can I, as the teacher, handle my difficulty in dealing with the student who does not want to get into the class?

C. Objectives and Benefits of the Study

There are three objectives of the study. First is to find out why it is difficult for me as a teacher to handle the student who does not want to enter the classroom. Second is to know the effects of this problem. Third is to know how to handle my difficulty in dealing with the student.

There are several benefits of this term paper. For teachers at SDK Kalam Kudus Kopo Permai, I would like to give some potential solutions on how to handle students who do not want to enter the classroom. For

readers, especially parents, I hope after reading this term paper, they will not spoil their children. This is because it can give bad effects for them in the future. At last, for myself, by writing this term paper, I have some information about 2nd grade students' characters and attitudes. Also, I know how to persuade students who do not want to enter the class and are afraid of strangers.

D. Description of the Institution

Kalam Kudus Elementary School is a school which is located at Kopo Permai Block F 25th No. 9th, Bandung. Starting with the purchase of a land of 1,540 m² in 1993, the development began to serve a primary school which was led by Ms. Lester. These developments had many obstacles while developing elementary school. At that time the school was difficult to get recognition. At last, the National Department of Education provided an opportunity for the school to get accreditation for recognition. Also, permit of construction began on 14th September 1998, and in February 1999 the building at Block F 25th serve SDK Kalam Kudus Kopo Permai. On 16th June 2010 SDK Kalam Kudus was renovated into a new building, and required permits for the one and half years recognition. With a help of donors, foundations, along with the people such as Mr. Ir. David Sutikno, Bpk. Santosa, Bpk. Ir. Teddy Wijaya, E.V. Thinna Woen, and Mrs. Lester as the Principle of Elementary and Kindergarten Kalam Kudus Kopo Permai, the school bought a land of 1,295 m² to expand the building into a bigger Elementary School and Junior High School. Finally, in March 2001

the school was inaugurated.

Kalam Kudus Elementary and Junior High School Christian has a vision, missions, and a motto. The vision is to intact human's awareness of the fear of God, self-reliance and become blessings to the world. The missions are 1) inviting learners to have a heart which fears God, 2) guiding students to love our neighbour and respect the natural environment of God's creation, 3) supporting learners grow into mentally healthy human, virtuous and noble character is responsible for appropriate truth value, 4) providing quality for learners of knowledge based on the demands of the time evolution, 5) equipping learners with skills which are qualified to needs and potentials for development, and 6) empowering all concerned people (stakeholders) to become human education. The motto of the school is "with love and discipline, we can improve achievement."

E. Method of the Study

The topic of my term paper is based on the problem I found when I was doing my apprenticeship at SDK Kalam Kudus for one month. I taught two classes a day, twice a week. While I was doing my apprenticeship, one of the students in one of the classes I taught did not want to get into the classroom. I chose this problem to be the topic of my research. For the research data, I refer to my observation of the student and of another teacher there, which are recorded in my apprenticeship journal. The theories that support my analysis are taken from library research, both printed and online publications.

F. Limitation of the Study

The focus of the study is on one of the students in the class who did not want to get into the classroom. The observation was done at SDK Kalam Kudus, in 2nd grade class A, and focused on the events related to the student, from 22th Juli – 27th Agustus, 2010.

G. Organization of the Term Paper

The term paper starts with the Abstract. The Declaration of Originality states the originality of the term paper. Then, the Acknowledgement contains my expression of gratitude to people who help in writing this term paper. The Table of Contents presents the order of the contents of this term paper.

This term paper contains four chapters. Chapter I is the Introduction, 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 is a problem analysis which analyzes all the causes and the effects of the problem. Chapter III explains the potential solutions with their potential effects. Chapter IV is the conclusion which delivers the best potential solution.

I also include the Bibliography. It contains the sources of all theories used in Chapter II, Chapter III, and Chapter IV. Also, a flowchart that explains the problem's causes, effects, and potential solutions will be given as an appendix.