

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era, Indonesians not only use Indonesian language but they also use English as a means of communication. Because of this, most schools have introduced English language as early as possible. As a result, there are a lot of pre-schools or kindergartens in Indonesia especially in Bandung. One of the preschools and kindergartens in Bandung is Tumble Tots.

I did my internship at Tumble Tots pre-school and kindergarten (henceforth, TT) and I choose TT because I love children and I can apply the knowledge that I have acquired during my study at D3 English Programme, Maranatha Christian University. I worked as a teacher's assistant during my internship and the responsibilities that I had included preparing the class, supporting the class, laying out the station room, and tidying up the class. When I did my internship, I found out that teaching English in pre-school is

not easy to do. I often faced problems. The problem I faced is there is a spoilt three-year-old child in my class, whose behaviours often disturb the teaching and learning process. In general, a three-year-old child still needs parent's protection. However, this child has been overprotected by his mother and it caused him to be used to being spoilt.

The class where I did my internship is Two to Three class. There are twelve children in the morning class and fifteen children in the afternoon class. Their ages ranged from two to three years old. The lessons for the Two to Three class are counting, sticking, coloring, art and craft (making funny face/mask), and developing gross motor skills (at the station room). In TT parents are allowed to stay in the class.

The problem occurs when I became an assistant for Aunty Hani in the Two to Three class. The spoilt child likes to do whatever he wants and his behaviours caused problems to the teaching and learning process. As one of the examples, when the spoilt child started grabbing something inside the class, one or two children also followed his action and played with the classroom's stuff (glue, marker, books, and others). This became a problem because other children's concentration were distracted and the teaching learning process was delayed. I am interested in analyzing this problem because I think this is important to be solved to make the teaching and learning process run well.

Therefore, I choose handling a spoilt three-year-old child at TT as the topic of my final term paper. This topic will be examined critically and systematically in accordance with scientific research.

B. Identification of Problem

When I did my internship at Tumble Tots I found a problem. The questions that will be analyzed are :

1. Why is one three-year old child in the Two to Three class at TT spoilt ?
2. How does this spoilt three-year old child influence the class activity?
3. How should I as the teacher handle this spoilt three-year old child?

C. Objective and Benefits of the Study

The objective of the study is to analyze the problem of handling a spoilt three-year old child in the Two to Three class at TT. After analyzing the problem with its causes and effects, I explain the best solution to the problem.

In this part I also discuss the benefits of the study. The benefits are for the writer, the readers, and the institution. The benefit for the writer is I can develop myself to handle a spoilt child. For the readers, especially the parents, they can get the information that they should not spoil the children but should understand that children can develop themselves naturally as they are growing up. For the institution, especially the teachers, they can solve the problem of handling a spoilt three-year-old child in their class.

D. Description of the Institution

TT was established in The United Kingdom in 1979 by Bill Cosgrave, coach for the British Olympic Gymnastics team of 1968. In Indonesia, TT has many branches, including in Jakarta, Bandung, and Surabaya. In Bandung, there are two branches, The first is at Jalan Maulana Yusuf no.8, which was established in 2001. The second is at Jalan Galunggung no. 18. The owner of TT in Bandung is Mrs. Fedya Kertatama.

In TT there are six classes: Gymbabes, Walking to Two, Two to Three, Three to Four, Rightstep 1, and Rightstep 2. TT in Jalan Maulana Yusuf has eleven teachers. Each class is usually taught by two teachers: one is the leader and the other one is the class supporter. The equipments that TT provides are wooden and foam equipments. These equipments are for the activities done in the station (the room for a gross-motor skill exercises). The teaching aids that the teachers use to teach the children are mostly (90%) real things, for example, comb, fruits, dolls, shampoo.

The activities in TT are divided into two kinds of activities, that is activities which use soft skills and activities that use gross-motor skills. In the activity which uses soft skills the children do some activities like colouring, counting (fun math), cutting, sticking, tracing the dots lines. In the activity that uses grossmotor skill the children do the activities in the station room. In the station there are three areas. They are agility, climbing, and balancing areas.

The agility area is for building the children's dexterity, the climbing area is for building the children's confidence, and the balancing area is for building the children's body balance.

E. Method of the Study

The data used for the analysis is from the journal that I have. The journal is based on the observation I did during my internship from January 4th - February 12th 2011. I use the library research, the Internet, and interviews to support the theories and my analysis in finding the solution to the problem.

F. Limitation of the Study

I did my observation as a teacher's assistant at Tumble Tots pre-school and kindergarten at Jalan Maulana Yusuf no. 8, Bandung. I taught the Two to Three class. The observation is focused on the school activities and children's behaviours, in the Two to Three class at TT. I did my internship at TT from January 4th to February 12, 2011.

G. Organization of the Term Paper

This term paper is divided into four chapters. Chapter I, the Introduction, gives the details about the Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Limitations of the Study, and the Organization of the Term Paper.

Chapter II explains the causes and effects of the problem. Chapter III discusses the potential solutions to the problem with the potential negative and positive effects of each solution. Chapter IV explains the best solutions for the problem. I also include Bibliography, which contains the sources of all theories that are used in the study, and the Appendices, which contains the flowchart and summary of the interview.