

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays it is important for children to master a foreign language. One of the most important foreign languages is English. Moreover, English has become an international language. On top of that, it is getting more common to use English as a foreign language in the fields of education and entertainment. Therefore, children should learn English as early as possible in order to have a better access of education and eventually to have better opportunities for work.

Considering the importance of learning English, many parents try to find a reputable English course for their children. As we know, there are many English courses in Bandung, and KUMON is one of the proper English courses for children in Bandung.

Considering that KUMON has spread into 45 countries all over the world, I choose to teach children at KUMON. Moreover, I want to have an experience in teaching children and like to socialize with children.

What is more, KUMON course has established KUMON methods as the basis of teaching, where the children learn individually and they do not learn in a classroom style. This method also encourages the children to do the homework each day. The material is designed from the low level until the high level.

At KUMON EFL, the English course only has one class and the classroom has no partition. There are 9 tables, 3 CD players for listening, 3 shelves for putting the students' pocket books, and a bookcase for displaying the story books. In the class there are two teachers and 21 students with age level from 4 to 7 years old. The material of KUMON EFL is very interesting. The worksheets are colorful, and the CD contains 'sound effect', 'shadowing voice', and also it has an attractive music background for the students. In spite of the fact that KUMON EFL class is enjoyable, some children seem unwilling to read the reading text on the worksheets. This problem appears because the students have lot activities from their school and their feel tired to read the reading text. It can be the teachers give the same topic of the reading text and make the students unwilling to read.

Considering the above explanation, I would like to discuss how to deal with children at KUMON EFL class who are reluctant to read the reading text on the worksheets.

B. Identification of the Problem

There are a lot of difficulties when I did my apprenticeship. One of the difficulties is the students do not want to read the reading text on their worksheets and it is not easy to encourage them to read.

Therefore, the statements of the problem are defined as follows:

1. Why the students at KUMON EFL are reluctant to read the reading text on the worksheet?
2. How should the teachers deal with the problem?
3. What is the best solution to solve the problem?

C. Objectives and Benefits of the Study

My objectives of writing this Term Paper are:

1. to find out the causes and the effects of students being reluctant to read the reading text on their worksheets
2. to analyze the possible solutions to deal with the problem
3. to present the best solution for the problem.

The benefit for the readers when they read this paper is that they can get information and insight about how to make the students enjoy reading in class.

The benefit for the institution is that the English teachers at KUMON City Square can know how to make the students enjoy reading and how to manage the class well.

Meanwhile, the benefit for me is that I can get the knowledge and insights about how to make the students enjoy reading. Therefore,

when I really turn into a teaching job in a school and face the same problem, I will know how to handle it properly.

D. Description of the Institution

KUMON was first established in 1954 by Japanese named Toru Kumon, who was a high school Mathematic teacher. The concept of KUMON started with the following story. One day, Toru Kumon's wife asked him to help his son, Takeshi, with mathematic lesson. Then, he created a system in order to help his son learn mathematic effectively and systematically. Afterwards, Toru Kumon applied this learning system to other children in his home area. The result was satisfying and until now KUMON has developed the learning system not only in Japan but also in 45 other countries.

Meanwhile, KUMON EFL was first established around 2000 when the government in Thailand and Brazil asked KUMON center in Japan to design English material for children in Thailand and Brazil. The reason is that both governments wanted the children in their country to be able to learn English well by using KUMON methods.

KUMON EFL learning material is truly designed for children whose first language is not English, such as children in Indonesia. The material of KUMON EFL is compiled in a systematic way, with various levels which are developed step by step and are given to each child based on their own ability. The purpose of the learning system, the material, and the guidance at KUMON EFL is developing the potential

of each child so that their ability in learning English can be enhanced continuously. Whereas, in KUMON EFL, reading is an important activity to do by the students in order to increase the vocabulary and to check the comprehension and pronunciation.

KUMON has a lot of branches in Bandung. KUMON EFL was first opened in Bandung in September 2007. I did my apprenticeship programme at KUMON City Square from June 17 to August 15, 2008 at City Square complex B-9. The owner of KUMON City Square is Mrs. Handayani Lestantun. KUMON EFL at City Square was first established in March 2008, but originally the owner has opened her first office at Jalan Nakula before the office was moved to City Square in 2007 with Mathematics as the first subject.

E. Method of the Study

Based on my experiences during the apprenticeship programme, I find a significant problem to discuss as the topic of my Term Paper. I analyze the causes and the effects of the problem as well as choose the best solution based on the data and the library research.

I got the data for this study from several books and sources from the Internet. Besides, I also got the data from my apprenticeship journal. I have got a lot of data from my own experience while I was teaching the students. The owner and the other teachers at KUMON

City Square also gave me some information about how to handle the problem.

F. Limitation of the study

The subject of my term paper is limited to one English class of 21 students at KUMON EFL at City Square. The discussion focuses on dealing with the students with the age level from 4 to 7 years old who are reluctant to read the reading text on the worksheets.

G. Organization of the Term Paper

In this term paper, I would like to divide the content into four chapters. The first chapter is the Introduction, which contains seven sub-chapters namely 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 the last is Organization of the Term Paper.

In the second chapter, which contains Problem Analysis, I will analyze the causes and the effects of the problem that I faced. The third chapter is the Potential Solution. In this chapter I will give the possible solutions of my problem including the positive and negative effects of each solution. The fourth chapter is the Conclusion, in which I present the best solution to the problem. In the final part, I present the Bibliography and the Appendices.