

CHAPTER I

INTRODUCTION

A. Background of the Study

During five until six years old, children's language and communication skills develop rapidly, so their speech has become quite adult-like. At those ages, they can tell stories either real or fictional (Woolfson 2006, Papalia et. al 2003). They are also able to communicate their needs, like asking permission to go to the restroom or asking for help when they are feeling ill. When they are upset with a classmate, they are able to express their feeling to the teacher, and ask the teacher to solve the problem. When the children say something that the teacher cannot understand, they can explain themselves more clearly. According to Owen, "Five years old children have expressive vocabulary of 2100-2200 words, receptive of 20,000-40,000 words" (qtd. in Papalia, et. al 187). Owen further explains that five years old children usually communicate in direct request. Children of these ages also start to be able to discuss their own feelings.

However, not all children show the same language and communicative competence. Some children can have abnormalities in spoken language or in language comprehension that significantly interfere with their classroom performance. As a result, it is very important for the children with speech and communication disorder to be treated. If left untreated, they will have trouble finding playmates or friends. Johnston, Patton, and Smith state that

Children with speech and communication disorders sometimes have problems with reading and writing as well as with spoken language. They may also have personal or social problems as a result of their disability. For instance, they may feel self-conscious and embarrassed when they speak, or they may be reluctant to speak at all. Furthermore, if they sound “odd” or are difficult to understand, they may have difficulty making friends, and thoughtless classmates may ridicule them (qtd. in McDevitt, et. al 270).

When I was doing my internship program at Bintang Mulia Kindergarten, there are two children with speech and communication disorders in *Deer Class*. They have abnormalities in spoken language or in language understanding both in *Bahasa* and in English, which disturb their classroom performance a lot. Beside could not communicate well either with the teachers or with other children, they have difficulty in understanding or remembering what other people say. Sometimes they communicate only by pointing and gesturing. As a result, when the children have difficulty in expressing themselves, the teachers have to

assist them by finishing their sentences. This also makes the teachers have to learn to listen patiently to children with speech problems, and they must encourage classmates to do likewise, because they occasionally have trouble finding playmates or friends.

Based on my internship experience, I think this problem is interesting to discuss because the children sometimes do not get the right solutions to deal with their disorder. As a result, I would like to give an explanation of the causes and effects of speech and communication disorder based on library research and observation during my internship program. At the end I will present the possible solutions to deal with children with speech and communication disorder in the classroom.

B. Identification of the Problem

The problems I am going to discuss in this paper are expressed in the following questions:

1. Why do the children have speech and communication disorder?
2. How should the teacher deal with children with speech and communication disorder in the classroom at Bintang Mulia Kindergarten?

C. Objectives and Benefits of the Study

By writing this paper, I will identify the causes and the effects of speech and communication disorder. In addition, I am going to find out the best solution to handle children with speech and communication disorder in the

classroom. Thus, people, as well as Bintang Mulia teachers, will be able to handle children with this disorder, and I hope this term paper can be an additional form of psychological knowledge, especially to deal with those who have speech and communication disorder. For that reason, I wish they can teach better by understanding children's psychological condition.

As the writer, It is expected this term paper can help me if one day I have to deal with children with this disorder again. I would like help the children to dig up and reach their maximum potential.

D. Description of the Institution

Bintang Mulia Kindergarten was established in 1997. It is a school that has active learning methods, such as field trip; rhythmic; music; computer; multilingual languages; and indoor-outdoor activities. Bintang Mulia Kindergarten, which is 2500m² wide, is located at Kopo Permai 1 Blok A-0 Bandung. The use of English is encouraged in the school as more and more English books are put in the library, and the school has tried to use English in everyday speaking. Moreover, it invited some native speakers from China, the Philippines, and United States.

Bintang Mulia itself has a vision to become a Christian school which emphasizes the teaching and learning process on Faith, Integrity, and Knowledge. Its missions are to provide Holistic Education, Integrated Learning, and life transformation program; to empower quality manpower with Christian faith, morality, and social concern; to create good study environment and to equip the school with good education facilities.

E. Method of the Study

I use my internship journal that I wrote while I was doing my three-month internship program at Bintang Mulia Kindergarten to get the information required. I also interviewed the teacher who always accompanied the children in the classroom. In addition, I read some books and articles from the internet to have some valid theories to support my analysis.

F. Limitation of the Study

The subject of my research is two children from *Deer Class* at Bintang Mulia Kindergarten who have speech and communication disorder. In this term paper, I am going to discuss the causes of why certain children have speech and communication disorder, the effects of having such children in the classroom, and the solutions to the problem. I will limit my discussion only on how to deal with the children in the classroom.

G. Organization of the Term Paper

The major content of this term paper consists of four chapters. The first chapter is the Introduction that is divided into seven parts. The first part is Background of the Study. This part gives the reasons for choosing the topic and explanation of the topic discussed. The second part is Identification of the Problem. It explains the situation and problems analyzed in the paper. The third part is Objectives and Benefits of the Study. In this part, I will explain the aim that I want to reach at the end of

writing this term paper, as well as the advantages for the institution and the readers. The fourth part is Description of the Institution. This part presents a brief description about the institution. The fifth part is Method of the Study. In this part, I explain about the data gathering process. The sixth part is Limitation of the Study. It gives the limitation of the topic discussed. The seventh part of the first chapter is Organization of the Term Paper. It has brief description about the parts of this term paper. The second chapter is Problem Analysis. In this chapter, I will analyze the causes and effects of the problem based on theories and the data got from my internship program. The third chapter is Potential Solutions, which presents some solutions to deal with this problem through the analysis of the positive and negative effects of each solution. The last chapter is Conclusion. In this chapter, I will mention the best solution with the logical reasons and some suggestions on how to apply the solution.