

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching vocabulary to toddlers is not easy because based on my apprenticeship at Little Shape (LS). Henceforth of the toddlers at LS do not pay attention to the vocabulary lesson. It is hard to believe that toddlers, children between age one until three, are able to read a word. According to Doman and Doman, if we teach the toddlers vocabulary, they will be able to read the word although they are not able to say it. By showing a flash card of a word, the educator teaches the toddlers to recognize the form of the letters in that word. Thus, when the toddlers are able to talk, they can read and say the word that educator has taught (6).

When I did my apprenticeship at LS, I taught vocabulary to ten toddlers at Play Gym (PG) class and some of them did not pay attention during vocabulary lesson. This is a challenging problem. Because of that, I decide to choose “Handling Inattentive Toddlers during Vocabulary Lesson at Little Shape” as my topic in this term paper.

I also analyze the causes and the effect of the problem. Furthermore, I discuss some potential solutions and choose the best ones in order to solve the problem

B. Identification of the Problem

There are two questions to identify the problem:

1. Why do the toddlers at LS not pay attention to the vocabulary lesson?
2. How can the coach make the toddlers at LS pay attention to the vocabulary lesson?

C. Objectives and Benefits of the Study

The purpose of writing this term paper is to find the best solution for the problem which I found during my apprenticeship at LS.

This term paper gives benefits for LS as the institution, the readers and also for me. For LS this term paper may help them to increase the teaching quality of their coaches. For the readers, this term paper can be an informative source. The readers also can use this term paper as a reference if they face a similar problem. For me, the benefit of writing this term paper is I will know how to deal with a similar problem in the future.

D. Description of the Institution

Little Shape Movement Centre is an educational institution with a unique teaching method. LS trains toddlers by using physical exercises. LS is located in Jalan Dr. Cipto no. 10 Bandung, Indonesia. It was established by Mrs. Lili Tenandar in 1996. It is a branch of Gerstung Inter Sport Baltimore, United States. Since 1996 until now, LS has been renovated several times and the number of toddlers increases each period.

The mission of LS is to develop toddlers through movement. By having movement explorations, toddlers can know the function, the ability and the limit of their own body. This develops creativity, trust, confidence, autonomy and critical thinking which are useful for problem solving.

LS provides five different classes based on the age and movement ability of the toddlers. Play Gym (PG) is a class for toddlers of one and a half until two years old. Play Gym plus (PG+) class is in the same age of toddlers on PG class but they do both gross and fine motor activities. Parent and Child (PC) class is for toddlers in two until three years old. Movement Exploration (ME) is for three years old until four years old toddlers. Movement Exploration plus (ME+) is similar with ME class but it provide more fine motor activities than ME class. The duration of PG and PG+ classes are one hour per meeting. While the duration of PC, ME and ME+ classes are one and half hours per meeting. The toddlers at PG, PC and ME attend the class once a week while toddlers at PG+ and ME+ twice a week. Besides being assisted

by coaches, toddlers have to be assisted by a parent or a babysitter. However, the toddlers on ME and ME+ classes are assisted by a coach only.

The major activity at LS is physical activity, in that way the coach only has five minutes to deliver the lesson. In this five minutes, the coach has to review the previous lesson and teach a new word. Furthermore, to deliver the vocabulary lesson, the coach uses flash cards of word as the teaching aid.

E. Method of the Study

I gathered my data in LS. I observed the other coaches when they were delivering vocabulary lesson. I also wrote a journal to record the way I deliver the lesson, the situation of the class and toddlers' behavior during my apprenticeship at LS. Furthermore, library and electronic researches were done to gather relevant theories to support my statements in this term paper.

F. Limitation of the Study

This term paper is based on my teaching experience when I did my apprenticeship from January until March 2009 at LS in Jalan Dr. Cipto, Bandung. This observation is limited to toddlers of Play Gym class. Base on my observation at each meeting, the toddlers who do not pay attention are not always the same toddlers. For example, in the first meeting, toddlers A and B did not pay attention to the lesson but in the

second meeting, toddlers C and D were not the ones who did not pay attention. I observed their behavior during vocabulary lesson and the way the coaches delivered the lesson.

G. Organization of the Term Paper

This term paper starts with Abstract, a short summary of the whole paper in Bahasa Indonesia. The Abstract is followed by Declaration of Originality page, Acknowledgements and the Table of Contents, which is followed by four chapters. Chapter one is the Introduction, which consists of the background of the study, identification of the problem, objectives and benefits, description of the institution, method of the study, limitation of the study and organization of the term paper. Chapter Two is problem analysis, which presents the causes and effects of the problem. Chapter Three presents the solutions for the problem. Chapter Four is Conclusion, which contains the best solutions for the problem. The Next is Bibliography, which contains the sources of the information needed in Chapter One, Two and Three. The last part is Appendix, which contains a problem analysis flow chart.