

APPRENTICESHIP REPORT

AT TUNAS CEMARA KINDERGARTEN

I choose to do my apprenticeship at an educational institution since I realize that education has important role in educating, training, and teaching people to have a bright future. Teaching also expands the teaching skills and the knowledge about teaching methods, and for those who works in the teaching, experiences in teaching can also shape them to be professional teachers.

As for children education, I think it is important for children to learn foreign language as early as possible. Nowadays in Indonesia, English language enters global competition. Therefore children are expected to learn English so they can actively participate in the global competition.

I choose Tunas Cemara Kindergarten as the place of my apprenticeship. Tunas Cemara Kindergarten teaches two foreign languages, Mandarin and English, to children of 2-3 years old (playgroup), 4-5 years old (kindergarten). Mandarin becomes the mediator language, and therefore it becomes a plus point for this kindergarten.

Tunas Cemara Kindergarten was established by Citra Cemara Foundation in April 2000. Tunas Cemara Kindergarten is located at JL. Situ Aksan 41 Bandung. The headmaster is Lanny Senjaya. Total number of students is 10 pupils in Playgroup A, 23 pupils in Playgroup B, 21 pupils in Kindergarten A, and 12 pupils in Kindergarten B. There are seven teachers there: three teachers

for playgroup A and B, two teachers for kindergarten A, and two teachers for kindergarten B.

Tunas Cemara Kindergarten is one of the kindergartens that prepares daily aspects of knowledge and helps to form good characteristic for the children. The vision of Tunas Cemara Kindergarten is to guarantee all children to get basic education and skills, and furthermore to prepare them for future success and to prepare the new generation with responsibility. The mission of Tunas Cemara Kindergarten is to make the best of children's potential in emotional, intellectual, physical, and language development, that can be reached by strong cooperation between the school and parents.

My major motivation in doing my apprenticeship as an English teacher is due to my loving devotion to children. In addition, teaching is a unique occupation with many challenges and difficulties, from the unique characteristic of children to the teaching-learning process itself. It requires many sacrifices for a teacher, for example, a teacher must spend extra time outside the class to teach some of students who are slow in understanding a lesson. However, this profession brings satisfaction if the students do well and succeed in their study because teaching is a willingness to make a positive change in their lives.

There are some requirements to be an English teacher at Tunas Cemara Kindergarten. She should love children, be able to speak English, to work in a team, be disciplined, and at least a Diploma III graduate of any major.

The job descriptions as an English teacher at Tunas Cemara Kindergarten are doing assignments based on supervisor's instruction,

teaching politeness in English outside the class, teaching vocabulary, monitoring children's activities both during and outside the learning process, and also searching for rhymes in English. On the other hand, the routines in this kindergarten are preparing the equipment, preparing the rows of children, praying in English and Mandarin, and greeting the students. From my routine, my main tasks as a teacher are to monitor children in all activities, either inside or outside the classroom, help prepare the lesson materials, and of course to teach.

In the workplace, I face some difficulties during teaching at Tunas Cemara kindergarten. There are children of unique characteristics, such as children from broken homes who have sensitive feeling, autistic children, and hyperactive children. My other difficulty is confusion in making lesson plans. It is because English and Mandarin are mixed and both must be included in one lesson plan. Since I do not understand Mandarin, thus I cannot be total in the teaching itself.

Speaking and Listening are the English skills applied during my apprenticeship at Tunas Cemara Kindergarten. Speaking is use when I have to spell and pronounce with the right pronunciation, sometime also with rhythm and intonation. Meanwhile Listening is used when I listen carefully to what the children say in English before correcting it if necessary. Listening is also used when I listen to English songs before I teach that song to the children, and also when I watch and listen to educational DVDs.

There are subjects that support my apprenticeship. First, Introduction to TEFL (Teaching English as an Foreign Language), second, Techniques for TEFL, and also Teaching English for Young Learners. All of

them teach about how to be a good teacher, time management in teaching, methods of teaching, making lesson plans and practicing through peer teaching. Other useful subjects are Pronunciation subjects. They teach how to pronounce English words properly.

During my apprenticeship at Tunas Cemara Kindergarten, my strengths are that I am able to teach vocabulary with the right pronunciation, speak clearly, use gestures properly, and keep eye contact. Also I am patient and confident in teaching the children. On the other hand, I have weaknesses too, mainly in listening. When I watch and listen to educational DVDs, it is not enough for me to do it once in order to understand what they are about. When I listen to the English songs, I must listen to them from the cassette or CD more than twice before I can write the lyrics. Moreover, sometimes I also make mistakes in writing the lyrics.

From my apprenticeship, I get so many experiences in teaching, I learn to handle the children, understand the strategy of teaching, and improve my confidence. In addition, I also learn some Mandarin.

After finishing my apprenticeship, I can conclude that the educational system at Tunas Cemara Kindergarten is good. Moreover, I also conclude that the teaching staff also has the responsibility to reach the vision and mission of Tunas Cemara.

I have a few suggestions for Tunas Cemara Kindergarten and DIII English program. Firstly, for Tunas Cemara Kindergarten, I suggest that in the future they have a language laboratory and invite native speakers of both English and Mandarin. Hopefully, this way, Tunas Cemara Kindergarten will be able to maximize the student's language ability. Secondly, for DIII English program, hopefully in the future DIII English can

develop cooperation with international schools and foreign companies in Bandung, thus the English use of the students will be maximized and the total English skills can be applied during the apprenticeship.