

CHAPTER I

INTRODUCTION

A. Background of the Study

The teaching of English has become especially important in recent years. One of the reasons is that English has become a multinational language. Either in the business world or even social life, people use English to communicate with foreigners. Because English has a significant role in communication, the learning of English is very essential.

I choose to focus my study on teaching kindergarteners because at kindergarteners' age, they are able to absorb new things easily, including the language skills. Kindergarteners are also always energetic, so, it is a challenge for teachers to teach kindergarteners.

I choose the topic on finding difficulty in kindergarteners' concentration because I found the kindergarteners could not concentrate on the lesson that I gave. By having concentration, however, kindergarteners can improve their learning process efficiently.

In this study, I would like to critically and systematically analyze the problem I found during my internship, which is difficulty in enhancing the kindergarteners' concentration on the lesson. I will analyze the problem based on scientific research.

B. Statement of the Problem

When I was doing my internship at Logic Learning Center, I found a problem when I was teaching a group of kindergarteners. At that time, it was hard for me to enhance the kindergarteners' concentration on the lesson. Some of them felt bored with the activity and the other students were distracted by their friends. Therefore, I would like to analyze this specific problem and find an effective way to make the students concentrate on the lesson.

C. Objectives and Benefits of the Study

The first objective of this analysis is to understand the causes, the effects, and the potential solutions of difficulty in enhancing the kindergarteners' concentration on the lesson. The second objective is finding the best solution to the problem.

For me, the benefit of doing this analysis is that it can add to my knowledge about kindergarteners' English learning process. Therefore, I will be able to handle the problem of kindergarteners' difficulty in concentrating in kindergarten's class in the future.

There are two benefits of this analysis for Logic Learning Center. The first benefit for Logic Learning Center is that Logic Learning Center will get a positive input from this analysis which can be one of Logic Learning Center's guidelines in teaching kindergarteners effectively. The second benefit is that the result of this analysis can be one of the solutions for

Logic Learning Centre to improve their teaching methods for kindergarteners.

There are two benefits for the readers as well. The first benefit is that it can add to the reader's knowledge about the problem that English teachers usually have in kindergarten's class. The second benefit is that the readers can make this analysis as a guideline for those who want to be English teachers for kindergarteners.

D. Description of the Institution

Logic Learning Center is an informal educational institution. It is located at Kopo Permai F8/7 Street, Bandung. Mr. Herry Gunawan, Mr. Kuncoro Hadinata Samadikun, Mr. Santoso Tjahjadidjaja, and Mrs. Elizabeth Purawidjaja are the owners of Logic Learning Centre. This course was opened on July 22, 2002.

At first, this course only had "super brain" class and English classes which had students from various grade schools (elementary school until high school) and college, also working people. In 2003, Logic Learning Center opened the Mandarin classes. Finally, in 2007, Logic Learning Center opened tutorial classes for students of grade schools (elementary school until high school), kindergartens, and college.

In September 2007, Logic Learning Center opened a free-of-charge English program for students from kindergarten until elementary school. There are four classes in this program: class of grade 1 and 2, class of grade 3 and 4, class of grade 5 and 6, and class of kindergarteners.

During my internship, I taught the kindergarten level class. I also served as a teacher assistant in all four classes.

The vision of Logic Learning Center is making Logic Learning Center become an incorporated informal educational institution. The missions of Logic Learning Center are coordinating all of the Logic Learning Center divisions to help their students to study more actively, and help their students to solve any educational problems in a friendly approach.

E. Limitations of the Study

I do library research for this study to find the theories that support my analysis. I use my internship's journal and some reference books to back up my analysis. I also search in the World Wide Web to add data about teaching kindergarteners.

F. Organizations of the Term Paper

This term paper begins with the Abstract, a summary of the entire paper in Indonesian. This Abstract is followed by the Declaration of Originality, a pronouncement of my study about the originality of my work. After that are the Acknowledgements and followed by the Table of Contents. The Table of Contents is followed by its five chapters. Chapter I is about the introduction to the analysis. Chapter II is a review of the theories which are related to the analysis. This Chapter II is followed by Chapter III, which discusses the causes and effects of the problem being analyzed. Then, it is followed by Chapter IV, which discusses the potential

solutions. Chapter IV is followed by Chapter V, the Conclusion, which is a statement of the best solution for the problem after being analyzed in Chapter III and Chapter IV. Following the Conclusion is the Bibliography, which is the publication information of the sources that are used in Chapter II, Chapter III, and Chapter IV.