

Teaching is one of the subjects that interest me greatly. I am also fond of children and their world. In addition, it is also necessary for me to apply the subjects that I have got in the DIII English Programme at the Faculty of Letters, Maranatha Christian University. Due to the things that I have mentioned earlier, I decided to do the apprenticeship at an institution which focuses on teaching English to children, namely Ace Kids.

My reason to choose Ace Kids is its teaching method that uses English in most of its teaching process. Seeing this fact will enable me to apply the materials that I have got in the DIII English Programme as well as improve my English, I determine to become a teacher assistant in Ace Kids.

Ace Kids was initially established in Jakarta in 1998 by Dra. Leonny Siswanti Tanama with its slogan "Ace Kids start with the end in mind". A few years after that, precisely on April 1<sup>st</sup> 2002, a branch in Bandung at Jl. Pajajaran 87 was opened. Moreover, on May 1<sup>st</sup> 2006 the second branch, which is located in Kopo, was opened. At present, there are 85 students in the class with 8 teachers and 2 receptionists. Ace Kids, as an educational institution, is an English course which teaches the theory of English and the four English skills namely listening, speaking, reading, and writing. During the apprenticeship, I work three days a week based on the working (Tuesday, Wednesday, and Friday) for a month. My work schedule is as follows:

<b>Days</b>	<b>Start</b>	<b>End</b>
Tuesday	03.30 P.M	06.00 P.M
Wednesday	04.00 P.M	06.00 P.M
Friday	04.00 P.M	06.00 P.M

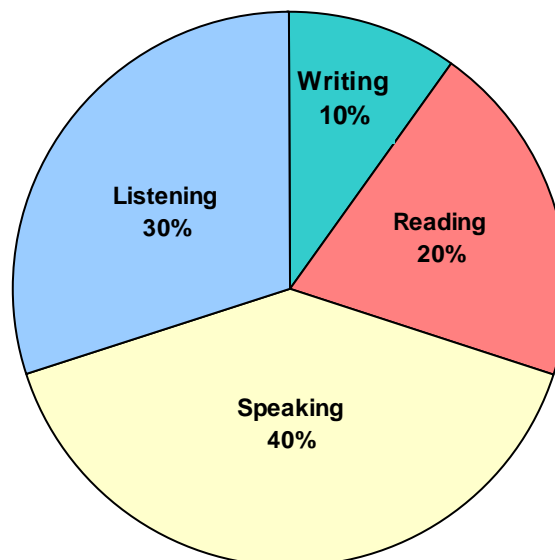
I must come at least half an hour before the class is started in order to assist the teacher in preparing the teaching material. After the class is started, I should observe the class from the beginning until the end, correct the tests (if there are any), and accompany the students to play after they finish doing their tasks.

I am given the opportunity to be a teacher assistant in different classes and levels, starting from the basic one, that consists of the second up to the fourth grade students, until the low intermediate level, that consists of the first junior high school students and above.

My routine job as a teacher assistant for the second until the third grade students of elementary school is more focused on accompanying the children to finish their tasks. When they have finished doing their tasks, I use the rest of the time to play with the children. Moreover, my routine job as a teacher assistant for the fourth grade up to the sixth grade students of elementary school is more focused on accompanying the children to do the exercises and correcting their tests. However, my routine as a teacher assistant for the first grade students of junior high school until the third grade students of senior high school is focused on helping the teacher to teach by monitoring the children while they are doing the exercises and giving explanation to the students who ask questions.

As I have described above, my most dominant job as a teacher assistant is in accompanying the children to finish their tasks. Besides, I should also observe the students' activities during the course, so that the activities can run well based on the curriculum that has been set up earlier. I also ought to make correction of the students' tests; moreover, I should give evaluation to both the teachers and students.

Like other teachers, it is a must for me to use English in almost all the teaching activities ( $\pm 80\%$  of the teaching activities require the teachers to use English). This requirement at last encourages me to use my speaking and listening skills. Indeed, my speaking and listening skills must be supported by grammatical awareness as well as my reading and writing skills, which is actually not less important in supporting my job as a teacher assistant. Seeing the fact that all my English skills are needed during the teaching activities, I may conclude that the relation between the use of English language skills and my job as a teacher assistant is quite dominant, especially when I give the explanation about the related materials and answer the questions. The pie chart below shows the percentages of the use of my English as a teacher assistant in Ace Kids:



After finishing the apprenticeship programme (as a teacher assistant in Ace Kids), I conclude that the conducive conditions, including the encouragement of all professional colleagues who are competent in their field, is the primary key of the success of Ace Kids. My experience during the apprenticeship has, indeed, given me real advantages. I do not only have the opportunity to apply the English theories and skills that I have got in DIII English Programme, also various subjects such as Psychological Approach to Teaching, Emotional Intelligence in the Workplace, Effective Oral Presentation, Introduction to TEFL, Teaching English to Young Learners, and especially all grammar subjects, but also the opportunity to learn the ways of being a good teacher. As a result, I have got lots of related skills that are both applicable and realistic.

I also feel that the children in Ace Kids have given lots of positive inputs. Not only their straightforwardness but also their uniqueness has given me inputs of the existence of young Indonesian generations, who are willing to improve their skills and have curiosity to learn something new.

According to my supervisor, I am good at speaking. I believe this because the speaking subjects from DIII English Programme, from Conversation for Everyday Survival, Conversation for Business Contact, Speaking Skill in News and Business Presentation, to Speaking Skill in Business Negotiation, have given lots of helps during my apprenticeship. On the other hand, grammar becomes the weakness that hinders me the most in doing the apprenticeship programme in Ace Kids.

In the future, I hope Ace Kids can give materials such as Emotional and Multiple Intelligence to the teachers because I think the materials can improve the teachers' capability in giving materials to their children. I believe this will be very important since the knowledge of children's psychological needs are really needed during the teaching process. Furthermore, to maximize the teaching

activities, it will be better to provide the Over Head Projector (OHP) in the class rooms.

As for the improvement of DIII English Networking Programme, I would be very thankful if there is a policy to broaden the networks with other institutions that are not just oriented to education fields. Hence, in the future, there will be lots of alumni from DIII English Programme, Maranatha Christian University that can get various results from the apprenticeship programme.