

# CHAPTER I

## INTRODUCTION

This chapter consists of five important parts which are background, the objective of the internship, the scope of the report, the significance of the internship, and definition of the key terms.

### **1.1 Background**

Teaching English to young learners has become increasingly important in today's globalized world, where proficiency in the English language is seen as a valuable skill. During their early years, around six to twelve years old, children have a unique capacity to acquire language skills quickly and effortlessly. “which is an age group in which child development progresses rapidly. On the one hand, I have experienced six-year-olds who wonder aloud whether the puppet I am using in storytelling is somehow alive. Twelve-year-olds, on the other hand, are already autonomously acquiring more English out of school than in school in some contexts (though without the language-related educational opportunities of English lessons), often through watching subtitled films (Lindgren & Muñoz, 2013) and spending hours on English-language video games (Sundqvist & Wikström, 2015).” (Bland, 2019). Therefore, it is crucial to provide effective and engaging English language instruction specifically designed for young learners to maximize their language development and prepare them for future academic and professional opportunities.

By using techniques such as songs, games, storytelling, and hands-on activities, educators can create an immersive and enjoyable learning environment that fosters language acquisition. Moreover, understanding the unique needs and characteristics of young learners is essential in designing curriculum and lesson plans that are engaging and stimulating. Overall, the study of teaching English to young learners focuses on developing effective strategies and approaches that cater to their specific linguistic, cognitive, and emotional needs to promote successful language acquisition and foster a lifelong love for learning.

Additionally, research has shown that starting language learning at an early age can also contribute to cognitive development and enhance critical thinking skills. Furthermore, it is important to explore innovative technologies and digital resources that can enhance the language learning experience for young learners, such as interactive apps, online platforms, and virtual reality tools. These technologies can provide additional opportunities for practice, repetition, and real-world connections, making the language learning process more dynamic and engaging. the study of teaching English to young learners in today's context emphasizes the importance of providing effective and engaging language instruction that aligns with their cognitive, emotional, and developmental needs. By doing so, educators can maximize their language development, cognitive growth, and critical thinking skills while fostering a love for learning and preparing them for future academic and professional opportunities.

Overall, the study of teaching English to young learners focuses on developing effective strategies and approaches that cater to their specific linguistic, cognitive, and emotional needs to promote successful language acquisition and foster a lifelong love for learning. Additionally, the study also recognizes the importance of cultural sensitivity and inclusivity in teaching English to young learners. By promoting cultural sensitivity and inclusivity in the language learning process, educators can create a culturally responsive environment that respects and values students' diverse backgrounds and experience ( Hossain, 2023).

This can lead to a more inclusive and enriching learning experience, as well as promote intercultural understanding and communication skills among young learners. In summary, the study of teaching English to young learners in today's context emphasizes the importance of providing effective and engaging language instruction that aligns with their cognitive, emotional, and developmental needs. This ensures that young learners receive a comprehensive and holistic approach to language learning that nurtures their growth and prepares them for success in an increasingly interconnected world.

During the Internship program the writer encounter some problems such as Student's Attention and Behavior During Class, Number of Students in a Class, Lack of Students' Discipline and School Regulations are Less Strict towards Students. In order to give some solutions for those problems, the writer also use

some theory such as Classroom Management Theory especially the Behaviorism Theory and Teaching English to Young Learners (TEYL) Theory.

### **1.2 The Objectives of the Internship**

The objectives of the internship in Universitas Ma Chung are :

1. To get a bachelor's degree from Universitas Ma Chung through graduation.
2. To pass the Internship's subject.
3. To implement both theories and practice already learned from the class in the internship place, especially from Teaching English to Young Learners (TEYL).
4. To train, observe, and introduce students in the concentration field and the place where the internship is held.
5. To add more experience in the world of job, also increase both soft and hard skills.
6. To obtain good relationships with people in the writer's internship place.

### **1.3 The Scope of the Report**

The scope of the report in this chapter is based on the writer's personal experience during the internship program at SDK Yos Sudarso Kepanjen. In addition to that, the writer has accomplished her internship for four months and it was held by offline activities. The writer went to school three times a week (Wednesday, Thursday, and Saturday). The writer's internship program was started from 2 August to 14 December 2023. In this report, the writer will also explain more about the school's profile, the internship activities that have already done in her school, and the problems/challenges that already happened during the internship

(including time management and an effective class management), and then the possible solution can be given from the writer for the problems.

#### **1.4 The Significance of the Internship**

There are some significances of the internship from what the writer got during the internship process. The significances for me as the writer, for SDK Yos Sudarso Kepanjen as a forum for writers to conduct internship activities, and also for Ma Chung University.

This is an opportunity for the writer to put what she learned in her Teaching English for Young Learners (TEYL) class into practice. The writer can demonstrate the technique, knowledge, and materials that were taught in the TEYL class. In addition, the writer gained new professional experience.

For SDK Yos Sudarso Kepanjen (the internship place), this is an opportunity for the school and Universitas Ma Chung to collaborate on an internship program over the long term. Anyone else (including SDK Yos Sudarso Kepanjen graduates) can participate in this internship, which is very comfortable because the teachers and staff are very nice, and the school prepares and trains the intern students on how to be a teacher and how to manage a classroom.

For Universitas Ma Chung, the internship program provides students with the subject already learned from the first semester to the sixth semester, allowing them to apply both theories and practices in the real working world. In addition, this internship report can be a reference or guide for students of Universitas Ma Chung who want to take an internship in the teaching field just like the writer did.

## **1.5 Definition of the Key Terms**

The following bellow are definition of key terms related to the writer's internship report:

### **1. Classroom Management**

Classroom management refers to the strategies, techniques, and skills employed by educators to create and maintain an organized, positive, and conducive learning environment within a classroom. It involves the establishment of a structured setting that fosters effective teaching and learning, as well as the promotion of positive student behavior and engagement. Effective classroom management encompasses various aspects, including establishing clear expectations, addressing student behavior, promoting student motivation, and creating an atmosphere conducive to learning. The goal of classroom management is to optimize the learning experience for all students while minimizing disruptions and fostering a positive and respectful classroom culture.

### **2. Teaching English to Young Learners (TEYL)**

Teaching English to Young Learners (TEYL) refers to the instructional practices and methodologies employed by educators to teach the English language to children in their early developmental stages. This specialized area of language education focuses on adapting language teaching methods to suit the cognitive, socio-cultural, and linguistic needs of young children. TEYL often involves the use of age-appropriate materials, interactive and play-based activities, and a supportive learning environment to engage

young learners in the process of acquiring English language skills. The aim is to make language learning enjoyable, accessible, and relevant to the developmental stage of the children, fostering a positive attitude towards language acquisition while building a foundation for future language proficiency.

### **3. Active Learning**

Active learning is an educational approach that involves engaging students in activities and tasks that encourage them to participate actively in the learning process. In active learning, students take on a more proactive role rather than being passive recipients of information. This approach emphasizes hands-on experiences, collaboration, critical thinking, and problem-solving. Examples of active learning activities include discussions, group projects, problem-solving exercises, case studies, debates, experiments, and other interactive tasks that require students to actively engage with the course content. The goal of active learning is to enhance understanding, retention, and application of knowledge by promoting student involvement and participation in the learning experience.

### **4. Formative assessments**

Formative assessments refer to evaluation methods and activities conducted during the learning process to gather information about students' progress, understanding, and learning needs. Unlike summative assessments, which occur at the end of a course or unit to measure overall achievement,

formative assessments are ongoing and aim to provide feedback that can be used to shape and improve the learning experience.

Key characteristics of formative assessments include:

- **Timeliness:** Formative assessments are conducted in real-time or during the instructional process, allowing teachers to make immediate adjustments to their teaching methods based on students' responses.
- **Feedback:** The primary purpose of formative assessments is to offer constructive feedback to both teachers and students. Teachers can gauge how well students are grasping concepts, identify areas of confusion, and adapt their instructional strategies accordingly. Students, in turn, receive feedback on their performance, allowing them to understand their strengths and areas for improvement.
- **Adaptability:** Formative assessments are flexible and can take various forms, including quizzes, polls, class discussions, observations, and group activities. They can be adapted to suit the specific needs of the lesson or the individual needs of students.
- **Informing Instruction:** The information gathered from formative assessments guides instructional decisions. Teachers can identify whether to revisit certain topics, adjust the pace of instruction, or provide additional support to meet the diverse learning needs of their students.

Examples of formative assessments include:

- **Classroom discussions:** Engaging students in discussions to gauge their understanding of a topic.



- Quizzes and polls: Brief assessments administered during a lesson to check comprehension.
- Exit tickets: Short assessments at the end of a class to gather feedback on what students have learned.
- Observations: Teachers observing students' behavior, participation, and interactions during class activities.

Formative assessments play a crucial role in fostering a dynamic and responsive teaching and learning environment, ultimately supporting students in achieving their learning objectives.