

# **CHAPTER I**

## **INTRODUCTION**

This chapter includes the background of the internship, the objectives of the internship, the scope of the report, the significance of the internship, and the definition of key terms.

### **1.1 Background**

Language is an essential aspect of human life. We communicate using language as our main means. It is the way we express and convey our ideas and thoughts to others. There are numerous languages in this world, with each country having its own language and various local dialects spoken and comprehended by residents in different areas. But English is the language of international communication. The significance of English is undeniable, as it is the most widely spoken language worldwide.

Humans have learned languages since they were children. They were taught to speak their language since they were born, it is one of the reasons why learning foreign language can be challenging especially learning English. As they don't use it regularly in their daily lives. However, English language skills are necessary in everything including when we want to study abroad and when entering the workplace. By mastering this language, we can create more global connectivity and networks. That is why acquiring English is crucial, and people from all over the world choose to learn it

as their second language. Even numerous countries incorporate English into their school curriculum, and children start to learn it at an early age.

In Indonesia, English has been taught since early grade, starting in kindergarten, and continuing until senior high school. During this time, teachers emphasize speaking, reading, writing, and listening skills using government-provided lessons. However, not all schools provide adequate English lessons. There are some schools that still lack of qualified English teachers and lack of access to materials that meet the standard learning needs. Additionally, certain areas heavily rely on local languages in their daily activities, resulting in a majority of students there being unfamiliar with the use of English. This situation is exemplified in SD Katolik Yos Sudarso Kepanjen.

As a student of the English letters study program, who has studied courses related to teaching, the writer took an internship program, namely teaching assistance. This internship program is part of the Kampus Merdeka called Program Kompetisi Kampus Merdeka (PK-KM). This program is organized by Universitas Ma Chung, particularly English Letters Study Program and supervised by the Ministry of Research, Technology and Higher Education Indonesia (Kemdikbud Ristek). This internship program helped the writer to comprehend teaching ability by implementing the knowledge and theories learned from the class. However, due to the lack of experience, most interns often make mistakes, which is expected to be part of the learning process.

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

The objectives of the internship that has been taken by the writer at SDK Yos Sudarso Kepanjen such as:

1. To complete one of the requirements in order to earn a bachelor's degree from Universitas Ma Chung.
2. To implement relatable knowledge and theory gained throughout the past three years of learning at class, particularly from Teaching English to Young Learners (TEYL), to the internship place.
3. To have more experience in the world of job and hone the capability of teaching English.

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

This report is limited to general information of SDK Yos Sudarso Kepanjen, general activity of the internship, the problems identified during the internship such as lack of access to the adequate material, lack of multimedia, and lack of English ability. It also focused on how to improve third grade students' English skills using fun learning strategy such as attract the students with game-based learning, captivate materials, and colorful worksheet. In addition, the theories related to the problems and the solutions are provided at the end of the report.

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

This internship certainly brings various significance to some parties such as the writer as the one who has carried out the internship, SDK Yos Sudarso Kepanjen as the

place where the writer interns, Universitas Ma Chung especially the English Letters Study Program as a place where the writer studied.

For the writer as an intern, the internship program has helped her to experience new things, learn how to survive and deal with the bitter sweetness of the real world of work, and gain greater insight. In addition, this program also helps the writer to grow forward. By developing soft skills and hard skills, exploring more about English and how to teach well, which can make a positive change in students, and know how to keep a good communication with team and people in the workplace. Furthermore, the writer can learn to observe and understand the situation and people around him and know how to approach people with different backgrounds.

For SDK Yos Sudarso Kepanjen as the place where the writer interns, the internship program is useful in strengthening the working relationship that has been established between the school and Universitas Ma Chung and can see the quality of students of English Letters Study Program in doing their internship so that it allows both parties to collaborate in the long term. Other than that, the school also gets the opportunity for additional teachers to help teach and manage activities there. In addition, this report offers solutions that can be implemented and used as a reference for school improvement.

For English Letters Study Program, the internship program helps to create connectivity and networks with schools which allows the department to recommend internship place for teaching to students. It can also promote Universitas Ma Chung, specifically the English Letters Study Program to people out there so that it can be

widely known and has the opportunity to get a lot of applicants when the new student registration period opens. Moreover, this report can provide insight into how the lessons from the study program are applied, particularly in teaching.

### **1.5 Operational Definition of Key Terms**

Some of the key terms that will be mentioned frequently in this report include those listed below:

#### **1. Fun Learning**

Fun Learning is a learning method that produces so much creativity, a teacher must be able to create creativity and can create an atmosphere of student learning fun from beginning to end without noticeably (Fauziyah, 2016).

#### **2. Multimedia**

Multimedia is any combination of text, sound, animation, and video delivered by computer or other electronic or digitally manipulated means. It is a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements (Vaughan, 2008).

#### **3. Gamified Learning**

Gamified learning is the use of game elements, such as points, badges, levels, leaderboards, or rewards, to motivate and engage learners in a learning activity (Employee Learning & Development, 2023). Gamified learning allows learners to put their skills into practice and experience the consequences of whatever action they choose to take - positive or negative (Miller, 2023).

#### 4. Adequate Materials

The term "adequate materials" in the context of teaching and learning English generally refers to instructional resources, such as textbooks, workbooks, reading materials, multimedia content, and other educational tools that are deemed suitable and effective for supporting language acquisition and development. According to Gebhard (1996), authentic materials are classified into three categories: authentic printed, visual and listening materials.

#### 5. Revised Curriculum 2013

According to Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbud) (2022), K13 is a curriculum that has been revised from the previous curriculum so as not to burden students. This curriculum is a national curriculum since 2013/2014. It is built on the basis that curriculum development can answer future challenges, community perceptions, developments in knowledge and pedagogy, future competencies, and negative phenomena that emerge. This curriculum is also accompanied by four core competencies: spiritual, social, knowledge and skills.

#### 6. Improving

According to Mukherjee (2016), improving is to make something that already exists better. In various contexts, improvement can entail enhancing quality, efficiency, performance, or functionality. It often involves identifying weaknesses, inefficiencies, or areas for development and implementing changes or strategies to address them. According to Chakhunashvili (2017),

improvements should lead to better outcomes compared to peers or competitors, be relevant, and meaningful. By considering these characteristics, organizations can better understand and enhance their improvement efforts effectively. Improvement can be applied to various domains such as education. Ultimately, the goal of improvement is to progress towards desired outcomes or objectives.