

CHAPTER I

INTRODUCTION

1.1 Background

There are several methods available for learning a language. Gaining mastery over language can lead to an increase on self-quality. Therefore, a multilingual person will be valued more by their closest relatives and friends as well as by others. Numerous approaches can be used to learn English. One of them is to go directly to people who have mastered the English which certainly provides more advantages, and pay close attention to the English lessons that are taught.

Among the various languages spoken throughout the world is English. People from Anglo-Saxon, Danish, and Norwegian backgrounds frequently utilize a variety of regional language combinations when speaking English. Since English is the language that is most frequently used for communication, it is regarded as the official language spoken worldwide. The widespread usage of English in daily life is evident. The numerous applications of English in Indonesia further demonstrate the language's widespread usage. Even English is now required in schools. Thus, it is clear that English is essential to our daily existence and that learning it will help us perceive the world more clearly.

Because of our lack of proficiency in English, we Indonesians do not want to be left behind by the advancement and growth of today's world. Nonetheless, a large number of students have made it to primary school but are still unable to do so and lack basic English language skills. English language learning has been implemented in Indonesia since kindergarten. Naturally, though, not all kindergartens implement this. So in the end, elementary school students who at least already have basic English are left behind with other elementary school students. One of the ways that teachers can use, especially in these cases, is using lower-

order thinking skills in Bloom's Taxonomy. This method includes the first three levels of taxonomy. Recalling information, understanding concepts, and applying knowledge.



Figure 1. *MI Wachid Hasyim 02 Dau*

While doing teaching assistance, which is one of the activities of Merdeka Belajar Kampus Merdeka (MBKM), I have the opportunity to assist and manage the teaching process in educational institutions from both primary and secondary education. I was assigned to carry out Merdeka Learning Campus Merdeka (MBKM) activities at MI Wachid Hasyim 02 Dau. While teaching there, I used the Bloom Taxonomy method very frequently. Given that not all MI Wachid Hasyim 02 Dau students have gotten lessons in basic English, students who have not learned the basic English language can gradually follow and comprehend the English lessons offered by employing this method. Because they already know what their students need and can do, teachers will also find it easy to create teaching materials and engage in classroom activities.

This internship report will explain in detail the opportunities and difficulties I encountered during the internship at MI Wachid Hasyim 02 Dau. Further analysis of the report will also be given, especially in terms of how to help MI Wachid Hasyim 02 Dau students learn English using the Bloom Taxonomy method.

1.2 Internship Objective

This internship was done to fulfill several objectives, namely:

1. To qualify for the graduation and attainment of a bachelor's degree in English Letters study program at Universitas Ma Chung.
2. To fulfill the final examination grade for the 5th semester in the English Letters study program at Universitas Ma Chung.
3. To account for the independent teaching assistance activities that were followed.
4. To gain real-life experience in a professional working environment.
5. To gain professional experience in the teaching world.
6. To gain insight into the teaching world.
7. To implement the skills and knowledge gained as well as gain new ones simultaneously by doing the teaching assistance activity.
8. To identify which sets of skills have been adequately prepared by the formal education of the English Letters study program at Universitas Ma Chung and which cannot be given through formal education and must instead be taken from real-life experience.
9. To identify in what manner the future students of the English Letters study program at Universitas Ma Chung be better prepared for professional life.
10. To foster goodwill, resume the partnership between MI Wachid Hasyim 02 Dau and Universitas Ma Chung.

1.3 Report Scope

This internship report will focus on my working experience as a teacher at MI Wachid Hasyim 02 Dau. I will focus primarily on how my formal education in the English Letters study program at Universitas Ma Chung matches and helps me through the entire activity as a teacher,

and other students of Universitas Ma Chung may be better prepared for a similar internship position in the future.

1.4 Significance

1.4.1 Personal Significance

This teaching assistance activity provides many benefits for me, especially in terms of gaining new experiences in the world of education. So far, I am not interested in the world of education, especially in becoming a teacher. This teaching assistance activity, in addition to providing new experiences, also provides a new view of education and the difficulties of being a teacher.

In addition, during my time as a student in the English Letters study program at Universitas Ma Chung, I have indeed been given some basic knowledge about the world of education, but in practice it is still lacking. So, with this teaching assistance activity, I can directly practice the knowledge that I have gained during my studies at Universitas Ma Chung. I can also see my strengths and weaknesses that must be developed and improved so that, in the future, I can get maximum results.

1.4.2 Significance for MI Wachid Hasyim 02 Dau

MI Wachid Hasyim 02 Dau is one of the many schools that still lacks teacher labor. English subject educators in this school only have teachers who have to teach all grade levels at MI Wachid Hasyim 02 Dau, and even one of the teachers holds up to the MTS Wachid Hasyim 02 level and becomes the village headmistress. So it can be said that the teacher is a little struggling with these circumstances and conditions. With this teaching assistance activity, I and four other students took part in helping at least lighten the task of the English teacher at this school. In addition, because the school is located in the village, many students at this school

still do not have the opportunity to see the wider world. So we are here to provide a view of the outside world to students at MI Wachid Hasyim 02 Dau so that in the process of teaching English, students can feel more interested and enthusiastic again. Furthermore, I created lesson plans with my friends that MI Wachid Hasyim 02 Dau teachers might use in the future.

1.4.3 Significance of English Letters Study Program of Universitas Ma Chung

This report will hopefully serve future students of the English Letters study program at Universitas Ma Chung as a guide and template for their internship, either with MI Wachid Hasyim 02 Dau or with other similar partnerships. This report will also hopefully bring new insight into the knowledge bases that English Letters students need to acquire so they may perform adequately in such an industry.

1.5 Key Terms Definition

The following are the key terms that would be instrumental in the further discussion of the report:

1. **Teaching assistant:**pupil-based support staff (Blatchford et al., 2012).
2. **Bloom Taxonomy:** Multi-tiered model of classifying thinking according to six cognitive levels of complexity (Forehand, 2005).
3. **Formative assessment:** Formative assessment is one of the most effective strategies for improving student learning that has drawn attention from studies of educational programs (Magno & Lizada, 2015).
4. **Summative assessment:** Summative assessments are typically used to assess how well students have learned a subject at the end of a lesson (Kibble, 2016).