

## **CHAPTER I**

### **INTRODUCTION**

MI Wahid Hasyim II Dau is committed to being an educational institution dedicated to fostering the intellectual growth of its students, nurturing their spiritual development, and creating a competitive and highly capable generation. The existing English language learning system at MI Wahid Hasyim 02 Dau has become a focal point of attention. Simultaneously, the English language holds significant importance, given that people from all over the world use it. This implies that everyone must compete, and the main reason for learning English is either for self-improvement or to secure a good job (Lijing, 2006).

As we delve into the nuances of these challenges, it becomes clear that a dynamic and adaptable learning environment is of utmost importance. This report aims to explore and address the complexities of the existing educational landscape, with the hope of making a meaningful contribution to the ongoing discourse on improving education at MI Wahid Hasyim 02 Dau.

#### **1.1 Background of the Study**

English is important because it allows individuals to communicate not only locally but also on a global scale. English plays a dominant role in almost all the fields in the present globalized world. In the context of today's world, English is a key tool in creating a competitive and capable generation. This is because a significant amount of valuable information, literature, and educational resources worldwide are available in English. As a result, being proficient in English is not

just a skill for engaging in global conversations but also opens up access to a wider range of knowledge and opportunities.

According to Husnul (2018) children demonstrate a remarkable ability to rapidly acquire languages, particularly before the age of 10. This innate proficiency suggests that grasping a language during childhood is advantageous, and initiating this learning process at an early age yields even greater benefits for individuals. Starting early not only aligns with the natural language-learning tendencies of children but also enhances the overall effectiveness of language acquisition. Therefore, proficiency in multiple languages not only expands one's communication abilities, but also enhances cognitive abilities and fosters understanding of a positive nature.

The early stages of life are therefore a golden opportunity, educational initiatives are increasingly focusing on the introduction of language learning at an early age. Early language exposure and teaching has been linked to improved cognitive functioning, including problem-solving ability, creativity and overall academic performance.

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

The primary objective of this internship at MI Wahid Hasyim 02 Dau is to gain practical insights and hands-on experience within the educational domain.

Through active participation in day-to-day operations, collaborative projects, and engagement with professionals in the field, the internship aims to achieve the following key objectives:

- a. Develop a comprehensive understanding of the daily operations at MI Wahid Hasyim 02 Dau, including classroom management, teaching methodologies, and interactions with students.
- b. Actively contribute to collaborative educational projects designed to enhance the overall learning experience for students.
- c. Interact with and learn from experienced educators as a professional engagement, such as teachers, administrators, and staff, to widen perspectives on good educational techniques.
- d. Develop important skills applicable to the educational environment, such as lesson preparation, curriculum building, and effective communication with students and parents.
- e. Gain an understanding of the cultural and diversity components of the learning environment, generating an appreciation for inclusive educational approaches, as an appreciation for cultural and diversity.
- f. Explore and utilize new educational technologies employed at MI Wahid Hasyim 02 Dau, gaining competency in technology-integrated teaching approaches.
- g. Use reflective practice in an educational context to assess personal progress, identify areas for improvement, and match theoretical knowledge with practical application.

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

The scope of this chapter's report is based on the writer's personal experiences as an intern at SD MI Wahid Hasyim 02 Dau. In addition, the writer completed a four-month internship that was supported by offline tasks. The scope of this chapter report is limited to the writer's experiences during a four-month internship at MI Wahid Hasyim 02 Dau, starting from early August to early December. The writer's involvement was offline duties, the writer goes to the school five times in a week (Monday, Tuesday, Wednesday, Thursday, and Saturday) which contributed to an in-depth understanding of the internship period.

The primary objective of this report is to provide an informative account of the writer's internship challenge, putting light on the practical elements, problems, and learning results at MI Wahid Hasyim 02 Dau throughout four months. The report aims to give an organized and comprehensive evaluation of the internship experience by describing these elements, assuring relevance and coherence within the stated scope.

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

The writer not only grew their theoretical understanding from college courses through this internship, but they also got the rare opportunity to actually implement these principles in real classrooms at SD MI Wahid Hasyim 02 Dau. This experience gave significant practical insight, allowing the writer to observe and respond to children's specific needs, tackle day-to-day obstacles in class management, and make some lesson plans. Because the writer was personally

involved in the educational process, he was able to dive deeper into the dynamics of teaching and learning activities, getting insights that went beyond theoretical learning. The practical application not only improved the writer's understanding of the subjects taught, but it also developed important abilities and adaptability in the education profession. The writer became more familiar with teaching, adapting teaching approaches to the characteristics of each student and learning to respond to the real-time needs and atmosphere of the classroom.

Furthermore, an important feature of this internship was the ability to develop important skills such as lesson preparation, good communication with students and more experienced instructors, and successful classroom management. The writer not only had the chance to develop lesson plans that incorporated crucial learning components but also demonstrated creativity by crafting posters and instructional tools to enhance the learning experience. This combination of structured lesson planning and creative teaching aids can contribute to a more engaging and effective educational environment. By integrating essential elements into lesson plans and supplementing them with visually appealing and informative materials, the writer likely aimed to cater to various learning styles and make the educational experience more enjoyable for students. This approach suggests a commitment to both pedagogical effectiveness and fostering a stimulating and dynamic classroom atmosphere.

The internship has brought significant benefits to MI Wahid Hasyim 02 Dau and Universitas Ma Chung, particularly the English Literature program. The infusion of practical experience gained by the writer has positively impacted MI

Wahid Hasyim 02 Dau teaching methodologies, contributing to a more dynamic and effective learning environment for students. Furthermore, the collaboration has strengthened the relationship between MI Wahid Hasyim 02 Dau and Universitas Ma Chung, enhancing the university's ability to produce graduates with not only theoretical knowledge but also practical skills in English education. This synergy supports the university's commitment to delivering well-rounded professionals to the field of education, particularly in English literature.

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

The below are definitions of key terms related to the writer's internship report:

a. Assessment

The systematic process of collecting and analyzing data to understand the individual performance and results of students, is used for decision-making in educational institutions.

b. Morality

The ethical principles inherent in individuals shape their actions in everyday life, with both positive and negative impacts on personal and societal well-being. One fundamental and universal ethical principle is the "respect for the dignity of the individual and society." This principle acknowledges the intrinsic value of all human beings, irrespective of differences in social status, ethnic origin, gender, abilities, or other group-based characteristics.

c. Prosocial Behavior

Prosocial behavior is voluntary actions aimed at enhancing the physical or psychological well-being of others, typically involving acts of kindness, empathy, and cooperation. According to a journal published in the Social Issues and Policy Review by Penner, L. A., Dovidio, J. F., Piliavin, J. A., & Schroeder, D. A. (2005), prosocial behavior can be categorized into three types: helping, sharing, and cooperation. Helping involves actions such as providing physical or emotional assistance to those in need. Sharing entails actions like offering resources or information to others. Cooperation involves working together with others to achieve common goals. Teaching Strategies

Various approaches and methods are employed by educators to foster the development of prosocial behavior in students, including direct learning, interactive learning, and expository learning strategies.