

A FINAL REPORT

**THE STRATEGIES TO COMMUNICATE WITH SMALL
STARS STUDENTS IN ENGLISH FIRST SIDOARJO**

**Presented in partial fulfilment of the requirement for the Diploma Degree in
English Language**



By

Machita Nisfi Maulidyah

Student Number: 151611813009

Major: Business Communication

**ENGLISH DIPLOMA PROGRAM
FACULTY OF VOCATIONAL EDUCATION
UNIVERSITAS AIRLANGGA**

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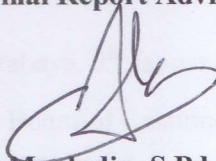
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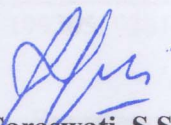
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FACULTY OF VOCATIONAL EDUCATION

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This to certify the final report of

Machita Nisfi Maulidyah

Has met the Final Report requirements of Faculty of Vocational Studies
Universitas Airlangga

Surabaya, 8th January 2020

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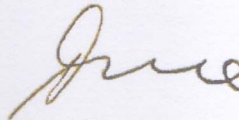
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STATEMENT OF ORIGINALITY

I, Machita Nisfi Maulidyah (151611813009), honestly declare that the final report I wrote does not contain the works or parts of the works of other people, except that those cited in the quotation and the references, as a scientific paper should.

Surabaya, 8th January 2020



Machita Nisfi Maulidyah
Machita Nisfi Maulidyah

151611813009

The writer dedicated this final report to my beloved families

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CHAPTER I

INTRODUCTION

1.1 Background of the Report

Everyone is born with many skills, especially skills in communicating with others. According to Ahmad (2016), communication skills need other additional skills, such as speaking, listening, and understanding in the process. Communication skills are our ability to understand each other in our lives. Without this skill, it will be difficult to understand people well. With good communication skills, people can rely on communication as the tool to control the surrounding situation by paying attention to every individual around us by submitting rules that must be obeyed, thus they will also understand each individual if they make mistakes and motivate them to interact with good communication.

English is one of the communication media in Indonesia. As Ahmad (2016) said, English is the language of instruction in various countries. English is a simple language daily communication with newcomers in a country. Nowadays, English is growing more rapidly due to globalization factors. There are many foreign companies established in many of Indonesian areas. Which brought development times to times. For example, people began to develop themselves in communicating, in order to achieve maximum results in work, they started to learn English. For some companies, the workers started to take English Language Course as well as for their children parents begin to educate their children

in early age because they feel that the development of the era is so fast. They do not want their children left behind in English comprehension. According to Flavell (1968), children at preschool and school have ineffective communication styles as they get older their communication styles will improve even better. The ineffectiveness of children often talks with themselves or with a toys, so parents take advantage of this ineffectiveness by having linguistic skills.

Nowadays, many parents want their children to be able to speak English fluently. The English language course institute is very sought after today. Parents want their children to be able to speak in various languages so that they can understand the rapid development of this age. Parents also want to put their children in the best courses to get best result for their children. One of the English providers for children is *English First*.

English First is the largest language course service provider in Indonesia. *EF*'s name is well-known in various countries, including Indonesia. *English First* is a division from *EF Education*. *EF Education* itself is a private company engaged in language training and educational travel. *English First* was established in 1995. Currently more than 60 branches of *English First* are widespread in Indonesia. One of them is located in Sidoarjo where the writer took the internship.

English First is the main key for parents to educate their children to have better comprehensive in English. The involvement of parents in the progress of English comprehension for their children is very important. *English First* itself

has various programs. One of them is the English Language program for children ranging in age from 3 years to 18 years and above. Many parents want their children to learn English in their childhood, and *English First* has specialized in developing a new teaching system and fun methods that helping students to hold more effective in English. One of the main attractions of parents at *English First* is the Small Stars program. Small stars is one of the English First programs for children from three to six years.

Progress Advisor is a person who is responsible for the implementation of course management. Procedure, communication among teachers, parents and student. It has a key role among students, parents, and teacher. He has responsibility as coordinator, a supporter, and to keep accompany the students orientated theirs growth step by step.

The writer conducted her internship at *English First* Sidoarjo, as a Progress Advisor. One of the reasons why the writer chose an internship at *English First* Sidoarjo is because EF itself is the largest and most well-known course institution in Indonesia, its branches are everywhere and what makes it interesting is the course program for children under six years. Therefore, the writer would like to write a report on “The Strategies to Communicate with Small Stars level in English First”

1.2 Statement of Problem

There are two main problems in this report as follows.

1. How English is used when the Progress Advisor communicate with the students in Small Stars level?

2. What skills are needed by Progress Advisor to communicate with the Small Stars students?

1.3 Purpose of the Report

The purposes of internship study are follows:

1. To discover how English is applied when the Progress Advisor communicate with the students in Small Stars level.
2. To discover the skills needed by Progress Advisor to communicate with the Small Stars students.

1.4 Significance of the Report

1. For the writer

To implement the speaking skill in communication with young children in daily basis. To develop speaking skill quickly and to give examples to other children that speaking English is not difficult to learn.

2. For the alمامater

To build a good relationship with *English First* Sidoarjo and joining the program offered by EF. Last but not least, to improve the quality of English comprehensive for diploma students.

3. For the institution

To introduce *English First* Sidoarjo in Universitas Airlangga, and to build a good relationship.

4. For other interns

To improve English communication skill with children and to improve their administration skill. Other interns will also understand how to get a *new leads* in *Englsih First* Sidoarjo

1.5 Review of Related Literature

1.5.1 Communication with Young Children

Learning to communicate is the key for children to interact with other people. Communication starts after someone was born, continues throughout life and improves better when children are getting older followed with more activities in their life. According to Lynch (1996), a truth, an opinion, and emotion need to be communicated so that it can be considered as an ability. Young children could have complex emotions. They enjoy their activities like playing games and making some experiments. They are very happy if someone makes fun of them, so they are able to communicate with the adults. Young children need some skills to improve their communication even though they do not understand the meaning of it. Parents are also involved in the language development by paying daily attention to them since it is a way to upgrade their children communication skills, and always play the role as a good listener for their children.

In school, communication is built through the interactions between teacher and students. This also happens in *English First* Sidoarjo, where the students are induced to speak in English with the staff of *English First* and the staff must response it in English too. When it happens,

communication in young children can increase even the accretion is low. When this condition is happening, the role of parent is important for the development of English Communication continuously with their children in English on daily basis.

1.5.2 English for Young Children

Every child is born with their abilities, such as thinking, communicating and moving. Children will catch all the activities carried out by those around them during their infancy. At that time, the child's motor cells develop rapidly; therefore, parents are very careful when treating their children.

Young children will learn to understand things about the world when they experience it. This means that their way of learning is holistic that they see things as a whole and will relate them to certain events that occur in their lives. According to Paradis, Kirova, and Dachyshyn (2009), play with young children to try out new words for exposure her learning new language. To maximize the exposure of young children to the English Language, use the strategies. Here are the strategies, among others:

1. Ask the children to actively participate in an activity by giving them special instructions. For example by saying "Give me a small brush" while pointing to the thing that has been mentioned in advance. It also makes young children pay attention to what you are doing while building their vocabulary.

2. Express the thoughts and strategies you have to solve a problem. For example, by saying "Let's see why the tower fell. Too high? And asking what will happen if we take the top block?". Also, involving children in the process of solving problems and brainstorming to determine the right solution.
3. Give an example of an action that is filled with everyday language when introducing new skills and concepts. For example, when you teach your child to build a tall tower, you say "put the biggest block first, then place the small one on it, then the smaller one over it, and so on". When doing so, give words and actions that are appropriate and interconnected as well as help children remember the order when building themselves.

Language functions are phrases that relate to a specific purpose. The function of language by embedding vocabulary in sentences is an effective strategy for learning a new language rather than teaching a single word. The examples include expressions of requests, apologies, asking for help. Most of young children cannot yet understand the benefits of grammar instructions that are conveyed expressly.

1.5.3 Communication skills with Young Children

Talking is one of the communication tools among humans, from birth to adulthood. Children are required to be good at talking from a young age because it is one of the important needs to be part of an environment. Without speaking skills, we are not able to understand the

intentions of each other if someone is not motivated to talk with others and the communication is not happened well. By talking, we come to know the purpose and other goals that someone had. Speaking also contains elements of language, thinking and using physical movements.

According to Klimova (2013), she suggests the teacher and progress advisor to apply English when they are speaking with young children. Firstly, teachers and progress advisors must have the ability to understand young children because they certainly do not know the purpose of what we are talking about because their English skills are still lack. Therefore, never use words or sentence structures that are too difficult to understand. Never talk too much, if the child is not interested in hearing us because talking too much make them bored. Even though we are in the position of the teacher and the progress advisor, do not be too patronizing when we are talking or as made up so that they are not afraid of us because the key to build good communication is being open to one another.

Second, using native language where the language is used which is not too standard but also does not use daily language so that children can still understand our intent to talk to them because children's communication involves direct interaction.

Then, using positive motivation so that children could continue to learn English with enthusiasm and do not easily give up because at their age children still want to play not to learn.

Finally, according to Paradis, Kirova, and Dachyshyn (2009) repeats the same idea or instruction more than once, the second time using shorter sentences, easier vocabulary and speaking more slowly.

1.6 Methods of The Report

1.6.1 Location and Participant

The writer conducted a case study with three different participants in English First Sidoarjo consisting of three females in one day. First the writer conducted her case study with four small stars students and one progress advisor at English First Sidoarjo, the writer interviewed them in two days. On how the Progress Advisor talks with the children in Small Stars level. Second, the writer trying to help the Progress Advisor's Job in every classes and last, the writer interviewed the students in every classes. This interview is figure out how the Progress Advisor talk with children in Small Stars level. The writer trying to talk with the children in Small Stars Student, some student understand what the writer ask and some student did not understand what the writer ask. All of this interviews are to find out the skills needed to become a Progress Advisor and find out about how the progress advisor talking with the students.

1.6.2 Data Collection

In terms of data collection, the writer collected some transcription between the writer with the students. The writer also used the unstructured interview with the Progress Advisor staff to more about the way build the communication with the children

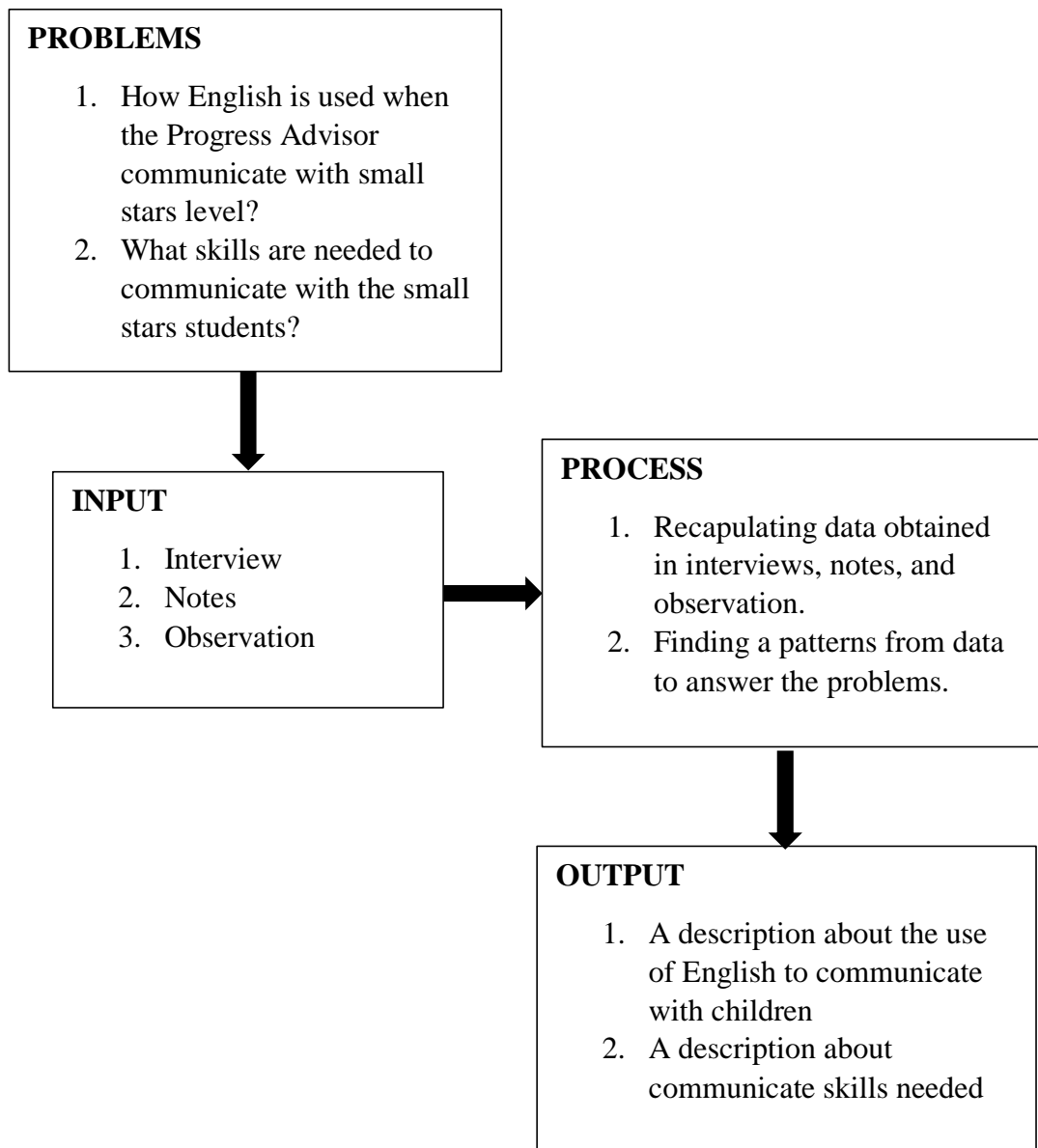
1.6.3 Data Analysis

After collecting some data, the writer transcribe every conversation between the writer and the students. The writer also directly observed the behavior of Progress Advisor staff while they were making conversation with the students at *English First Sidoarjo*. To answer the statement of the problems the writer analyzed the data using this method below:

Table 1 Data Collection

Units of analysis	Data collection techniques
Using English when the Progress Advisor communicate	Semi-structured interview observation (transcriptions)
Skills needed by Progress Advisor	Semi-Structured Interview observation (transcriptions)

1.7 Frame Work of the Report



CHAPTER II

COMPANY DESCRIPTION

2.1 Brief History

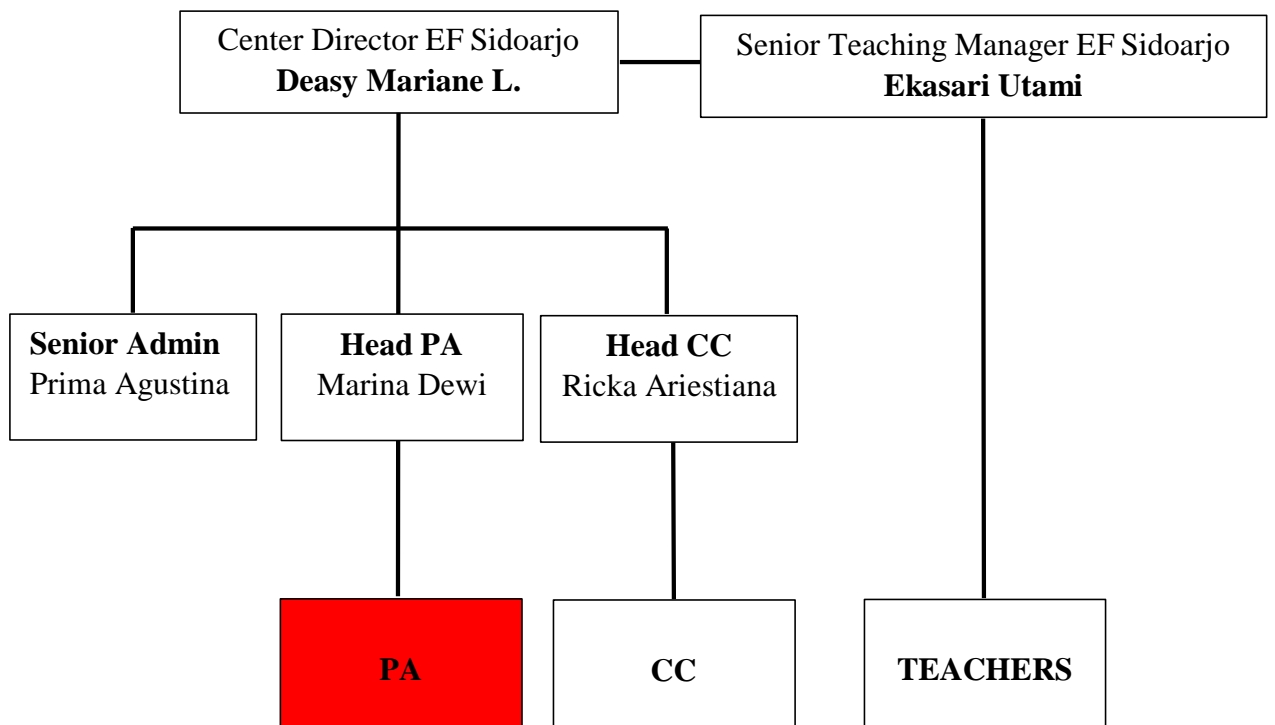
English First Education is an international education company founded in 1965 by Bertil Hurt. He is dropped from his college to build up EF. At the beginning, it was small company and look like office. The company started the business with open up French language course to swedish students who trying to study in France. But he is thinking about English was bigger than French language, then he started to offering English Course throught Europe. English first helped many students in the world and became largest company.

In 1966, English First opened in Indonesia for the purpose to make stdents in Indoesia learn about English very well and many ways. EF in Indonesia cooperated with Edukagroup with the first office in Kayun, Surabaya. In 1972, English First Education open a school in Japan. After in Japan, the company expanded to the US in 1983 then in Boston 1988

English First became the largest education company in the world. By 2014 EF had approximately 37.000 employees in 55 countries. In Indonesia, EF has 1.500 employees, 600 teachers, and has many students. English First has a branch in Sidoarjo, it is located near public places and shopping center.

English first has a vision and mission to offer a good quality of English to the students. The vision is to be the center of English learning which is expanding continually and the mission is Breaking Down Barriers which means English First has a commitment to avoid the language barriers.

2.2 Organization Chart



= the writer's position

2.3 Job & Responsibility

2.3.1 Center Director

Center Director's jobs are managing team to build an effective team and managing work to do such as solving the problem.

2.3.2 Senior Teacher Manager

Senior Teacher's Job is manage the schedule all the teachers in EF Sidoarjo.

2.3.3 Senior Administrative Staff

Senior Administrative Staff's job is making payment and making reports daily for student.

2.3.4 Head of Progress Advisor

Head of Progress Advisor is managed every Progress Advisor staff to handle the student an becoming the main contact trusted person PA agains the trust from parents required to close the retention class

2.3.5 Head of Course Consultant

Head of Course Consultant's job is to make marketing strategy and then work as team with course consultant staffs.

2.4 Locations

English First is located in Ruko Taman Pinang Indah A2 No. 5-6, Sidoarjo, East Java. The location very strategies because surrounded by public places. We can reach them by phone on (031) 805 2678.

2.5 Programs

2.5.1 Small Stars

Small Stars program is designed for children age 3-6 years old. The program focused on preparation the children to pre-school and introducing English for communicate as well.

2.5.2 High Flyers

High Flyers program is for children age 7-9 years old. The handbook focused on vocabulary, writing, spelling and grammar and also the students can study with play some games in that handbook

2.5.3 Trailblazers

Trailblazers program is an English for teenager from 10-14 years old. In this program, the students will develop their creative skills to be successful not only at school but in their life.

2.5.4 Frontrunner

Frontrunner program is course for student in senior high school. This program can help the students to archive to goals of study.

2.5.5 International Exam Preparation Course

This program helps the student who will go studying aboard.

2.5.6 Business English Class

This program is for adults who want their English well for business.

2.6 Facilities

2.6.1 Classroom

There are 16 classrooms in this facility. Every class is named with the big city in US and the class has a clear glass for write everything. In this class, there are few things such as computer and chairs

2.6.2 iLab

The place is for student to learn English with fun. The student can learn English through computer program and each student has a ID and password.

2.6.3 Sales Room

This place is for marketing activities, and this room usually used by Course Consultant and Progress Advisor to meet new student or parents.

2.6.4 Test Room

This room is for new student who wants take a test before enrolling in EF.

2.6.5 Restroom

There are two restroom in EF Sidoarjo. It is located at the corner of the lobby and last one in pantry

2.6.6 Kitchen

This facilities for student activities, and the teacher managed the cooking class. There are few things in this facilities such as oven, sink, refrigerator, chairs, many more.

2.6.7 Prayer Room

This room is very small and located near the second sales room

2.6.8 Waiting Room

This is room for parents who wait their children to finish their classes and this room equipped with Wi-Fi.

CHAPTER III

DISCUSSIONS

3.1 Description

Human communication involves the interaction of skills such as language, what someone tells about, and facial expressions (Buckley, 2003). Some progress advisor communicate with small star student with facial expression and gestures until the students know the purpose of their words. The writer realized that the expression of the progress advisor face react to the children. Therefore, practicing communication with the children can improve speaking skill and body gesture.

In this section, I would like to answer the statement of the problem in chapter one. They are (1) how is English used when the progress advisor communicate with the students in small stars level by progress advisor, (2) what skills needed by progress advisor to communicate with the small stars students.

3.1.1 The use of English to communicate with the students in small stars level by progress advisor

The writer found the way Progress Advisor used English to communicate with the student in small star level. According to Paradis, Kirova, and Dachyshyn, (2009) there are five ways the effectiveness of young children to learn English they are; use simple and explicit language, label's children actions, actively participate in actively, express the thoughts and strategies, and introducing new skills and concepts. The writer only found three are several patterns from five

patterns. They are actively participate in an activity, express the thoughts and strategies, and introducing new skills and concept.

Table 2 Communication Used by the Progress Advisor

NO		Student A	Student B	Student C	Student D
1	Actively participate in an activity	✓	✓	✓	-
2	Express the thoughts and strategies	✓	✓	✓	✓
3	Introducing new skills and concepts	✓	-	-	-

1. Actively Participate in an Activity

In the table above, the writer did actively participate in an activity to the student A. The writer tried to make the student A active to communicate with the writer. The writer needed to explain to what the writer did in the student A class because the expression of student A is confusing why the writer come in the his class so the writer explain to take a picture for EF parents. Here is the conversation between the writer and the student A (full transcription can be found in Appendix 1):

The writer : Good afternoon, what's your name? (waving hand)

Student : Good afternoon, my name is Nilzam

The writer : Ok Nilzam, can I take a picture of you?

Student : For what?

The writer : This is for EF parents

Student : Ok, just do it
 The writer : Can you smile Nilzam? 1...2.....3 (take a picture)
 Student : (He is smiling)

The conversation shows that the writer tried to make conversation with the student A beginning with waving hand and say good afternoon to the student. The student started to active communicate with the writer after the writer asked question to the student. The student knew about the writer's command so the student smile when the writer asked to smile. This is part of actively participate in an activity because the writer wanted to knew about how the student active to communicate.

Another example was the writer tried to build communication with student B. The response of student B was different because student B was shy when the writer asked permission for taking a picture. Here is the conversation (full transcription can be found in Appendix 2):

The writer : What's your name?
 Student : Azizah miss
 The writer : Ok Azizah, can I take a picture of you?
 Student : (She just stays silent)
 The writer : Can i?
 Students : (She is only shaking head)
 The writer : Why Azizah? It is only take a picture for your EF parents
 Student : (She is shy)
 The writer : Just smile like me (expression of smile)
 Student : (Suddenly she is smile)
 The writer : Okay Azizah, 1..2..3 smile.
 Thank you Azizah

From conversation above the student B was not excited when the writer asked permission for taking picture. The writer tried to build the conversation with the student. The student was silent when the writer asked permission for taking picture. The student suddenly smiles after the writer trying to make a smiling expression. This example was different with the student C. The student C knew what the writer ask so, the writer did not try harder for making the student smile

Conversation below shows that the writer tried to build the conversation with student C. The writer was explained about what she did in his class. The expression of student C was very shy so the writer found the way for make the student smile. This is the conversation (full transcription can be found in Appendix 3):

The writer : Ok Dafa, can I take a picture of you?
 Student : Yes miss
 The writer : Can you smile?
 Student : Yes miss (his expression is very shy)
 The writer : Don't be shy, it is just take a picture for your EF parent
 Student : Oke miss (he smiling)
 The writer : Okay. 1...2...3 smile
 Student : (He is smiling)

From the conversation shows that the writer tried to build the student confident for taking picture. It was hard for the writer to deal with the student having a self-conscious. The writer made sure to the student to

not be ashamed when the writer told to take a picture. Then, the student smiled.

2. Express the Thoughts and Strategies

The writer used express the thoughts and strategies for build communication in English and solving a problem to determine the right solution. Giving solution make the student felt better when they did something wrong.

In the conversation below shows that the writer tried to express the thoughts when the writer make conversation with the student. Here is the conversation between the writer and the student (full transcription can be found in Appendix 1):

The writer : Thank you Nilzam. So how your class? It's fun?

Student : You're welcome. Yes, it's very fun. But, I forget to do my homework so, I didn't got a star for this class

The writer : It's ok Nilzam, you can try in another day. Don't forget to bring your homework.

Student : Okay (he is smiling)

The conversation above shows that the writer asked the student about his class. The student answered the writer question. From the response, the writer knew if the student did not bring his homework so the writer tried to remind the student to bring his homework. This is the writer strategies to remind the student that did not forget bring his homework again.

In same situation the writer tried to made strategies for the student B, she was timid person. The writer tried to build conversation for taking a picture but, the student was shy. The writer used the ways for the student want to talk with the writer. Here is the conversation (full transcription can be found in Appendix 2):

The writer : What's your name?
 Student : Azizah miss
 The writer : Ok Azizah, can I take a picture of you?
 Student : (She just stays silent)
 The writer : Can i?
 Students : (She is only shaking head)
 The writer : Why Azizah? It is only take a picture for your EF parents
 Student : (She is shy)
 The writer : Just smile like me (expression of smile)
 Student : (Suddenly she is smile)

From that conversation, the writer asked the student to answer the question but the student did not answer the question. The writer made strategies so that the student want to smiling. The writer made expression of smile so that the student follow the writer to smiling. In the same situation the writer tried to make strategies for build the conversation with the student who having a shyness. The writer tried to persuade the student, here is the conversation (full transcription can be found in Appendix 3):

The writer : Okay Dafa, can I take a picture of you?
 Student : Yes miss
 The writer : Can you smile?

- Student : Yes miss (his expression is very shy)
 The writer : Don't be shy, it is just take a picture for your EF parent
 Student : Okay miss (he is smiling)
 The writer : Okay. 1...2...3 smile
 Student : (he is smiling)

From conversation above, the writer tried to persuade the student for smile but the student did not want to smile because the student very shy when the writer asked permission to take a picture. The writer tried to explain about why the writer in his class so that the student knew why the writer in his class.

In other situation, the writer made conversation with another student in EF area. In this conversation the writer be able to speak *Bahasa Indonesia* with the student because the student did not know what the writer ask. Here is the conversation between the writer and the student (full transcription can be found in Appendix 5):

- The writer : Oh Rara. Youre so cute. What are you doing?
 The student : Waiting
 The writer : Waiting for?
 The student : Mama
 The writer : Are you going to home?
 The student : (Her face is confusing)
 The writer : Are you?
 The student : (Shake her head)
 The writer : *Hmm, apakah kamu mau pulang?*
 The student : Yes miss
 The writer : I'll be with you until your mom coming to pick up.

The student : (She is smiling)

The writer : *Aku akan menemanimu sampai mama mu menjemputmu
ya ra*

The student : Yes miss

From conversation above, the writer used *Bahasa Indonesia* because the student did not understand what the writer said. The writer tried to build the conversation because the writer want to see the communication skill using English but, it turns out using *Bahasa Indonesia*. The student did not master in English.

3. Introducing new skills and concept

The writer should give words and actions, that are for appropriate and interconnected as well as help children remember the order when building themselves. Here is the example of that conversation (full transcription can be found in Appendix 1):

The writer : Thank you Nilzam. So how your class? It's fun?

Student : You're welcome. Yes, it's very fun. But, I forget to do my homework so, I didn't got a star for this class

The writer : It's ok Nilzam, you can try in another day. Don't forget to bring your homework.

Student : Okay (he is smiling)

From conversation above, the writer gave words for remind the student for bring his homework next day. The student knew about what the writer asked.

3.1.2 The skills are needed by Progress Advisor to communicate with Small Stars Student

In this final report, the writer wanted to know about the skills that are needed by the Progress Advisor. The next discussion is about the skill for communicated with young children. According Klimova (2013) she suggests the teacher and Progress Advisor to apply English when they are speaking with young children. The table below shows the skills are needed by Progress Advisor to communicate with Small Stars student.

Table 3 The Skills are Needed by the Progress Advisor

NO		Student A	Student B	Student C	Student D
1	Ability to understand	✓	-	✓	-
2	Using native language	-	-	-	✓
3	Using positive motivation	✓	-	-	✓
4	Repeat the same idea	-	✓	-	✓

1. Ability to understand

From the table above the writer did one of the skills, ability to understand. This one of the skills that the writer used when she was communicated with the student. Here is the conversation (full transcription can be found in Appendix 1):

The writer : Can you smile Nilzam? 1....2.....3 (take a picture)

Student : (He is smiling)

The writer : Thank you Nilzam. So how your class? It's fun?

- Student : You're welcome. Yes, it's very fun. But, I forget to do my homework so, I didn't get a star for this class
- The writer : It's ok Nilzam, you can try in another day. Don't forget to bring your homework.
- Student : Okay (he smiles)

From the conversation above, the writer used sentence structure that were not difficult to understood by the student. The writer had question for the student. The student answered the question from the writer. In that situation, the writer knew about the skill of using English for young children. Used the words that the student knew about the meaning of conversation therefore the student respond back.

Another example was the writer tried to make conversation with another student. The student did not know about the writer asked then, the writer asked permission to take a picture of student. The student ia very shy but, the writer tried to persuade the student. Here is the conversation between the student and the writer (full transcription can be found in Appendix 3):

- The writer : What's your name?
- Student : My name is Dafa miss
- The writer : Ok Dafa, can I take a picture of you?
- Student : Yes miss
- The writer : Can you smile?
- Student : Yes miss (his expression is very shy)
- The writer : Don't be shy, it is just take a picture for your EF parent
- Student : Oke miss (he smiling)

The writer : Okay. 1...2...3 smile

Student : (He is smiling)

From the conversation above, the writer tried to build conversation with the student but, the student very shy to answer the question. The writer tried to explain what the writer did in his class. The student knew about what the writer did. Then, the writer asked permission to take a picture.

2. Using native language

When the writer tried to build conversation with one of the student that used *Bahasa Indonesia* for the communication. In *English First* Sidoarjo, there is an English area for talked with English. When the writer talked with one of the student, she did not know about the writer asked so, the writer used *Bahasa Indonesia* to build the communication. Here is the conversation (full transcription can be found in Appendix 5):

The writer : Oh Rara. You're so cute. What are you doing?

The student : Waiting

The writer : Waiting for?

The student : Mama

The writer : Are you going to home?

The student : (Her face is confusing)

The writer : Are you?

The student : (Shake her head)

The writer : *Hmm, apakah kamu mau pulang?*

The student : Yes miss

From the conversation above, the writer used *Bahasa Indonesia* for make conversation with the student because the student did not know what

the writer ask before. The writer used Bahasa Indonesia not too formal but also did not use daily language.

3. Using positive motivation

The writer used positive motivation to build the student confidence. Other than that, the student will learning with fun in the class. The writer did it because the student forgot about his responsibility.

This is the example (full transcription can be found in Appendix 1):

- The writer : Thank you Nilzam. So how your class? It's fun?
 Student : You're welcome. Yes, it's very fun. But, I forget to do my homework so, I didn't got a star for this class
 The writer : It's ok Nilzam, you can try in another day. Don't forget to bring your homework.
 Student : Okay (he is smiling)

From conversation above, the writer tried to used positive motivation to remind the student to bring his homework. The student forgot about his responsibility to be student so, the writer motivating the student so that did not the second mistake.

In another situation, the writer used positive motivation to build the conversation but, the student did not know what the writer asked. The writer used *Bahasa Indonesia*. Below the conversation (full transcription can be found in Appendix 5):

- The writer : How your class today?
 The student : Fine miss
 The writer : Are you sure?
 The student : (She is just smiling)

- The writer : Are you sure?
- The student : (She is just smiling for twice)
- The writer : *Beneran baik-baik saja? Apakah tidak ada masalah?*
- The student : *Yes miss, tapi password iLab saya ketinggalan jadi saya ambil lagi di mr. Adi*
- The writer : *Apakah saat menggunakan iLab tidak ada masalah lagi selain password iLab ketinggalan?*
- The student : *Tidak ada miss. My class is very fun today.*
- The writer : Glad to see you happy

From conversation above the writer used *Bahasa Indonesia* to give positive motivation to the student if, the writer used English the student did not know about what the writer asked about because from the student expression she looks like confused to answer the writer's question.

4. Repeats the same idea

When the writer built conversation, the writer did not replay the sentences twice because the student did not understand. According to Paradis, Kirova, Dachyshyn (2009), repeats the same idea or instruction more than once, the second time using shorter sentence, easier vocabulary, and speaking more slowly, that is the way to improve the English skills for young children. In this case the writer explain about repeats the same idea. Some of student did not understand what the writer said so the writer replay the sentence. Here is the conversation (full transcription can be found in Appendix 2):

- The writer : How is your class?
- Student : (She just smile again)

The writer : How??
 Student : (She is not answer my question)
 The writer : It's ok Azizah, if you didn't answer my question. Cheers up!. Good byee (waving hand)

From the conversation, the writer replayed the sentence twice so that the student understood what the writer asked to her but the student still did not understand what the writer ask. Do not forced the student to communicate if her did not understand the conversation because children's communication involves direct interaction.

This situation happened in another conversation between the writer and the student. The writer replayed twice the sentences but the student still did not understand. Here is the conversation (full transcription can be found in Appendix 5):

The writer : how your class today?
 The student : fine miss
 The writer : are you sure?
 The student : (she is just smiling)
 The writer : are you sure?
 The student : (she is just smiling for twice)
 The writer : *beneran baik-baik saja? Apakah tidak ada masalah?*
 The student : *yes miss, tapi password iLab saya ketinggalan jadi saya ambil lagi di mr. Adi*

From conversation above, the writer replayed twice the question because the student just smile when the writer ask the question it turns out because the student did not know about the writer ask if the writer used English for

communicating with the student. Then the writer used Bahasa Indonesia for communicated with the student.

3.2 Obstacles

3.2.1 Obstacles in using English to communicate with young children

The writer experienced obstacle in using English in communicate with young children. When the writer communicated with young children some of student did not know what the writer ask so, the writer used *Bahasa Indonesia* for communicate with young children. When the writer used Bahasa Indonesia some of EF staff gave advice for the writer to still communicate with English because the writer still in area that used English at EF Sidoarjo.

3.2.2 Obstacles in using skills to communicate with the small stars student

There are obstacles when the writer tried to discover skills to communicate with the small stars student. First, the writer did not know what her do when the student did not understand about the writer ask in that situation the writer was confused how to started the conversation again and the writer found the way to talk with young children. The writer used *Bahasa Indonesia* to communicate with young children even the writer in English Area. The second obstacle was the writer always forgot to record the conversation when the writer communicate with young children. The third obstacle there was no room for the writer and her friends, during the internship the writer did not get room for do their job so, the writer and her friends used marketing room for internship

3.3 Added Values

3.3.1 Added value in using English to communicate with young children

Added value that the writer got was that to be brave to communicate with young children the writer had a courage for started to communicate with the student. In the beginning internship the writer uncomfortable talk with young children because the writer did not confident to use her English skills. By the time, the writer was confident to use her English skills when she is talk with the student. The writer felt it was getting easier when the writer mastering her communicate skills.

3.3.2 Added value in using skills to communicate with the small stars student

Added value that the writer got was that to learn new skills from the Progress Advisor staff when they talked with the student. From that situation, the writer knew about how to make the children understand with ability to understand, using native language, using positive motivation to make the student more confident to use their English skills, and repeats the same idea so that the student knew about what the writer ask. The writer also found out about the weakness when the student talked with English that is they used native language for communicate. The writer had experienced in *English First* such as, manage the students, it is look like the writer manage the student schedule, manage the class, and then manage the student time course. Handling the media hub for parents so

that the parents knew about activities their children, and manage to remainder the parents about parents time meeting and remind the parents to open the EF parents application.

3.4 Related Course

3.4.1 Speaking III

This course helped the writer to be able to practice communicate with young children. After the writer was learned this course, the writer have courage to talk with young children. The writer could help the Progress Advisor to do their job when they had a lot of things to do. Having this skill was important because the writer could talking with native teachers.

3.4.2 Structure III

This course helped the writer to be able to understood the grammar when the writer communicate. This course was important because grammar was one of pillars in learning English.

3.4.3 Listening II

This course helped the writer to able to receive the message properly, this course was help the writer to listen better when the young children asked. The writer needed to pay attention to the young children too.

3.4.4 Public Speaking

This course helped the writer to build skill in talking using English.

This course make the writer knew about solve the problem while talking with young children.

3.4.5 Ethics and Personality (Etika Kepribadian)

Having good attitude in job field is important. This course helped the writer to improve good behaviour in office area and also ethics in adapting job field area.

3.4.6 Prononciation II

This course helped the writer in giving accurate pronounciation while communicate with young children.