

CHAPTER I

INTRODUCTION

A. Background of the Study

Children need to concentrate while learning because it will help them to understand the material delivered by the teacher. According to Kurtus (n.d), “Students need to concentrate and focus on completing a homework assignment, a project, or review for a test in order to excel in school, learn the subject, and get good grades” (para. 9). Besides, concentration is very important to make children includes preschool children easily do their assignments well.

When I did my internship at *Anakku* Preschool & Kindergarten as a teacher assistant of Ms. Ai in *Kindy A*, I had a problem in making a four-year-old boy concentrate during the lesson. I found that the boy showed several characteristics of a child who has problems in concentrating, as described in *Pre-primary children development and behaviour management: Teacher resource manual* (2015): [they]

1. ... are easily distracted, such as often looking out of windows or being distracted by sounds outside.
2. ... make careless mistake such as missing items when doing worksheets.

3. ... often unable to follow instructions for not paying attention to what other say (p. 33).

I observed that these symptoms happened to the boy. For example, first, when there were lessons that needed concentration, such as matching and colouring lesson, the boy did not do it. Instead, when there were noises from his friends, he would look at other children and left his assignment behind. I tried to give him support like, if he could finish his assignment he could play with his friends. Yet, he still looked at his friends and stopped doing his assignment (Tuesday, 2 August 20016). Then, while he was doing writing practice, he often dropped his eraser (Monday, 1 August 2016). The boy also could not wear his shoes by himself. Therefore, I gave him instructions how to do it but he was not aware of what I had said. I tried to give my instructions step by step but the boy seemed to ignore them (Tuesday, 26 July 2016). Because of the problem I faced, I would like to analyse the topic handling difficulty in making a four-year-old boy in *Kindy A* class at *Anakku* Preschool & Kindergarten concentrate while learning. I would like to analyse the causes, effects and the solutions to solve the problem.

B. Identification of the Problem

There are three questions that will describe the problem;

1. Why could not I make a four-year-old boy concentrate while learning the lesson?
2. How did the boy's inability to concentrate while learning affect me and the boy?

3. How should I help the boy concentrate while learning?

C. Objectives and Benefits of the Study

By writing this term paper, I would like to find out the causes and effects and get the best solutions to solve the problem of making a four-year-old boy in *Kindy A* at *Anakku* Preschool & Kindergarten concentrate while learning. The benefit of writing this term paper for me is I can use the solutions to teach the children who cannot concentrate while learning. This term paper also gives benefits for the teachers at *Anakku* Preschool & Kindergarten to know how to handle children who cannot concentrate while learning the lesson so they can teach them better. Besides, this term paper can also help the readers who have the same problem as mine.

D. Description of the Institution

This data is based on the interview with Maya Rosa, the Director of *Anakku* Preschool & Kindergarten (August 12, 2016). The reason of the establishment of this school is that she had a personal experience when she lived in the United States with her family. While living in the United States, she often communicated with her sister in Indonesia. Her sister told her that in Indonesia her children were reluctant to go to school, because they were forced to go to school by their parents. The children also thought that in school they had to study continuously. Whereas, in the United States, Ms. Rosa's children were very excited to go to

school, because at school they could play, meet friends and do things that improve their creativity. Therefore, Ms. Rosa decided to establish a school in Indonesia with concepts that providing encouragement and supports for the children to play and motivate them to be creative and independent. In 2003, *Anakku* Preschool & Kindergarten was established, located at Jl. Dangdeur Indah II No. 2, Bandung. It began with one Preschool class and only seven teachers, one of whom was Ms. Rosa.

Based on the data from the school's brochure, currently the school has six classes. The first class is *Mommy and me* (6 months until 1.5 years) but in 2016 this class was closed because of a little interest from parents. The second class is *Adik kecilku* (1.5 years until 2 years); the third class is *Adikku* (2 years until 3 years); the fourth class is *Kakakku* (3 years until 4 years); the fifth class is *Kindy A* (4 years until 5 years); and the last is *Kindy B* (5 years until 6 years). The children in *Anakku* Preschool & Kindergarten learn gross and fine motor skills, creative art and crafts, language and communication, music and movement, pre-reading and pre-writing, early math, basic science and discovery, and computer play.

The company profile of *Anakku* Preschool and Kindergarten explains its vision and mission. The vision of the school is to provide a universal and safe environment. The mission of the school is to encourage children's creativities and independence.

E. Method of the Study

I have accumulated the data for doing the study. I collected the data by doing library research and source electronic, documents from the school such as brochure, guidebook, and the data from internship journal. I also interviewed the director of *Anakku* Preschool & Kindergarten to get more information about the school.

F. Limitation of the study

The study has three limitations. First, the subject of my analysis is a four-year-old boy, the boy, who could not concentrate while learning the lesson. Second, he is a pupil in *Kindy A*, a class with 14 children. Third, my internship at *Anakku* Preschool & Kindergarten lasted for 22 days, started from 13 June 2016 until 16 August 2016. At that time, I had a position as a teacher assistant in *Kindy A* class.

G. Organization of the Term Paper

This term paper has four chapters. It begins with an Abstract as a summary of the content in Indonesian. Then, it is followed by Declaration of Originality, Acknowledgements, and Table of Contents. This term paper has four chapters. Chapter One is the Introduction which has seven specific parts, namely Background of the Study, Identification of the Problem, Objectives and Benefit of the Study, Description of the Institution, Method of the Study, Limitation of the

Study, and Organization of the Term Paper. Chapter Two is Problem Analysis, which explains the causes and the effects of the problem. Chapter Three is Potential Solutions, which explains the proposed solutions for the problem, together with the potential positive and negative effects of the solutions. The last Chapter is Conclusion, which explains the best solutions to solve the problem. Finally, the term paper ends with References that contains the sources of cited information used the term paper and Appendices that contain the flowchart, and some documents which are relevant with the analysis.

