

CHAPTER I

INTRODUCTION

A. Background of the Study

Globalization era brings challenges and big opportunities for education world. To get a successful career in the future, the young generation have to be creative, have a good personality and strong ability in working.

These are the responsibilities of teachers to create the young generation which can bring good credibility for our country. A teacher does not only teach the materials to the students, but a teacher also educates them to be good people both academically and in their personality. This is not simple, because a teacher has to handle some problems, such as students' disabilities in learning, students' psychological problems, or students' problematic behaviour. It is said in "Behaviour and Classroom Management" that students with problematic behaviour may have difficulty in maintaining and building the relationship with others, have a fear of school, show the inappropriate feelings and mood of unhappiness (8). These things have to be handled by the teacher as an educator.

During my internship as a teacher assistant at ACES English Course (an English course for learners of various age levels) from January 7 until

February 7, 2013, I found an eleven-year-old student who kept avoiding lessons at ACES English course (henceforth, ACES). As a teacher assistant there, I helped the main teacher (Ms. Herlianty) to teach English to the students in a regular class. There were four to six students in one class, with different ages and levels. The length of one class session was 90 minutes. I taught the students from Monday until Saturday, from 12 p.m. until 6 p.m. The student who had problematic behaviour was eleven years old. He was in the 6th grade in his elementary school and Basic 2 Level at ACES. This student kept avoiding class lessons by going out of class, talking with his friends, asking irrelevant questions to his teachers, texting, playing the music from his cellphone, and all of them disturbed the conductivity of learning in the class.

The problem like this is very important to solve because if the teacher cannot handle a problematic student like him, the teacher cannot control the class' situations. It could affect other students and make the learning process unsuccessful. It can also negatively affect the student's own academic achievement, both in his school and at ACES.

Therefore, in this term-paper I would like to analyze the causes and the effects of the problem, which is there is an eleven-year-old student who kept avoiding lessons at ACES. Additionally, I would like to analyze the potential solutions to handle this particular student.

B. Identification of the Problem

I would like to analyze this problem to answer the following questions:

1. Why did the eleven-year-old student keep avoiding lessons at ACES?
2. How did the problem affect the other students, me as the teacher, and himself?
3. How should the teacher in class handle the student?

C. Objectives and Benefits of the Study

The objectives of the study are to find out the causes and the effects of an eleven-year-old student who kept avoiding lessons at ACES, and also to provide the potential solutions to solve this problem. The benefits for the institution is I hope that this term paper will be useful for the teachers at ACES when they experience the same difficulty and situations. For the readers, I hope this term paper can give important knowledge which is needed by people especially those who want to take part in teaching. Finally, for me as the writer, by doing this research, I can sharpen my writing skills for expanding the chances in journalistic field in the future, and also I can develop my teaching skills especially in handling students' problematic behavior.

D. Description of the Institution

According to Ms. Rhimelda Marcella Yulita in a personal interview I did with her (February 21, 2013), Dra. Leonny Siswanti Tanama, her aunt, is the founder of ACES English Course in 1998. The name was ACE KIDS at that time because the majority of ACE KIDS' students focus on education and teaching English to the children. In 2002, Ms. Rhimelda Marcella

Yulita (the current owner of ACES Bandung) was invited by Dra. Leony Siswanti Tanama to expand the business in Bandung. In April 1, 2002, the first branch of ACE KIDS was built on Padjadjaran 87, precisely on the 3rd floor. In 2005, she moved ACES KIDS to a new location where it was more convenient given the growing number of the students. The location was much more strategic and closes enough to the center of the crowds. It was on Astina 68 D. In 2012, ACES had 100 students, 5 teachers, 1 receptionist, and 1 office boy. In this year also, ACE KIDS' name turned to ACES (Active Communicative English Study) English Course because for the future ACES not only focuses on English language learning and education for children, but also more open for students of a wider age range: for teenagers, those who have been attending college, even parents.

In early 2013, precisely in January (the first day of my internship) ACES moved to a location that is quite close to the previous place. Now, ACES' location is in her own residence on Jalan Pandu number 6A. By this time, ACES has 80 students, 3 teachers, 1 administration staff, and one office boy.

The vision of ACES, as stated in the personal interview with Ms. Rhimelda Marcella Yulita on February 21, 2013, is to open a school which is started by establishing a playgroup first. The mission is to develop education in Indonesia, especially in the field of English language in order to be better for the next generation.

E. Method of the Study

Based on the experience from my internship, I choose to analyze an eleven-year-old boy who kept avoiding lessons at ACES. The data are taken from my observation (which is recorded in my internship journal), library research (printed and electronic sources), personal interviews with Ms.Rhimelda Marcella Yulita, S.S. and Ms.Cherry Herlianty, S.S., and also telephone interviews with Ms.Cherry Herlianty, S.S. and the particular student. The data are used to analyze the causes and effects, and also the potential solutions for the problem.

F. Limitation of the Study

My term paper focuses on an eleven-year-old student with problematic behaviour at ACES, in the Basic 2 Level at ACES, who kept avoiding lessons. The period of my observation is from January 7 until February 7, 2013.

G. Organization of the Term Paper

This term paper begins with the Abstract, a summary of the whole term paper, continued with a Declaration of Originality, which contains a statement about the authenticity of the term paper. Then, there is the Acknowledgements, which consists of the list of people who support me during the writing of this term paper. Next, is Table of Contents which is including the chapter with the page numbers. After that, there are four chapters. Chapter One is Introduction, Chapter Two is Problem Analysis,

Chapter Three is Potential Solutions, and Chapter Four is Conclusion. The last part of my term paper is Bibliography, which consists of the list of references, and Appendices containing a flowchart, classroom layout, student's drawing during my observation, and also transcriptions of the interviews.