

CHAPTER I

INTRODUCTION

A. Background of the Study

Being a teacher is important and it is also a job that has its own challenges. For example, a teacher must be able to overcome the problems that occur, which can be caused by interference from within the child (such as illness and personal desire) or from outside (such as environment). A good teacher should be able to adapt themselves to the class situations. Derrick explains that, "Being flexible and adaptable are two key characteristics of a good teacher" (par. 4). These two characteristics are important especially when there are children who have a deficiency in following lessons. I found such problem when I participated in an internship at TK Tunas Cemara. I had difficulties in dealing with a six-year-old boy who has Attention Deficit and Hyperactivity Disorder (henceforth, ADHD) problem during English lesson at Sun Flower class in TK Tunas Cemara.

Before discussing the problem, I would like to give some information about ADHD. Denise states that, "ADHD is a Disruptive Behavior Disorder

characterized by the presence of a set of chronic and impairing behavior patterns that display abnormal levels of inattention, hyperactivity, or their combination” (par. 1). Furthermore, in the article ADD/ADHD in Children Melinda states that,

The three primary characteristics of ADD/ADHD are inattention, hyperactivity, and impulsivity. The signs and symptoms a child with attention deficit disorder has depended on which characteristics predominate. Children with ADD/ADHD may be: inattentive, but not hyperactive or impulsive; hyperactive and impulsive, but able to pay attention; or inattentive, hyperactive, and impulsive (the most common form of ADHD) (par. 9).

Therefore, ADHD problem is a problem that must be taken care of seriously, especially for teachers who have students who suffer from ADHD. The children with ADHD problem also need to have a good education. The teacher must be flexible and adaptable to teach in every situation, including with a child who has ADHD problem.

During my internship at TK Tunas Cemara, I found a significant problem that made me struggle when teaching English vocabulary. In Sun Flower class there were twenty one children of 5-6 years old. I usually taught English twice a week for forty five minutes. During the internship, I had difficulty in dealing with one child in the class. The name of the boy is Kevin and he is 6 years old. When the teacher or I were teaching English vocabulary in front of the class, Kevin rarely paid attention. Kevin usually sat at the corner or looked out of the classroom through the window. In

addition, Kevin usually liked drawing. Therefore, during the lesson, he usually drew on a piece of paper an image he had in his mind. Teachers could not even handle this child. After having observed the class and conducted an interview with his psychologist, I found out that Kevin had ADHD problem. This fact is reinforced by a medical certificate from the psychologist who examined Kevin, the information from his parents about ADHD problem and the information from his teachers. This situation challenges me as the teacher to teach a child like Kevin.

Considering the above explanations, in this term paper I would like to analyze how to deal with a boy who has problems with ADHD. Additionally, I will find out the best solution on how to deal with children with such problem.

B. Identification of the Problem

Based on my experience as a teacher assistant at TK Tunas Cemara, I would like to analyze:

1. Why do I have difficulties in dealing with a six-year-old boy who has ADHD problem during English lesson at Sun Flower class in TK Tunas Cemara?
2. How should I handle the boy with ADHD problem at Sun Flower class in TK Tunas Cemara?

C. Objectives and Benefits of the Study

The objectives of this study are to find out the causes of my difficulties in handling a six-year-old boy who has ADHD problem at Sun Flower class at TK Tunas Cemara and also to find possible solutions for the teacher of English to handle the child with this problem.

By writing this term paper, there are some benefits for the institution, the readers of this term paper, and for me as the writer. For the institution, I hope that my term paper will help the kindergarten teachers at TK Tunas Cemara in providing an appropriate method in teaching English to a child with ADHD problem. For the readers, I hope this term paper can provide information and knowledge, especially for those who are interested in education. For me as the writer of this paper, I can develop my writing skill. Besides, I could share my experience to the readers and in the future if I work as a teacher I can apply the solutions and know how to handle a similar problem.

D. Description of the Institution

Tunas Cemara Kindergarten is an educational institution that was established by Yayasan Citra Cemara on April 17, 2000. Tunas Cemara has the area approximately 5.000 m² at Jl. Sumber Hurip 31, Sumber Sari. In July 2004, Tunas Cemara moved to Jl. Situ Aksan 41. In 2009, Tunas Cemara received an accreditation of an A from The National Accreditation Institution. TK Tunas Cemara plans to have a new building in Jl. Soekarno Hatta 22 in the year of 2011.

TK Tunas Cemara's development has increased progressively. At first there were only 40 children, with three teachers, while now there are 100 more children, with eight teachers and an administration staff.

The school has a vision and a mission. Tunas Cemara School's vision is to become a qualified educational institution that prepares the kindergarten children to be knowledgeable, qualified and responsible. The school's mission is to educate students by optimizing the potentials of the children in their emotional, intellectual, physical, and linguistic development by having a close cooperation between the school and the parents. The missions are having children who:

- are physically and mentally healthy
- are balanced in acquiring both knowledge and skills

E. Method of Study

Based on my observation and teaching experience, I choose to analyze a problem in dealing with a six-year-old boy who has ADHD problem during English lesson at Sun Flower class in TK Tunas Cemara. The subjects of the research are I myself, as the teacher assistant, and Kevin, the six-year-old boy who has ADHD. The data is taken from my internship journal, library research, electronic publication and the result of interview with Kevin's psychologist at the Perisai Husada clinic. The data that I have got is used to analyze the problem and to find the solutions.

F. Limitation of study

My term paper focuses on how to deal with a six-year-old boy at Sun Flower class in TK Tunas Cemara named Kevin who has ADHD problem. The internship was done from 10 January 2011 until 18 February 2011 at TK Tunas Cemara, Bandung. The interview with his psychologist at the Perisai Husada clinic was done in March 2011.

G. Organization of the Term Paper

This term paper starts with Abstract, a summary of the whole term paper. Then, there is Declaration of Originality, which contains a statement about the authenticity of the paper. Next is Acknowledgements, which contains the list of people who supported me during the writing of this term paper. After that is Table of Contents. Then, there are four chapters which follow: Chapter I is Introduction, Chapter II is Problem Analysis, Chapter III is Potential Solutions, and Chapter IV is Conclusion. In the last part of my term paper there is Bibliography, containing the list of references, and Appendices.