

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, many pre-schools have introduced English language as the medium of instruction. Based on an article in Newsweek newspaper in February 1996, "A child taught a second language after the age of 10 or so is unlikely ever to speak it like a native." It means children can absorb, understand and speak the foreign language effectively before the age of ten. This statement is supported by linguists and has been proven in extensive research studies. That is why many parents start sending their kids to learn English language. However, sometimes students of three to five-year old cannot concentrate well, because they still like to play with anything around them instead of studying. This is supported by ArticleBase's statement, "Children at the early age (3-5 y.o) would prefer playing around rather than studying lessons which definitely make them feel bored with it, and after which they cannot concentrate on it." That is why the students do not want to study, and they get bored with the lesson, as the result they start losing their concentration. During my internship

at Tumble Tots, I found the same problem that became my concern. The problem is about handling children who are difficult to concentrate on classroom lessons. Therefore, I chose the topic "Handling three to four-year old children who find difficulty in concentrating on classroom lesson". I would like to know more about this problem and find some logical solutions that might solve the problem and create a better learning situation in classroom to make the children easy to concentrate.

In this term paper I would like to analyze the causes and the effects of the problem. In the next chapter, I will explain about three potential solutions to solve the problem.

B. Identification of the Problem

There are some aspects which cause the lack of the concentration of the children. I try to figure out some questions that could analyze the main problem. Here are some questions to analyze the problem.

1. Why did the students at Tumble Tots find it hard to concentrate on classroom lessons?
2. How can this situation influence the students' performance?
3. How should the teacher handle the students with difficulty in concentrating at Tumble Tots to have better concentration on classroom lessons?

C. Objectives and Benefits of the Study

There are some objectives and benefits that teachers, parents and myself can have from this term paper. The objectives of this term paper is

to find the causes that make the children difficult to concentrate on classroom lessons and the best solutions to solve that problem.

There are some benefits that teachers at Tumble Tots, me, and the readers can have. The first benefit is that the best solutions might be useful for me someday when I become a teacher. The second benefit is that I hope the readers, especially the teachers at Tumble Tots, who have ever experienced the same problem, can use the solutions to solve the problem.

D. Description of the Institution

Tumble Tots is a pre-school established in 1979 by Bill Cosgrave in the United Kingdom which uses English as the mother tongue. Its name is taken from two words which is tumble and tot, with a mission to help and develop children's personality through physical process to be independent, confident, respectful, and able to work with others. Its curriculum has been specially designed to help children to learn English.

Up till now, this institution has been expanded in several countries such as in Singapore, Malaysia, Thailand, and Indonesia. Every branch has five classes which are Gymbabes, Walking to 2, 2 to 3, 3 to 4 class, and Right Steps class.

Tumble Tots in Bandung is located at Jl. Maulana Yusuf no.8 and now it has opened a new subsidiary in Jl.Galunggung with Mrs. Fedya as the head master. Tumble Tots has planned to open other subsidiaries in other cities in Indonesia.

E. Method of the Study

There are five methods that I use to get data for this term paper. The first one is by doing interviews with the teachers at Tumble Tots, asking about the students' problems, the institutions' background and also the characteristic of the children. The second one is by doing observation during classroom session. I help the teachers to handle several classes everyday and find some problems that might be interesting to be written. The third one is by doing interview with the parents to know about the personality of the children, their behavior and also their habits. The fourth method is doing research to find some solutions and also theories to solve the problem. The last method is browsing internet to find other solutions and theories.

F. Limitation of the Study

I did my observation on seven students of 3 to 4 years of age in Tumble Tots Pre-school classroom. This was during my internship since July 1st 2010 until August 14th 2010. I preferred doing my observation in the classroom because I faced the problem when I taught in the classroom.

G. Organization of the Term Paper

This term paper starts with an Abstract which resumes the whole parts of this term paper. Declaration of Originality page comes after the Abstract and followed by Acknowledgements and also Table of Contents. The main part of this term paper is divided into four chapters. The first chapter is designed to give information about the background of the study, identification of the problem, objectives and benefits of the study,

description of the institution, method of the study, limitation of the study, and organization of the term paper. The next chapter consists of problem analysis which analyzes the causes and effects of the problem. The third chapter consists of potential solutions that are helpful to solve the problem. The last chapter consists of conclusion which is the summary of the whole chapters and the chosen solutions.