

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The topic of my study is how to get attention from students in grammar lessons. I have chosen this topic to be analyzed in my term paper because when I did my internship as a teacher in Creative Learning, I faced a problem of students who did not pay attention to the grammar lessons. When I explained grammar to the students, they felt boredom and did not pay attention. Therefore, by analyzing this problem, it is expected that the best solution to the problem can be found, and, as a result, the students will understand the lesson. Moreover, they will be able to improve other English skills such as writing and speaking skills, because grammar is the basis of every sentence construction. "A sound knowledge of grammar is essential if pupils are going to use English" (Hutchinson 14).

### B. Identification of the Problem

From the topic, the identification of the problem can be described as follows:

1. Why do the students in the Sprinter level in Creative Learning not paying attention to the teacher while the teacher is explaining grammar?
2. What is the impact for students who do not pay attention in grammar lessons?
3. What should the teacher do to get the students' attention while teaching grammar in the Sprinter level in Creative Learning?

### C. Objectives and Benefits of the Study

The objectives of the study are to identify the causes and effects of the problem of getting students' attention in grammar lessons in the Sprinter level at Creative Learning, and find the best solutions to solve the problem.

Besides the objectives, there are some benefits from the study. Firstly, for Creative Learning, as the institution of my internship, the institution will get information about the real problem that happened in the teaching-learning process and an effective solution to handle the problem. Thus, the teachers in Creative Learning can use the information in the term paper to teach grammar interestingly. Secondly, for me, this study will help me to solve the problem of getting students' attention when I work as a teacher. Furthermore, for the readers who intend to teach, this term paper will give information about how to teach grammar in an interesting way so children of ten years old can be enthusiastic to learn grammar.

#### D. Description of the Institution

Creative Learning is an English course for children between the ages of 2 years and 18 years of age. This course was established by Mr. Setia Budi Teja in 1995. The institution is located at Setrasari Plaza No.2 block A, Jalan Suria Sumantri, Bandung. The program of Creative Learning is a didactic educational program designed for teaching English as a foreign language, or as a language development program for young students.

Creative Learning has a motto, a vision and a mission concerning its educational service. The motto is that the personality of every child is unique. The vision is the teaching program will motivate students to be more confident, diligent, and enthusiastic in the learning process, so they can improve their intellectual, emotional and creative skills. The mission is that teaching with an individual approach to help the students learn English step by step.

In the teaching learning process, Creative Learning uses module presentation to teach ten topics for each level. Additionally, the students are divided into three levels, they are Runner (introductory level), Jumper level (middle level), and Sprinter (advanced level). These levels are based on the students' ability and understanding of English.

Since January 2009, Creative Learning has two additional levels. Firstly, the preschool level and secondly, general English for students who have graduated from the Sprinter level.

## E. Method of the Study

The process of the study is done by collecting the useful data related to the topic. There are several methods used. The methods are library research, Internet research, teaching experiences during the internship and observation of several classes during the internship at Creative Learning.

## F. Limitation of the Study

The study is focused on students in Sprinter level, two classes out of the four classes that I taught in Creative Learning. The study is based on my internship, from December 5<sup>th</sup> 2008 until February 27<sup>th</sup> 2009. The problem discussed is focused on the difficulty of getting students' attention in grammar lessons. The number of students observed is four out of eight.

## G. Organization of the Term Paper

The term paper is divided into several parts. The first part is the Declaration of Originality which states the originality of the term paper. After that is Acknowledgements, which expresses my gratitude to those who have been helpful in the writing of the term paper, followed by Table of Contents. The next part is Chapter One. It is Introduction, which contains the Background of the Study, the Identification of the Problem, the Objectives and the Benefits of the Study, the Description of Institution, the Limitation of the Study and the Organization of the Term Paper. The next chapter is Chapter Two, which is the analysis of the problem using

cause-effect analysis. Chapter Three describes the potential solutions to the problem. The last chapter, Chapter Four, explains the potential solutions to gain students' attention and the best solution to be applied to teach grammar to students in Sprinter level. This is followed by Bibliography, which contains the sources of information used in the term paper. Finally, the term paper will be closed with Appendix, which contains the flowchart of the problem-solving.