

CHAPTER I

INTRODUCTION

A. Background of the Study

BPK Penabur Junior High School Cimahi is one of the schools that provide lessons of English as a foreign language. The 7th graders of BPK Penabur Junior High School Cimahi learn English twice a week, every Monday and Tuesday. The students usually study in the classrooms and multimedia room. They are divided into two classes. The first class has 40 students and the second class has 39 students. In every meeting, the students sit in pairs in one table.

When I did my internship there, I observed and found that the students in the 7th grade were not disciplined in studying. They could only focus for very limited time. The 7th grade students did not paid attention well. For example, when I explained the material, the students only gave their attention for around 10 minutes. After that, they did something else, such as chatting with friends, drawing something on their books, or even falling asleep.

I choose to discuss "how to make students focus in English class," as the topic of my term paper. I am interested in discussing this topic because based on my internship experience teaching the 7th graders at BPK Penabur Junior High School Cimahi, I found that most of the students were not able to focus in the classroom. I want to find the best solution to make the students focus when they learn English in the classroom.

B. Identification of the Problem

The following are the questions used to analyze the problem:

- What makes the 7th graders not be able to focus on English lesson in the classroom?
- What are the results for the 7th graders from not being able to focus on English lesson in the classroom?
- What can help the students to focus in studying English lesson in the classroom?

C. Objectives and Benefits of the Study

The first objective of this term paper is to find the causes and effects of the problem. Then the other objective is to find the best solution on how to make the students focus when learning English in the classroom.

The benefit of the study for BPK Penabur Junior High School Cimahi is they can find new ways to teach the students and make the students focus

when studying in the classroom. BPK Penabur Junior High School Cimahi can also know and minimize their weaknesses. The benefit for the readers who have interest in teaching is to know what can support students to focus when studying in the classroom. The benefit for the writer is to increase the knowledge on how I can help and support students to focus when studying in the classroom which will be useful if one day I want to open a school.

D. Description of the Institution

SMPK Andreas is the first name of BPK Penabur Junior High School Cimahi. The school was opened in 1961 with only 7 (seven) teachers and 7 (seven) students. The school was located at Pecinan. The building of the school was semi-permanent up to 1965. In 1966 the number of students increased into 102 students. In 1986 SMPK Andreas built the permanent building at Citereup which is now known as Encep Kartawiriya and changed the name into SMP BPK Penabur Cimahi. The school area is 5,757m² and the building area is 3,000m². Nowadays, BPK Penabur Junior High School Cimahi is lead by Mr. Alfaris Sujoko. Now, BPK Penabur Junior High School Cimahi has 24 teachers and 200 students. The school has been giving English lessons to its students since the first time the school opened. The school has facilities to support English lessons such as the multimedia room and guide books.

E. Method of the Study

The data for this term paper's analysis is taken from the internship journal and some references from the books and the Internet that support the analysis. The observation is based on the experience that I have during my internship at BPK Penabur Junior High School Cimahi for one and a half months from July 14, 2008 until August 29, 2008.

F. Limitation of the Study

This term paper will focus on the 7th grade students of BPK Penabur Junior High School Cimahi. My observation is focused on the process of learning English in the classroom and the students' behavior in the process of learning.

G. Organization of the Term Paper

The Term Paper contains four chapters. First is the introduction, which explains the background of the study, the method of the study, limitation of the study, also the objectives and benefits of the study. The second is problem analysis, which explains the causes and effects of the problems in the classroom situations. The observation result and data that support the analysis will be used in this chapter. Next are potential solutions, where the positive and negative effects of each potential solution will also be discussed. The Fourth is conclusion that states the best solution as a result of the analysis in the potential solutions. Finally, I will include the Bibliography.