

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the study**

Based on my own observation while doing my apprenticeship as a teacher assistant at ACE KIDS, I find that the primary school students studying there have different characteristics. As it happens, most of the students in one of my classes are hyperactive. Dr. Ken Shore says, “a hyperactive student is not hard to recognize. He or she is the student who is constantly on the move, bouncing from one task to another and rarely completing any tasks” (par.1). Teaching a hyperactive student can be one of the most challenging problems that teachers must face. Therefore, the topic of my term paper will discuss the strategies in handling hyperactive students aged 6–8 years at ACE KIDS.

According to Ron Kurtus, the characteristics of hyperactive students are having difficulty in paying attention in class and acting as if they are driven by a motor that never seems tired to move, or acts impulsively (par.2). Kurtus says that hyperactive students can be difficult to teach, as well as disruptive to the class, and some hyperactive students also have a serious problem,

such as Attention Deficit Hyperactive Disorder (ADHD) (par.1). ADHD is a symptom that appears before the age of 7 years old. The core symptoms of ADHD include inattention, hyperactivity, and impulsivity. As Grand L. Flick states, “others distinguish between ADD, which is the basic inattentive pattern, and ADHD which is generally more complex and serious attention disorder that involves the hyperactivity component” (1). Based on my experience, the students in my class who are hyperactive have these ADHD characteristics as they disturb the teacher and other students, such as talking with other students, yelling in class, not being able to sit calmly, not being able to concentrate while doing their tasks, etc. Because my students seem to have some of these characteristics, I assume that their behavior supports the idea that they are hyperactive students. Therefore, teachers, particularly me, should know how to handle hyperactive students in class in order that the class can go on as planned.

The problems about how to deal with hyperactive students in class will be analyzed by using the cause and effect approach in the next chapter. Then I will present the potential solutions to deal with the problems. Afterwards, there will be two chosen solutions to solve the problems of teaching hyperactive students at ACE KIDS aged 6-8 years old.

## **B. Identification of the problem**

Based on the background of the study, there are two questions that will be discussed in this term paper:

1. What kind of teaching problems that faced by the teachers at ACE KIDS in handling hyperactive students?
2. What are some strategies to deal with the hyperactive students at ACE KIDS?

### **C. Objectives and benefits of the study**

The objectives of the study are to talk about the teaching problems that are caused by hyperactive students and the second is to find out the strategies to deal with hyperactive students in class. I also hope this term paper can be useful for the institution, for myself, and also for the readers.

#### **a. For the institution**

The benefits for ACE KIDS is that the teachers can have additional strategies to handle any hyperactive students in class and make them interested in learning English, besides helping them to understand English language.

#### **b. For myself**

This research will improve my knowledge in the education field, particularly about how to deal with hyperactive students in class. Furthermore, this knowledge will be valuable for me if one day I become a teacher.

#### **c. For the readers**

The readers in general will enrich their knowledge, especially about teaching strategies to deal with hyperactive students.

#### **D. Description of the Institution**

In 1998, Ace Kids was first established in Jakarta by Dra. Leony Siswati Tanama. The slogan is “ACE KIDS starts with the end in mind”. On April 1<sup>st</sup> 2002, she opened the first branch in Bandung, which was located in Jl. Pajajaran no.87. Four years later, in January 2007, it was moved to Jl. Astina 68D because there were many students who were enthusiastic to learn English at ACE KIDS but the capacity in Jl. Pajajaran did not have sufficient facilities anymore. Until now, there are 112 students who have ever joined ACE KIDS, with six teachers and one person in the administration department. On 1<sup>st</sup> May 2006, ACE KIDS opened the second branch in Bandung, at Jl. Kopo Permai III 47A/ no.11, with four teachers and one person in administrative duties. Here are the levels of English classes at ACE KIDS, starting from the beginner to the higher levels: Teddy, Joey, Kiddy, Pre Basic, Basic-1, Basic-2, Basic-3, Intermediate-1, Intermediate-2, and Intermediate-3.

#### **E. Limitations of the Study**

My term paper only focuses on how to deal with hyperactive students aged 6-8 years old in one of my classes at ACE KIDS. I would find out the strategies to deal with hyperactive students based on library research and my own experience during my apprenticeship. Afterwards, I will analyze the theories and present the best solution to deal with the problems.

## **F. Organization of the Term Paper**

This term paper starts with the Abstract, a concise summary of the entire paper in Indonesian language. This Abstract is followed by the Declaration of Originality, and Acknowledgments. After that is the Table of Contents, followed by its four chapters. Chapter one is the Introduction to the analysis. Chapter two is the Problem Analysis of the problem being discussed. Chapter three is the Potential Solutions with its potential positive and negative effects. Chapter four is the Conclusion, which provides the chosen solution and the reasons. In the final part, I present the Bibliography.