

# **CHAPTER I**

## **INTRODUCTION**

### **I.1. Background of the Study**

English has become an international language nowadays. Almost in every school in Bandung, English is taught as a compulsory lesson, even in kindergarten. Moreover, parents try hard to get their children into a school where English is often used. Accordingly, English teachers are expected to be able to teach English to their pupils well.

One of the teachers' responsibilities is try to know his or her pupils well. In a class, a teacher faces pupils with different backgrounds. Every pupil has his or her own interests, strengths, and weaknesses, and all of them are unique. If teachers understand this, they will not blame or judge a pupil for being stupid or unwilling to study hard as they already know at least some of their strengths and weaknesses.

Teachers have to understand specifically about pupils with special needs. Pupils with special needs include autistic children and hyperactive children. We often hears about this; however, not many teachers know the

characteristics of pupils with special needs. As a result, teachers treat these pupils in inappropriate ways, because they think those pupils are naughty. Actually, they may not be. They look naughty only because they have a special gift that they themselves cannot control. For example, hyperactive pupils seem very active all the time but in fact it is not their own wish to be like this, but it is because they have a chemical imbalance in their central nervous system that makes them very active (Dobson, 1993:5). So, it is very important for teachers to know the characteristics of pupils with special needs. By doing this, they will not only help those pupils to learn the lesson well, but also help themselves avoid unnecessary stress if they are not aware of these issues.

After teachers know the characteristics of hyperactive pupils, of course, as teachers, they have to know how to handle those pupils in different situations. From knowing their characteristics, teachers are expected to find out suitable techniques for teaching hyperactive pupils. It is expected that the techniques can support those pupils' strengths and help their weaknesses so that they can study well. That is the reason I would like to discuss hyperactive pupils in this paper, especially their characteristics and some techniques to help them in learning English vocabulary. In this case, I will talk about the hyperactive pupils at Sekolah Bintang Harapan, as this is a special school for pupils with special needs, and the techniques for teaching English vocabulary which are used by teachers there. I think I will get valid data there about hyperactive pupils because there are hyperactive pupils in the school.

## **I.2. Identification of the Problem**

1. What are the characteristics of hyperactive pupils?
2. What are the suitable techniques for teaching English vocabulary to hyperactive pupils in grades 1 and 2 at Sekolah Bintang Harapan?

## **I.3. Objectives and Benefits of the Study**

### **1.3.1. Objectives**

1. To find out the characteristics of hyperactive pupils.
2. To find out suitable techniques for teaching English vocabulary to hyperactive pupils in grades 1 and 2.

### **1.3.2. Benefits of the Study**

1. For the teachers in Sekolah Bintang Harapan, this study will give more knowledge about pupils with hyperactivity, so that the teachers will be able to know appropriate ways for teaching English to hyperactive pupils.
2. It is expected that this study will also be beneficial for me to increase my knowledge of teaching English, especially in teaching pupils with hyperactivity.
3. It will add scientific information concerning teaching pupils with hyperactivity for the use of DIII English Programme students and readers who are interested in teaching.

#### **I.4. Limitations of the Study**

This study deals specifically with teaching English vocabulary to hyperactive pupils. In this study, I will talk about hyperactive pupils in grades 1 and 2, and about some suitable techniques for teaching them English vocabulary. I also include spelling in my discussion of English vocabulary.

Hyperactive pupils' behaviour may change as they become older and get some medical or psychological treatment. That is why I choose the hyperactive pupils in grades 1 and 2, when their characteristics are more visible, and as they have some English lessons in these grades.

#### **I.5. Layout of the Term Paper**

This term paper starts with the Abstract, a concise summary of the entire paper in Indonesian. This Abstract is followed by the Preface, in which I acknowledge the work and contribution of other parties. After that is the Table of Contents, followed by its five chapters:

Chapter I is the introduction to the analysis

Chapter II contains the library research

Chapter III deals with the performance of the research

Chapter IV contains the result and discussion of the research

Chapter V contains the conclusion, my comments and suggestions.

In the final part, I present successively the Bibliography and the Appendices.