

# CHAPTER I

## INTRODUCTION

### A. Background

The word “*Achievement*” is derived from the word “*Achieve*”, then Indonesian people called it as “*Prestasi*”. Achievement is usually used to describe the ability, skills, one's attitude in getting things done. So, learning achievement is the result of what is done by the students after learning activities. According to Dimiyati and Mudjiono (2006), learning achievement is the result achieved in the form of numbers or scores after giving test or examination at the end of each lesson. Values which are obtained by the students can be a reference to see the students' mastery of subject matter in receiving.

Now, talking about hyperactive student. A case of hyperactive student is one of the most prevalent case in this century. Many factors influence this case, such as physical environmental factors, lack of parents' role in caring their children because they are busy at work. Those factors are the most important factors which influence a child to be hyperactive. Hyperactive or Attention Deficit Hyperactivity Disorder (ADHD) is a neurological condition that involves problems with inattention and hyperactivity-impulsivity that are developmentally inconsistent with the age of the child (Kelly Henderson, 2003).

It's very important for the teacher to know deeply about hyperactive student because teaching hyperactive student is difficult. Hyperactive student is always moving, doing something which is useless, and he or she can't focus on the

learning material, those symptoms cause the hyperactive students get bad learning achievement. According to Kelly Henderson (2006), a child's academic success is often dependent on his or her ability to follow the teaching learning process. When a child exhibits behaviors associated with ADHD, consequences it may include the difficulties with academics and forming relationships with his or her peers. Mostly, hyperactive students always get bad learning achievement in their task and examination.

In fact, there is a hyperactive student in SMP Muhammadiyah Sokaraja, but he is different with the other hyperactive students. His name is Rexa Ridho Pradipta, he always gets good learning achievement in task and examination. According to Welli Setiawan, S.Pd (English teacher in SMP Muhammadiyah Sokaraja), Rexa is a hyperactive student, but he is smart in lesson. He always gets good learning achievement in task or examination, and also he is in 9A class (third grade). For note, in SMP Muhammadiyah Sokaraja, second grade and third grade are parallel classes. So, "A" class means that there are only smart students.

Knowing the learning way of students who are smart is very important. We can follow their learning way, and we also can improve and modify it become more comfortable for us to be used.

## **B. Question or problem**

Based on the background, almost all of hyperactive students always get bad learning achievement, but there is one hyperactive student (Rexa) in SMP Muhammadiyah Sokaraja who always gets good learning achievement, so the questions or the problems are:

1. How does Rexa act in the classroom?
2. Why does Rexa Ridho Pradipta always get good learning achievement?.

### **C. Purpose of research**

In line with what has been mentioned before, this research tries to find out the secret of an exceptional hyperactive student in SMP Muhammadiyah Sokaraja in getting good learning achievement. More specifically, this research is aimed at knowing:

1. The Rexa Ridho Pradipta's behavior in the classroom.
2. The secrets or factors of Rexa Ridho Pradipta in getting good learning achievement.
3. The learning achievements of Rexa Ridho Pradipta.

### **D. Reason for choosing the topic**

The main consideration in choosing the topic of this research is there is a unique thing in Rexa Ridho Pradipta's self so that he is smart and he is different with the other hyperactive students.