

CHAPTER III

POTENTIAL SOLUTIONS

In this chapter, I would like to discuss some potential solutions to overcome my difficulty in teaching a 4-year-old boy in *Anakku: Preschool & Kindergarten* who had concentration problem. There are three potential solutions that I will discuss below along with their potential positive and negative effects.

The first potential solution of the problem is I will make preparation before the class. It is stated in an article “The Confident Teacher – how to appear confident... even when you aren’t” (n. d.) that, teachers should not skimp on preparation time, especially if they are anxious. Teachers do not have to write too prescriptive plan, but they need to write in flexibility so that they will not panic (para. 3). For example, I will prepare extra activities for the boy such as free drawing, colouring picture, or sticking stickers on colouring book, since he cannot concentrate well to finish the main task in the class, such as tracing and writing letter “B”. Nevertheless, he still did not do the activities properly. Therefore, preparation time is important for me before teaching the class especially to deal with the boy who has concentration problem.

The first potential positive effect of the first potential solution is I will be more confident. Meador (2018) says that, “Preparation and planning make you confident in what you do. Confidence is an important characteristic for a teacher to possess” (para. 9). For example, I will prepare additional task or plan for the children, such as free drawing, coloring, or playing time in class in order that I will not be nervous if the boy could not finish his task or other students finish the task early. Hence, preparation will make me more confident to teach in class.

The second potential positive effect of the first potential solution is I will be a better teacher. Meador (2018) also says that, “Preparation and planning will make you a better teacher” (para. 5). For example, I will read the schedule for the day and stick to it and understand the material before teaching in class. Furthermore, I will be a better teacher if I can take control of the class and understand what I have to do. In conclusion, by making a preparation before class, I will be a better teacher for the children.

Besides the potential positive effects, I find a potential negative effect. The potential negative effect of the first potential solution is it will take much time for me to do the preparation. According to Victoria (2017), preparing for class and planning fun activities is time-consuming and can entail many things inside such as making lesson plans or setting up the needs for the classroom (para. 2). For example, I need to come early to school to study the material and schedule for the day’s activities and prepare some fun extra activities for the boy to make him learn something. Furthermore, I probably will miss my time to greet the children in the morning. As a consequence, making a preparation before class can take up much of my time.

The second potential solution of the problem is I will encourage the boy by giving praises and discipline the boy by being assertive. Based on Kelly (2017) that, “Discipline plans provide students with acknowledged consequences for misbehavior (para. 3). According to Shore (n. d.) that, “Encourage the student to trust his own judgments. Try to lessen his reliance on others by building confidence in his own judgment and ability to solve problems” (para. 4). It is stated in an article “Concentration and attention” (n. d.) that, one of the things you can do to make children concentrate well is giving praise to children for a task they do, even if it is not finished (para. 11). For example, I will encourage the boy to tell more about himself by asking him questions and listening to all of his answers. I will praise him for doing the task I ask him to do. I will also discipline the boy by being assertive to make the boy more independent such as making him eat his lunch by his own hand and finishing it. Consequently, by giving praises to and discipline the boy, he will be more independent.

The first potential positive effect of the second potential solution is the boy will be motivated. It is stated in an article “Encouraging and praising children” (2017) that, “Children can become self-motivated when their natural curiosity is encouraged and supported” (para. 6). According to Steele (2018) that, discipline the students, it will make them more intelligent and motivated (para. 6). For example, I will encourage the boy to talk to me by asking him simple questions or show him around to trigger him to do something and show a little bit of him. As a result, by encouraging the boy and build his confidence, the boy will be motivated.

The second potential positive effect of the second potential solution is the boy will be more active in school. According to Medibank (2014) that, by encouraging children to spend more time outside the room, the children will be stimulated and allowed to explore many ways to be active (para. 8). For example, I will take him more to outdoor areas in school where he can see new things, such as trees, sand, grass, and more. He also can play with other children in the playground area. Therefore, the boy will be more active if I encourage him.

However, the second potential solution also has a potential negative effect. The negative effect is overpraising can lead to feelings of entitlement. Based on Firestone (2013) that, “When we overpraise or overindulge our kids, they get the sense that they are special - but not the good kind of special that we hope they will feel. Rather, they may carry a sense of entitlement or expect life to be easy for them, which leaves them unprepared to face the challenges life will surely throw at them” (para. 5). In conclusion, feelings of entitlement might appear if I overpraise the boy.

The third potential solution is I will give instructions through toys, games, and music. Based on Sanchez C. (2017) that, there are some activities that can be helpful for children’s readiness for school, such as giving instructions by using toys, games, and music (para. 14). For example, I will give instruction for the children to do the tasks using visual toys, fun games, or music through tape. Therefore, by giving instruction through toys, games, or music, the boy will find it fun so I can help the boy be more ready for school.

The first positive effect of the third potential solution is the boy will learn team work. According to Taut C. (2018) that, one of the benefits of playing game in class

is developing team work (para. 7). For example, I will give instruction or material through games which need team work such as Guess The Words. Therefore, the boy will learn team work by playing games.

The second positive effect of the third potential solution is the boy will have sharper memory. According to Taut C. (2018) that, another benefits of playing games in class is increased memory. When the children play a game, they not only need to remember important details about a topic but also use their working memory to think (para. 9). For example, I will give brain exercise through fun games such as Puzzle and Continue The Song. In conclusion, by giving instruction or exercise through games, it will sharpen the boy's memory.

Besides the potential positive effects, there is a potential negative effect. The potential negative effect of the third potential solution is the class situation might be a bit chaotic and noisy when having classroom games. According to Cox (n. d.) that, there will always one kid who takes over the games and might causes chaos and loudness and leave the other kids just stay back and watch (para. 12). As a consequence, by playing games, the class situation might be a bit chaotic and noisy.