

CHAPTER IV

CONCLUSION

During the internship at Early Bird, I found a problem that was quite distracting while teaching, which was the ineffective seating arrangement. This problem was caused by several things. The first one was that the teacher did not change the seating arrangement based on the activity done in class. The second one was the teacher did not consider the children's characteristics when arranging the seats. The last cause was the institution's ignorance of the importance of seating arrangements. Moreover, this problem also had some serious bad effects on the learning process that need to be solved. The first effect was some children could not see the teacher well and they could not participate in certain activities. The next effect was some children kept talking to their friends instead of listening to the teacher. The last effect that I found was that the teacher was not able to control some of the children.

In the previous chapter I have discussed four potential solutions and each positive and negative effect. The first potential solution is that the teacher designs and arranges the seating arrangement for children to

suit the activities and children's characteristics before entering the class. The second potential solution is that the teacher has to apply suitable seating arrangements for every activity and gets the children involved in moving into the new seating arrangements. The third solution is the teacher attends student-centered meetings. The last solution is the institution should send someone to observe the class regularly.

After summarizing the contents of the previous chapters, I choose to apply all of the potential solutions above together as the best solution. My suggestion is the teacher first does the third solution which is attending student-centered meetings, to gain new knowledge about teaching. After that, the teacher can have some practice by doing the first and second solutions, which are the teacher designs the seating arrangement to suit children's characteristics, and the teacher designs the suitable seating arrangements for different activities and get the children involved in moving into the new seating arrangement. Should the teacher prepare different activities that require different seating arrangement, she can get the children involved in the new seating arrangement instead of asking them to go outside or step aside when the teacher changes the arrangement.

When applying the second solution, the teacher must be careful with the instruction and train the children first. For instructions, teacher can create a trick that will attract children's attention and get them to move fast. My suggestion, which I have mentioned in the previous chapter, is that the teacher first determines how many seating patterns that are going

to be used that day and set certain sounds that represent each arrangement, then applies it in the class. While the teacher is doing this, the fourth potential solution can be done by sending a qualified person, the owner for instance, to observe and give feedback to the teacher in class. By having all these potential solutions done, the class teacher will be able to improve herself in teaching maximally, especially in how to arrange the seats in classroom.

In conclusion, the problem of ineffective seating arrangement in the kindergarten class at Early Bird has brought bad effects on the students' progress; therefore, teachers should pay attention to this matter. Knowing how to improve teacher's skills in seating arrangements and applying the suitable seating arrangements for every activity will certainly help in creating a better learning process.