

## CHAPTER IV

### CONCLUSION

There are three students (Steven, Melvin, and Marcell) who have difficulty in concentrating at TCK in Moon Class during my internship. The causes are in the morning they are still sleepy in class, they are anxious because they are not really good in learning the three languages, they are hungry because they do not have breakfast, and they are not good in memorizing lessons. From the problem, there are three effects that I have discussed. The effects are the three students do not understand the lessons, they lose their break time to have lunch and play because they have to finish the exercises, and they could not get good marks. Later, there are three potential solutions. The three potential solutions are the teachers lead the students to do warming up before starting the lesson, using teaching aids to make the lesson more interesting, and the teachers tell the students that they will get a reward when they can finish the exercises on time and get good marks.

In this chapter I would like to explain about the best solution from the three potential solutions discussed in the previous chapter. The three potential solutions are giving warming up activities before starting the lessons, using teaching aids to make the lesson more interesting, and

telling the students that they will get a reward when they can finish the exercises on time and get good marks. From my analysis, I think the best potential solution for the three students with difficulty in concentrating when the teacher teaches the three languages is by using teaching aid to make the lesson more interesting.

The second potential solution is the best one compared to the other potential solutions. The first potential solution, doing warming up, will make both the teachers and the students tired because they do physical activities, such as running, jumping, walking, and dancing. If the students feel tired, they may actually not be able to concentrate while studying the main lessons. Then, it makes them not be able to do the exercises well. Another negative effect can also happen if the warming up activities are boring. The aim of warming up is to make students enthusiastic for the main lesson. However, it will not happen if the warming up activities make them bored. The third potential solution, which is giving rewards, will make the students expect more and more rewards. When the teachers stop giving rewards, they will not have motivation to do the exercises well. Besides, these three children have different preferences (for example: Steven likes sticker, but Marcell likes candy). For example: when the reward is a sticker, it makes Steven enthusiastic to do the exercises because he likes stickers and he wants it. However, Marcell will not do the exercises well because he does not like stickers.

The condition will be different if the teachers apply the second potential solution, which is using the teaching aids. Using teaching aid can make

the three students concentrate and understand the lesson better because they like the teaching aids, such as cassettes, pictures, and realia.

Teaching aid is usually used when a teacher teaches preschool students.

In this level, using teaching aids can improve children's concentration.

Children in preschool age like any kind of teaching aid. Using it will make the children focus on the teacher's explanation which means they will concentrate better. If they concentrate better, they will do the exercises well, in the end they will understand the lessons.

Using teaching aids also has a negative effect. The students may depend too much on it. To anticipate it, the teachers should not use teaching aids for a long time, but use it if the material is hard to remember, when the class is too noisy, or to get students' attention.

