

## CHAPTER IV

### CONCLUSION

Before discussing the chosen solutions of the problem, I would like to present the summary of the previous chapters. The problem is that there are three pupils who have difficult behavior problems that disturbed the learning process in the classroom and this behavior influenced their friends and the class atmosphere. The pupils were Noni, Ping Lei, and Daniel. The causes that the three pupils have behavior problems are first, they were looking for the teachers' attention because they were not getting the teacher's attention in class. Second, the teachers only have a little experience in teaching young learners. Third, the pupils get bored with the teaching-learning activities. The effects of this problem are first, the class becomes very noisy. Second, the three pupils make other pupils at their table play and chat with them. Third, the teaching time does not run properly. Fourth, the teacher cannot handle the three pupils properly. Those are the causes and the effects of the problem.

There are several potential solutions to solve the problem at TK A "Sunflower" at Tunas Cemara Kindergarten. These are, first, the teachers should set clear classroom rules and should be consistent in applying the

rules and the consequences. Second, the teachers should learn the characteristics of the pupils by communicating with them, their parents, and reading some references or asking other teachers. Third, the teachers should vary the teaching activities to make the pupils interested in the lesson.

Based on the analysis in the previous chapters, the best solution to handle the behavior problems of the three pupils is the combination of all solutions. From the three solutions, the one that has to be put first is the teachers should know their pupils' characteristics then set the classroom rules and be consistent in applying the rules. As said in Best Teaching Methods Kindergarten articles: "One of the best teaching methods is to be flexible and understanding with young children" (par. 1). Similarly, in the same paragraph it is stated that "Learning won't happen if children are overtired, hungry, upset or worried" (par. 1). Sometimes, teachers misinterpret a child's unwillingness to participate as bad behavior. Therefore, knowing and understanding the pupils' characteristics is necessary to decide the lesson activities.

The next solution to solve the problem effectively is the teachers have to set classroom rules and be consistent. The rules and the consequences are important to control pupil's behavior. The first step is setting the rules together with the pupils. Then, give the pupils the pictures of the rules and ask them to color the pictures, and then stick the pictures on the rules board. Second, the teachers prepare a reward board at the class. The teachers can stick the sticker or stamp on the reward board for the pupils

who can answer the question well and show good behavior at class. Third, for those who show misbehavior, the reward should be removed from the board and the teacher should give them a punishment. In an article entitled Kindergarten Classroom Management Plan, it is stated:

The first time punishment is verbal reminder or warning. The second time is child meets with teacher to discuss their behavior. The third time is child loses 5 minutes of playtime and is redirected to another activity. Fourth time, child loses 10 minutes of playtime and contact is made with parents by note. Fifth time, child is sent to the office to meet with Principal Teacher and referral is written (par.10).

The above statements contain several examples of some punishment for the kindergarten pupils and applying the rules and consequences; moreover, the teachers also have to be consistent in applying the rules and the consequences.

The last solution is varying the teaching–lesson activity. This solution is important to make the pupils enthusiast about the lesson so the pupils will not have time to show challenging behavior. Varying the teaching–lesson activity can be done periodically, for example, once a week or twice a week. With new activities, the pupils will feel curiosity about the activity and it can be used to change the pupils' attention from chatting with their friends at the same table or shouting in the class to the new activity that is interesting for them. As a result, the three pupils will not have time to show challenging behavior.

These three solutions are chosen because by knowing the pupils, the teachers can understand how to deal with their behavior; therefore, they will do the class activities and follow the lesson well. By giving the pupils rewards and punishment, they will have more motivation in doing school activities and the teachers can also control the pupils' behavior. And by varying the teaching–lesson activity, the pupils will not have time to show challenging behavior.

The three chosen solutions above are the best solutions for the teachers in TK A “Sunflowers” at Tunas Cemara Kindergarten because these solutions are effective to manage and deal with the pupils' behavior and for good classroom management.