

## ABSTRACT

### **Sepia, Sopi (2024): Teacher's Strategies in Using Attention Grabbers in An EYL Classroom.**

Teaching English to young learners can be more complicated than teaching adults. Young learners are difficult to control because they are hyperactive and move a lot. One of the biggest challenges a teacher might face is getting their students' attention. Furthermore, this study aims to find out teacher's strategies in using attention grabbers in an EYL classroom.

This research used qualitative methods and case study design. The research instrument used observation and interview. The observations were used on an observation sheet, and the interview was recorded using a voice recorder. The participants of this research are an English teacher and two students in SDN 262 Panyileukan.

The finding shows that the teacher uses six kinds of attention grabbers. They are hissing, singing, clapping, call & response, question, and combination (clapping and hissing). Moreover, the students show several responses when the teacher grabs their attention in the EYL classroom. On the first and third day of observation, the student immediately responded (exited) and slowly responded (not exited). Meanwhile, On the second day of observation, most of the students paid attention to the teacher.

In conclusion, attention grabbers are an effective strategy that the teacher can use in class to refocus student's attention. Furthermore, the suggestion for teachers is to add more fun types of attention grabbers to make students more interesting and focused. Also, future research is to find the use of attention grabbers in inclusive classrooms or different levels.

**Keywords:** *Teacher's strategies, Attention grabber, Classroom management*