

CHAPTER I

INTRODUCTION

This chapter discusses several aspects. The first is the research background. The second is research questions. The third is research purposes. The fourth is research significance. The fifth is research scope. The sixth is a conceptual framework. Furthermore, the last is previous studies.

A. Background

This study aims to find out teacher's strategies in using attention grabbers in an EYL classroom. The use of attention grabbers in the classroom can be a critical factor in gaining student attention, especially to teach young learners, who tend to become bored quickly. According to Arifadah, Rio, Sholehuddin, Paramita, and Nailiyah (2020), some students easily concentrate while others do not. Especially for children who have a short attention span. Young students usually have short attention spans and more physical energy (Surayatika, 2022). That is why attention grabbers are so crucial for teachers to regain students' focus that was lost while studying.

Studying English started from children were around 7 to 12 years old. Teaching to young learners is designed to be as interesting as possible so that their first impression of English becomes more pleasant. The methods used often involve games, songs, games, and so on. The teachers' techniques in teaching English to young learners were singing a song, games, presentation practice and production, drilling, demonstration, story-telling, reading aloud, and dictation (Avezova, 2022).

Moreover, some of the techniques can be applied when teaching young learners but teaching English to young learners can be more complicated than teaching adults. Teaching young learners can be difficult, and teachers may become frustrated when dealing with their natural behavior because young learners have boundless physical energy, poor discipline, a lack of awareness, and a short attention span (Schneiderová, 2014; Sadridinovna, 2022). Likewise, for the students to achieve their goals, the teacher needs to provide materials and instructions effectively (Arlinda, 2020). To become effective, teachers need to meet the competencies required to teach English, one of which is having a high level of

English proficiency (Richards, 2015). Besides that, teacher must also master in classroom management.

However, making the class effective is not easy. Classroom management is one of the crucial factors in teaching English for young learners (TEYL) because their self-control ability may be very poor (Soraya, Eryani, Andiyan, & Astuti, 2022). In the classroom, variation in the mode of broadcasting ideas to students in terms of inflection, gesture, mobility, flexibility, and expression is an essential part of a teacher's personality, which students perceive as the teacher's overview, energy, confidence, and competence (Strayer, 2003). It is common for a teacher to face numerous difficulties while teaching.

One of the most common issues teachers faces is that they are overburden with trying to control the classroom. 68 percent of pre-service teachers believe teaching English to young learners is difficult and unpleasant (Megawati, 2015). Additionally, one of the reasons teachers are overwhelmed by students is because of the characteristics of young learners (Recard and Nathania, 2021). These characteristics include quick mood swings, difficulty sitting still, short attention spans, and high energy and physical activity. This problem causes the classroom to become unruly and noisy (Recard and Nathania, 2021). The students' noise can be problematic in the classroom (Copland, Garton, & Burns, 2014).

As a result, a teacher must take control to restore a conducive classroom environment. One of the biggest challenges the teacher might face is getting their students' attention. Attention grabbers can help to make the learning environment more conducive (Rahman, 2023). Many teachers frequently forget to use attention-grabbing techniques in class. Hass (2019) mentions that an attention grabber is when the teacher yells a phrase, and the students are expected to respond appropriately to the call. Most teachers only focus on the lesson plan that is studied without considering whether or not students are paying attention. One method for recapturing students' lost attention is to use an attention grabber. An attention grabber can be a strategy for teachers to control the classroom environment (Recard and Nathania, 2021).

Previous studies have been conducted. The first research conducted by Purwanti (2017) a case study of teachers' strategies in getting students' attention during transition in EFL classroom. Show that the teacher used four strategies of teachers' strategies in getting students' attention, namely hissing, sounding, clapping, and eye contact, besides that the effect of this research, the student could be more attention in the learning process, discipline, encouraging participation and showing enthusiasm can be potentially influential to the learning. The second one was carried out from Gumilar, Anisa, Faturahman, & Nanda (2023), who relied on student teachers' strategies to obtain students' attention during teaching practice. Show that clapping and susing are the most effective methods for obtaining students' attention because of the ease with which it may be transferred to students. The next is from Dang & Tong (2024), who investigated instruction-giving in EFL classrooms: a case of a university in Vietnam. Show that attention-grabbing skills, repetition, the use of mother tongue and language, demonstration, and checking understanding to support instruction delivery.

To support this paper a preliminary observation has also been conducted. Preliminary observation has been conducted to strengthen the reason for doing this research. The researcher has informally communicated with a teacher about young learners' classroom situation and their behavior when studying. The result is some students are still difficult to control because they are hyperactive and move a lot and the teacher still draws the student's attention. To support the data, the researcher put several pictures of classroom situations (see appendix F). The problems that occurred motivated the researcher to conduct this research.

Teaching EYL can be difficult, according to the researcher's experience. Most students are easily distracted by small things around them, so their concentration during learning is limited. This issue challenges teachers because they must refocus students' attention. This problem is the researcher's challenge in carrying out this research.

However, despite its similarity to this research, the current research is different in several ways. This current research is at an EYL level. The data collection is observation and interview and the participant for interview in this

current research is one teacher and two students. The qualitative method and case study design are used. In other words, this research investigates teacher's strategies in using attention grabbers in an EYL classroom and the students' responses when the teacher grabs their attention.

B. Research Questions

This research following are the two research questions:

1. What are the teacher's strategies in using attention grabbers in an EYL classroom?
2. How do the students respond to the teacher's strategies in grabbing their attention in an EYL classroom?

C. Research Purposes

This research is concerned with the purpose of two questions.

1. To find out the teacher's strategies in using attention grabbers in an EYL classroom
2. To find out how students respond to the teacher's strategies in grabbing their attention in an EYL classroom.

D. Research Significances

This research provides two research significances.

1. Theoretically, this research is helpful for future researchers in providing references for teachers' strategies in using attention grabbers in an EYL classroom.
2. Practically, this research is useful for school to implement the attention grabber to their teachers. Furthermore, this research is beneficial for teacher to find out which type of attention grabbers is effective in an EYL classroom.

E. Research Scope

This research focuses on the use of attention grabbers in an EYL classroom. It is carried out at a public elementary school in Bandung. The participants of this research are an English teacher and a 3rd-grade student. The object of this research is the teacher's activity in using attention grabbers in EYL lessons, and also the students' responses when the teacher grabs their attention.

F. Conceptual Framework

This section discusses the conceptual framework. Teachers can develop strategies based on the characteristics of young learners who love to have fun (Fauzia, 2013). McIntosh et al. (2004) offer four strategies teachers can adopt to grab students' focus during the learning process: hissing, sounding, singing, and clapping. The purpose is to grab students' attention when they are noisy and move around the class (Recard & Nathania, 2021).

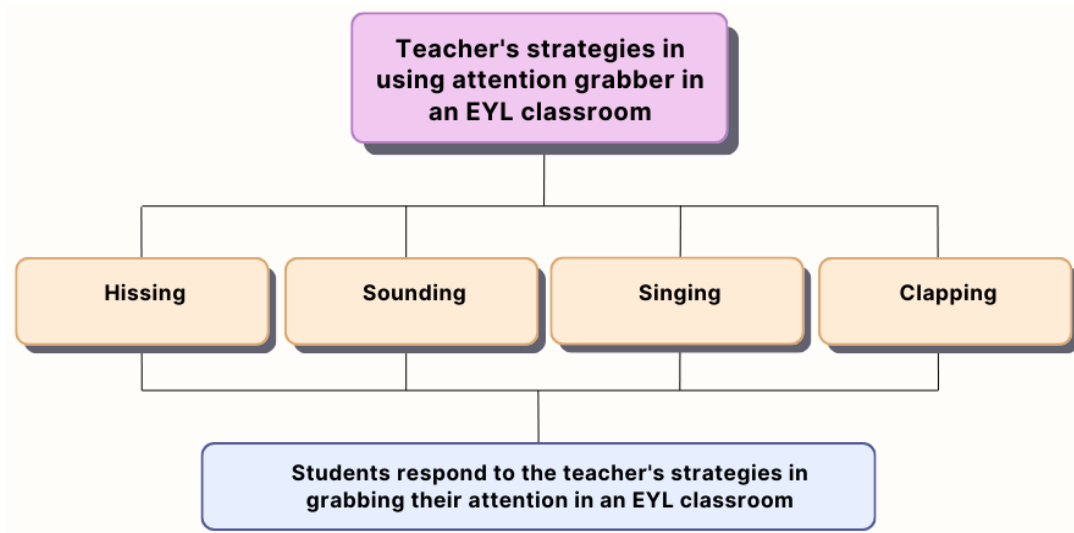


Figure 1.1 Conceptual framework

Teaching strategies for young learners are the specific approaches, techniques, and methods educators use to facilitate effective and engaging instruction for children in the early stages of education (Khairani, 2016). These strategies are intended to accommodate young learners' distinct characteristics, needs, and developmental stages, promoting active participation, comprehension, and knowledge retention. To create a dynamic and stimulating learning environment, effective teaching strategies for young learners frequently include interactive and hands-on activities, visual aids, games, songs, storytelling, and play-based learning (Muliyah, 2023). These strategies aim to increase children's curiosity, engagement, and enthusiasm, encouraging them to explore and actively construct their understanding of concepts and skills (Ikawati, 2017).

The conceptual framework allows the researcher to explain the teacher strategies in attention grabbers, which are divided into four main strategies: hissing, sounding, singing, and clapping (McIntosh et al, 2004). The first is hissing. Hissing is one of the most common strategies used by teachers to capture students' attention during the teaching and learning process (Arifadah et al, 2020). Examples of hissing are "Listen to me!" or "Attention, please!" or "Silence, please!" "Ssssst..." and other words. This strategy demonstrated McIntosh's theory that hissing is an effective method of shifting attention from one activity to another.

The second one is sounding. This strategy is almost identical to that used for hissing. The sound is caused by the teacher knotting things around them (Arifadah et al, 2020). For example, the teacher is knotting the table or the whiteboard with a marker, a pen, or a marker eraser. If the first attempt does not capture the students' attention, the teacher will tap the marker again to make a louder noise.

The third strategy is singing. Singing is another attention-grabbing strategy that teachers can implement in the EYL classroom. The teacher should be imaginative in selecting the song. The song should be appropriate for the student's age and engaging. Here are some examples of popular children's songs in English: "B-I-N-G-O" "Head, Shoulders, Knees, and Toes" "Hokey Pokey" "If You're Happy and You Know It" "Itsy Bitsy Spider" (or "Eensy Weensy Spider") "London Bridge is Falling Down" "Mary Had a Little Lamb" "Old MacDonald Had a Farm" "Skip to My Lou" "The Wheels on the Bus." These songs are morsels of culture used to teach children language and content simultaneously (Shin, 2017).

The final option is to clap. This attention-grabber can be used in the same way that other teachers can use it. Attention grabbers make the class more conducive and help students regain their focus. Before applying in class, the teacher must instruct the students on how to respond. For example, when the teacher says "Class.. class.." and the students must respond "(clapping twice) Ssssssst.....". When the teacher says, "Give me one," the student must react by clapping once (Arifadah et al, 2020). The other example of an attention grabber is when the

teacher says 'Class class' while clapping their hands, and the students must respond with 'Yes, yes.' (Schneiderová, 2014).

Finally, the student responses are presented. The students' response consists of their actions during the classroom interaction process (Suherdi, 2010). Student responses are also important for teachers to understand student engagement when teacher capture their attention. Student engagement has evolved into a strategic learning process with its own accountability outcome (Parsons & Taylor, 2011). Student engagement has been designed with the hope of improving all students' abilities to learn how to learn and become lifelong learners in a knowledge-based society (Gilbert, 2007).

G. Previous Studies

Several studies related to teachers' strategies in using attention grabbers in an EYL classroom have been conducted by many researchers. One of them is Recard & Nathania (2021), who investigated the implementation and the impact of attention grabbers in young learners' classrooms: a case study. This study focuses on pre-service teachers of the English Department in one university in Jakarta from grade two to five and attention grabbers produced when students are noisy and moving around the class while the teacher is giving instruction or explanation. The data were gathered from observation and video recording. The results indicated that the pre-service teachers still need to be aware of using attention grabbers when the classroom situation is not conducive. Despite its similarity to this research, the current research is different in a way that it uses one teacher and two students as participants. To collect the data, the current research use observation and interviews.

The other one is Arifadah et al. (2020), who analyzed teachers' creativity in using attention grabber in EFL class. The respondents of this research were an English teacher and 12 students from 6 different classes in MTsN 3 Mojokerto. This research used a qualitative method design. Observation and interviews were used in this research. The finding shows that the teacher uses four kinds of attention grabbers. They are sounding, hissing, shouting, and clapping. The students showed a positive response to applying the attention grabber. The current research is different in a way. The current research focuses on teachers' strategies in using

attention grabbers in EYL classroom. The respondents or participants are also different because this research use an English teacher and two students.

The next previous study is from Fauzia (2013), who investigated teachers' strategies in getting students' attention during transition (a case study on an English teacher in an elementary school in Bandung). This study employed a qualitative research method, particularly a case study design. The data were collected through five observations and two interviews. The research was conducted in a public elementary school in Bandung. The research participants were a class of third-grade students and an English teacher. It was a big class with 47 students, which consisted of 25 female students and 22 male students. The findings revealed that the teacher used desisting, chant, sound, clapping, and singing a song in getting students' attention. The current research is different in a way. This current research is through three observations and uses two students and an English teacher as participants for interview.

