

Teachers' Strategies in Getting Students' Attention During Transition in EFL Classroom (A Case Study on English Teacher in a Junior High School).

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Abstract

This research focused on the teachers' strategies in getting the students' attention during transition. Since students could not proceed classroom activities without paying attention to the teachers instruction, and various strategies in getting the students' attention are necessary.

The aims of this research were to find out the teachers' strategies in getting students' attention during transition in EFL classroom and the effect of the teachers' strategies to the students' attention in EFL classroom. This study employed qualitative research design in the form of case study design in analyzing the teacher's strategies in getting students' attention during transition in EFL classroom and the effects to the students' attention. the subject of this research were one English teachers and 15 students of SMPN 2 Pinrang, the researcher observed and interviewed the teacher and the students to reveal the phenomena under investigation. The researcher conducted observation by using video recording and field notes, and interviewed by using audio recording.

The finding of the research showed that the teacher used four strategy of teachers' strategies in getting students' attention, namely hissing, sounding, clapping, and eye contact, besides that the effect of the teachers' strategies to the students' attention in EFL classroom were the student could be more attention in the learning process, discipline, encouraging participation and showing enthusiasm can be potentially influential to the learning.

Keywords: Teachers' Strategies, Students' Attention, Transition Strategy

Introduction

In English teaching and learning process, Classroom management is considered one of the most important aspects of teaching and a significant part of classroom life. It is part of a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication. On the other hand, classroom management also relates to teachers' strategies and students' attention in the classroom.

Teachers' strategies and students' attention are constantly shuttling between what they are experiencing externally and internally. If the setting and classroom activities attract the students' attention, students can focus on their activities and remember any information provided by the teacher that will be used. However, when the setting and activities in the classroom are less attracted the students' attention, then the students will turn their attention to the things that could interfere with the learning process.

One of the most crucial things in the transition is providing classroom activities to the students. Transition is one of aspect included under the umbrella of classroom management. Transition is a change from one activity to the next activity that occurs in the classroom, for example: after the teacher gives explanations, then the teacher instruct to the students to conduct discussions or do the tasks. Since scaffolding requires teachers to set up several activities within process, transition occurs several times and it is challenging for teacher since behavior problems and time wasting are likely to occur. To deal with problems in transition, getting students' attention cannot be denied. Students' attention is crucial because students cannot learn or follow teacher's instruction if they do not pay attention. According to McIntosh, Herman, Sanford, McGraw, & Florence (2004) there are four strategies used by the teacher to getting students' attention during transition that are hissing, sounding, singing and clapping.

Based on the researcher prior observation, it was found transition is not easy for SMPN 2 Pinrang teachers because transition is challenging and tends to be more stressful and a hard moment especially for SMPN 2 Pinrang students classroom because during transition behavioral problems are likely to arise and potentially consume instructional times and teacher's energy. Therefore, the researcher is interested in conducting the research in order to find out the teachers' strategies in getting students' attention during transition in EFL classroom and the effect of the transitional strategies to the students' attention in EFL classroom.

Teachers' Strategies

According to Santrock (2011) teacher' strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components. Teachers' strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy. Assessment of the learning capabilities of students provides a key pillar in development of a successful teaching strategy.

Teaching is a complex, multifaceted activity, often requiring the teacher as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping the teacher create the conditions that

support student learning and minimize the need for revising materials, content and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy. According to Santrock (2011) there are some teaching principles in applying teachers' strategies, such as: effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching, effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities, effective teaching involves articulating explicit expectation regarding learning objectives and policies, effective teaching involves prioritizing the knowledge and skills the teacher chooses to focus, and effective teaching involves recognizing and overcoming teachers' expert blind spots.

Students' Attention

Taylor and Parsons (2011) Students' attention also refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process. Students' attention is the centralization of concentration, labor and psychic energy in the face of an object, in this case the students' attention in learning process in the classroom. This is associated with concentration, willingness and desire to learn.

Students' attention is the tendency of students to get interested in the subject and was delighted. The students' attention is also demonstrated by their taste more like in something or activity. He said there are some indicators of students' attention:

- 1) The attention of students to the teacher's explanation.
- 2) The cooperation in the group.
- 3) The ability of students to express their opinions in expert groups.
- 4) The ability of students to express opinions in a group native.
- 5) Provide opportunities argues to friends in the group.
- 6) Listening carefully when a friend argues.
- 7) Provides a brilliant idea.
- 8) Make a plan and division of labor which ripe.
- 9) The decision is based on considerations of other members.
- 10) Exploiting the potential of the group members.
- 11) Mutual help and resolve problems.

Transition Strategies

Lee (2006) argued Transition encompasses moving from one activity to another activity within the learning process. In the educational field especially English language learning process these changes are referred to as transitions. Transitions are considered a passing from one condition, form, stage, activity, place, etc to another, (Smythe, 2002), for example: after the teacher gives explanations, then the teacher instruct to the students to conduct discussions or do the tasks. Since scaffolding requires teachers to set up several activities within process.

Transition occurs several times and it is challenging for teacher since behavior problems and time wasting are likely to occur. To deal with problems in transition, getting students' attention cannot be denied. Students' attention is crucial because students cannot learn or follow teacher's instruction if they do not pay attention.

There are several ways that can help teachers in organizing a transition to better and more efficiently. The success of the transition takes planning, teaching, monitoring, and feedback from a teacher. Four techniques that promote transitions are routine, pre-correction, positive reinforcement and active supervision (Mc Intosh, Herman & Sanford, 2004). And beside that he said there are four strategies which can be used by the teacher to getting students' attention during transition that are hissing, sounding, singing and clapping.

Research Method

This study used qualitative research and the design of the research was case study design. The population was the teacher and students of seventh grade of SMPN 2 Pinrang in the academic year 2016/2017 and the subject of the study were an English teacher and 15 students at seventh grade, in getting data researcher choosed sample based on the professional teacher based on the result of the teacher competence test (UKG) and has good performance in the learning process. In this study, the researcher use two instruments for collecting the data, that are observation and interview, in analyzing data from classroom observation, the researcher was used qualitative data analysis based on Miles & Huberman's theory (1994) which consist of three stages namely data reduction, data display and conclusion drawing/verification.

Findings and Discussion

1. The Teachers' Strategies in Getting Students' Attention During Transition in EFL Classroom.

The first is hissing. Based on classroom observation, the researcher found that hissing is teachers' strategy in admonishing students who do not pay attention to the lessons in the learning process. Hissing usually do the teachers to Achieve the circumstances of the class, either as a learning environment and as a group learning allows students to develop the ability as much as possible. Examples of the strategies were "Hey...Hey...Hey", "attention please", "silent please", and etc. This is relevant to the McIntosh theory (2004) who state that hissing is Effective instruction about when and how to perform transitions is essential and may mitigate many problems associated with transitions. Next related to the classroom observation, the researcher found that the teacher used hissing on her strategy in the classroom either in morning class or in the noon class. In this study, both of in the morning and noon class, the teacher used hissing frequently.

The second strategy is sounding. Sounding is one of teacher's strategies in admonishing the students who do not pay attention the lessons in the learning process, in this strategy the teacher usually knot something like table or board with marker or ruler to make some sound. It is one of teachers' strategies to get

students attention during transition. Related to the research findings, sounding which found in the previous analysis when the teacher asked to the students, in order that the students hear their name when the teacher called, when the teacher was admonished the students to pay attention in the learning process, when the teacher admonished the students to notice their friend who read the text in reading practice, then the teacher reminded and explained about the rules in reading practice to the students, and the last the teacher asked the students about their notes, if the students have been written the materials.

The third strategy is clapping, as we know that clapping is one of teacher's strategies in admonishing the students who do not pay attention the lessons in the learning process, in this strategy the teacher usually clap hands to get the students' attention or tapped the students' shoulder who did not pay attention in the learning process. It is one of teachers' strategies to get students attention during transition. From the classroom observation the researcher has been seen that from the different classes, times and places the teacher is rarely for using this strategy. Related to the research findings, clapping which found in the previous analysis. When the teacher admonished the students to get students' attention, in order that the students more attention during reading practice, the teacher asked to the students about the task in last meeting, the teacher admonished the students to ask one by one, the teacher asked the students about their understanding in descriptive text and the last the teacher gave a chance to the students who is the first to read the text.

In this study, there was one strategy not found by the researcher during the research, that was singing, based on the interview from the teacher this strategy was not suitable with the level of the students, because singing usually used in elementary school. But there is one strategy the researcher found during the research which not mention by McIntosh that was staring from the teacher, this strategy usually used by the teacher when she saw the students who did not pay attention in the learning process. The teacher looked at the students directly until they were realized if they were not focus to teachers' explanation.

2. The Effect of The Transitional Strategies to the Students' Attention in EFL Classroom

Based on the observation in this study, the effect of the transitional strategies to the students' attention in EFL classroom, the teacher can make the students' more attention to the lessons in the classroom, discipline and can help the teacher in organizing a transition to better and more efficiently, encouraging participation and showing enthusiasm can be potentially influential to the learning. The success of the transition takes planning, teaching, monitoring, and feedback from a teacher.

Conclusion

Conclusion is drawn based on the problem statements of the research. This research has two problem statements. The first problem statement related to the teachers' strategies in getting students' attention during transition in EFL

classroom. The second problem statement related to the effect of the transitional strategies to the students' attention in EFL classroom.

There are four strategies of teachers' strategies in getting students' attention during transition in EFL classroom based on the observation in this study that are hissing, sounding, clapping and staring. But based on McIntosh (2004) there is one strategy which not found by the researcher in this research that is singing, and there is also one strategy which not mention by him that is staring.

From the result of data analysis, it was found that the effects of the transitional strategies to the students' attention in EFL classroom are the teacher can make the students' more attention to the lessons in the classroom, discipline and can help the teacher in organizing a transition to better and more efficiently.

Recommendation

The result of this study can be used by the English teachers and lecturers as a reminder to apply the appropriate strategy in the process of teaching and learning in EFL classroom and for the next researcher, the study of teachers' strategies in getting students' attention during transition can be extended by conducting the research in other different content and setting.

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