

## Chapter Four

### Finding and Discussion

This chapter presents the finding and discussion in response to the research question of this research. The finding was obtained from the answer of the interview to explore the teachers' methods to gain students' attention in English classroom. Based on the interview that has been done by the researcher, the results of this interview have answered the research questions in this study.

#### **Teachers' methods to gain students' attention**

The most common activities when teaching and learning process takes place is when teachers explain the material to the students, while students listen and take notes. Such activities might be boring for students, especially elementary school students if it is done monotonously, which results students' lack of attention. Their names were written in pseudonyms, namely Siti as the first participant, Joko as second participants, and Yanto as third participants. Therefore, based on the research data, the methods used in order to gain students' attention are games, outdoor class, room language, song, gesture, pictures or objects, and video.

**Finding 1: Games.** Referring to the result of the data, all of the participants are used games in gaining students' attention. Siti said that she use games when teaching, "sometimes when teaching I use game". Joko also used game but the game was a group game, he said "then also use group games". The type of group games that he used was like basket break, where one student in one

group will play with a student in another group, and then change to other student. Yanto also stated that he used game when teaching. He said, “for grade one and two I use more games”. The types of games that he used were playing with students, but the position of the teacher can lose or defeated by students, he said “in grade one and two, I usually use a game like role play but my position is defeated by the students.”. He argued that by playing such activities, students will be more motivated to learn because they feel happy that they can defeat the teacher. Yanto added that if they want to used activities like games, at least they used English when doing it, he said “if I clap hand about something, it should use English.”, it can help the students understand the material better.

Siti sometimes used games combine with exercise. She said, “well, sometimes I use a ball and slowly throw it to the students. For example, if the theme is about daily conversation, and I ask “what do you do?”, then the ball will be thrown towards a particular student to answer it. This method can be used in speaking and vocabulary scoring.”.

At the end of the class, sometimes Yanto also used games like quizzes, he said “another example, we asked students to remember 5 words, and then in the end of the class we play games.” and “in the end of class, I also used quiz, students who can answered first, they can go home first. Students will feel happy.”. Joko also used quizzes games to support the pictures that he used to gain students’ attention, “to support the pictures, I usually do quiz”. The quiz that he used are matching, rearranging the word, and puzzle, in his statement “kinds of quizzes that I use is like matching, word rearranging, and also puzzling”.

There are so many types of games that teachers can use in gaining students' attention. Sometimes teachers use icebreaking activities like games in gaining students' attention. This finding is in line with Sunarto (2012), he states that kinds of games are various, and sometimes teachers have their own of activities to make students pay attention to the teachers. Teachers also use icebreaking activities in exercise activities to make students feel comfortable in doing the exercise. Teachers also can use group games activities in gaining students' attention. Group games activities can make students know each other, refresh the classroom environments and also create a positive attitude toward school and learning (Johnson, 2007). In teaching and learning process, teachers sometimes do interesting activities.

**Finding 2: Outdoor class.** For Joko's interesting activities, sometimes he allowed the students to go outside if the lesson was related with the environments, he expressed "sometimes if the lessons are related to environment, I allow students to go around" and "Yes, outdoor class". For instance, when the topics were about describing people, students can found a person to describe around themselves, such as teachers, their classmates, other people, and bargainers that look interesting for them. This way, students can understand the lesson easier.

Outdoor class is aimed to relax the body after a few hours sitting in class and also to make students more active in learning. This activity is known as field practice activity, it is in line with Silberman (2006) who stated that this activity can make students more understands about the object or the lesson. This activity

can make students active to get the lesson and teacher can explore the students' problem solving skill.

**Finding 3: Room language:** Yanto has interesting activity called room language, he expressed “for the higher graders, I usually use room language.” Room language was about how teachers used English when teaching even when the students did not know the meaning, and the activities was like role play activities, “it is look like role play activities, but using English. “. For example, when teacher does not teach a certain topic, however students will understand when the teacher pointing to the opened door and students would think that they should close the door, he said “for example we do not teach “*close the door, please!*” yet, but when our hand pointing to the door, students will understand.”.

Room language itself can be concluded as lecture combination activity. Teachers can add stimulus like questioning and answering to make students understand the lesson clearer. According to Johnson (2007), room language activity is like solemn and silent activity. This activity can make students easily understand the material in learning process. With these activities, it can make the students' thinking process become fresh and creative. The other activities to gain students attention is using song.

**Finding 4: Song.** Siti used Indonesian song and then translated it into English but still related with the topic or theme. She asserted “for example if the topic is about body parts, there is a song like *kepala, pundak, lutut, and kaki* that I change into English”. She added that these activities also can be used in all themes or topics including in using games and songs, in Siti's statement “*Insyallah* it can

be use in game and song too”. She also added that when using a song, the duration of the song was not necessarily long, at least the condition of class is quite.

Singing a song in learning is necessary to generate a good mood of the students. This finding is in line with Sunarto (2012), who states that learning will be more exciting when cheerful songs inserted. Low grade students will be happier if the learning process uses a song. The variation of songs for learning can be songs for fun and also that consist of material in the learning process. Songs also can improve students’ intelligence into the music and can improve students’ ability in learning process (Adi, 2012). When teaching and learning being held, teachers also should have a good gesture.

**Finding 5: Gesture.** In teaching and learning process, teachers should used proper gesture. Siti said, “we also should have a good gesture”. She explained that when teaching in front of class, teachers should have body movements, instead of being quite in front of the class. Joko also have the same method. As a teacher, when teachers teach in front of the class, teachers should have a good gesture. This way, students will pay attention to the teacher based on Joko’s statement “so, event I did not use those activities, if we use gesture, students will be interested to us.”. When using gesture, teachers also can combine the gesture with humor. If using gesture combines with humor, students will interest to the teachers. Siti said, “with gesture, students will be more interested, especially when gesture is combined with funny gesture”. She also added that when teachers used a game with gesture, it can gain students’ attention, she said “while using game added with funny gesture, students will be more interested”.

Yanto also used gesture while teaching, he said “when teaching, body movements or gesture are also influential.”. He added that not only gesture, but teachers’ appearances can change the students’ view, he said “teachers’ appearance also can change the students’ view.”. When the first time teachers came to the class, students were actually looking to the teachers’ appearances, if in the first time teachers’ appearance was interesting, students will pay attention to the teachers too.

Students’ attention can arise from teacher gesture like teacher position in teaching, or doing funny activities or funny movements in teaching. This finding is in line with Sunarto (2012), who states that gesture can make students more interested to the teachers because if teachers have good gesture or appearances when teaching, it can make students pay attention to the teachers and can motivate them to study. Teachers should have good appearances when teaching. Without good appearances, students will not show enthusiasm in learning. Participants have other methods in gaining students’ attention. The method is use pictures or objects.

**Finding 6: Pictures or objects.** Siti also used interesting pictures to gain students’ attention, in Siti’s statement “for example when we teach about describing of body parts, we can draw a monster with three eyes or more” and “if using picture for example, we can use funny picture too”. She used this media in all grades, she said “no, in all grade. Especially in grade one and two until three, it should use media. At least picture, minimal using picture.”. Joko also used pictures and flash cards to gain students’ attention, he said, “I usually use

pictures” and “I also use flashcards”. In using pictures, Joko doing the activities like rearranging the picture, in his statement “for grade one, the activities done is like rearranging the picture, for refreshing and also can know what picture is it, what animal or what fruit is it”.

Joko also has the same opinion about using funny pictures that can gain students’ attention, he said, “Although the pictures are funny, it can gain students’ attention”. Students will find themselves interested to study without being pushed and yelled by the teachers. Siti also said that teachers can used uncommon shapes or pictures, so the students will pay more attention to the teachers when using those media, she said “especially when they never found a shape or a picture like that before. At least use picture. It should have media”. In Joko’s activities, sometimes he used things that can be found in school especially when teaching about preposition topic. He said “in preposition topic, we also used room in this school. We are looking for objects as well as places.”

Joko also used media in practice activities. He expressed, “for dialogue practice, I also use picture as media” and “but when dialogue exercise, I use the real things”. The reason why Joko used media in practice and exercise was it better when using real things compared to use pictures because students can see the real shape of the things from the pictures. Yanto also used pictures. He said, “then use pictures for example.”. The types of activities that he used was drawing a map, then in each post it consists of pictures or questions that should be answered or guessed by the students, “also can make a map, and then in the first

post, it consists of pictures or questions, and then students should guessed or answered the question.”.

In teaching and learning activities, teachers also use pictures as a tool to gain students’ attention. It is in line with Ahmadi (2011) who states that teacher can use interesting picture or object that is related to the lesson. Media can help teachers deliver the message or material to the students and make students more interested in the learning process (Djamarah, 2010). Teachers also use several activities in using media to gain students’ attention. It is line with Silberman (2006) that in using media, it has methods to make media successful in gaining students’ attention. If teachers use media without combining the lesson with interesting activities, teaching and learning process will be monotonous and students will feel bored. Teachers also use video to gain students’ attention.

**Finding 7: Video.** Siti also used videos in gaining student’s attention. She explained that teachers should make students feel comfortable in school especially for grade three and above because those graders finish the learning process in the afternoon after *Ashar*, so it is important to maintain their attention focusing on studying, including through a picture or a video. She stated “In this school, from grade three, teaching and learning activities are held until afternoon, so we should had a plan to make students feel comfortable during studying. At least I used pictures or videos to deal with students’ attention.”.

Audio visual or video can be used in icebreaking activities. This finding is in line with Sunarto (2012), who states that some of teachers use this method in gaining students’ attention at the beginning of, middle, and the end of learning



activities. Motion sound or funny films that are still related to materials also can be inspiring or motivating the students to study harder.

### **Challenges in applying the method**

In applying the methods, there are challenge or problems encountered. From the result of the data, there are several challenges or problems in applying the methods, such as inappropriate method, differences of attention level, teachers' drawing skill, teachers' creativity, and lack of facility.

**Finding 1: Inappropriate method.** In applying the methods, sometimes students were not interested in the activity. Siti said, "sometimes they are not interested in the activities.". She also added that the difficulties also in students characteristic were hard to control "only several students characteristic are like that, so it is difficult" and only several students that take part in the activities. In playing games, it also has difficulties when teachers want to used game, they do not to tell the students the name of the game that will be used, or students will not be interesting, in Yanto statement "if we want to play games, I do not tell to the students the name of the game. Otherwise, they will not interested to take part to the games."

Icebreaking activities can be worse if the teacher uses inappropriate activities. It is supported by Millbower (2009) who states that students are not interested in the activities because the teacher uses inappropriate activities for the students. The activities become inappropriate because it is not related to the material, inappropriate implementation or aims to have fun only. Teachers also

cannot force the students to participate or they will not have willingness to follow the activities. The challenge in applying the methods is also in students' attention.

**Finding 2: Differences of attention level.** Another challenge also happens when the teacher wants to explain how to play a game. Yanto said, "and also when explaining about the activity.". Sometimes students do not pay attention to the teacher because they do not understand when teachers gave instructions, but after the game is held once or twice, students will understand. In addition, teacher's patience is very needed in organizing the class. He stated that "I need to be patient when making rules to students.".

Each student has a different level of attention. This finding in line with Ahmadi (2013) and Suryabrata (2010), they states that people have different types of attention, teachers should give clear instruction and procedure output when they want to use icebreaking activities so that students will understand easily and do not take much time in giving instruction. There also have difficulties in applying the methods from the teachers drawing skill in use pictures.

**Finding 3: Teachers' drawing skill.** Joko used pictures to gain students' attention. But, he has problem with the picture that he draws, because his skill in drawing is not good. He admitted, "eventhough I'm not good at drawing, but I try to draw." and "if use picture, because I'm not good at drawing, sometimes I'm not feel confident too.".

In using pictures or other objects, the teacher can make their own picture, object, or use flashcard. If teachers use their own picture or subject, at least teachers should have a good skill in making the media so that it is clearer. This

finding is in line with Nata (2008), who states that teachers should have skill to make good media so that students can easily understand the material. Teachers also have difficulties in using game.

**Finding 4: Teachers' creativity.** The challenges were teachers should creative so student will not bored with the activities. Yanto said, "but we should be creative too, if not, students will guessed the game that will used by teacher and students will feel bored.". He also added that if teachers want to used game, do not repeated the game or students will feel bored easily, in Yanto's statement "and also do not repeat the activity, if we repeat the activities, they will feel bored too.", so teachers should be creative to make new activities not only repeated last activities.

Teachers should be creative as well in making icebreaking activities in order to avoid boredom of the students. This finding is in line with Kornik (2006), that icebreaking activities can be worse or boring in teaching and learning. In doing the icebreaking activities, teachers should be creative so teacher will have various activities in gaining students' attention and can avoid repeated activities. Referring to the data, there also have problems from stationary.

**Finding 5: Lack of facility.** Facility like stationary can also be another challenge. Joko stated, "the color of the marker provided is only black.". He added that if the marker is provided in other colors, it will become more interesting. The problems were also in the projector. For now, not all classes have projector or LCD. He said, "also LCD, I use it too, the problem is not all class has LCD.". Therefore, if teacher want to use LCD, teachers should swap with another class,

and sometimes students do not want class swapping too, in Joko's statement "we should do class swapping.". He also added that this is not effective because it needs more time to do class swapping.

Sometimes teacher has difficulties in using LCD or projector to show the media that will be used by teachers. The problems are not all classes have LCD or projector and teachers should swap to another class that has LCD. This finding is in line with Sudjana (2000) who states that in using projector, the difficulties are this media is easy to lose and need dark space condition so it requires a special space to learn by it.

### **The teachers' favored methods in gaining students' attention**

Referring to the data, each participant has different favored methods to gain students' attention. The methods are games and pictures.

**Finding 1: Games.** The favored method used by Siti was games. She said, "I also use game too". Yanto also used games in gaining students' attention, he said "I prefer to use games.". Siti used games as exercise activities because it can make students not feel bored, and students like those kinds of activities rather than continuous writing activity. Yanto used games because it can help him deliver the lesson to the students.

This finding is in line with Pramudyo, cited in Setyani (2016) that icebreaking activities can accelerate the learning process, motivate the students and also can increase students' attention. This activity also can refresh learning atmosphere and eliminate boredom of the students (Yulianti, 2010). Most used methods by teachers in gaining students' attention also used pictures.

**Finding 2: Pictures.** Siti also used pictures in gaining students' attention. She said, "yes I use picture.". The reason why Siti used pictures was because funny and interesting pictures make students more enthusiastic to study. This way will not required extra effort of the teacher to take students' attention. Joko also used pictures to gain students' attention. He argued, "I usually used pictures.". He used pictures because students can understand the lesson quicker.

Another way of gaining students' attention is the use of media. Media that is usually used by the teachers is picture. They argue that when teachers use picture, students will automatically pay attention to the teachers without being shouted or called by the teachers and also can make students understand the lesson easier.