

CHAPTER 1

INTRODUCTION

This chapter introduces the entire part of the study. This chapter discusses background of the study, statements of the problems, aims of the study, significance of the study, scope of the study, significance of the study, research methodology and clarification of terms.

1.1 Background of the study

Effective classroom management is important in all teaching and learning processes, including English; however, some teachers find it difficult. Effective classroom management is relevant with effective teaching and learning process since effective classroom management lets the students know what behaviors are expected, what goals to be achieved in the end of the process, and what possible factors that minimize any disruptive actions. On the other hand, effective classroom management also relates to students' achievement because it allocates students with sufficient time to understand the materials and do the task. Nevertheless, some teachers find it difficult to plan effective classroom management since the teachers have to consider a lot of things such as students' age and students' characteristics. In addition, effective classroom management is also difficult for some teachers since it needs a great deal of effort, practice and time to actualize it.

There is no exception that effective classroom management should be successfully carried out in elementary schools since students in elementary schools have different characteristics. Elementary students whose age between seven to twelve tend to have a lot of energy and more enthusiasm in learning new language but they are also easy to lose it. On the

other hand, elementary students are easier and better in learning language compared to older students especially in imitating accent (Cameron,2001) but they have difficulties in following direction, keeping prolong attention, and keeping themselves from distraction; they are so easily distracted, for instance: elementary students will rather talk about their new pencil cases than paying attention to teacher presentation or they are more interested in colorful pictures on teacher's slide show than the content of presentation itself. With effective classroom management, teacher could overcome the students and have smooth teaching and learning processes.

To teach elementary students with characteristics above, Bruner (1983, cited in Cameron, 2001) presents theories on how children learn language. Bruner suggests one of the teaching strategies for children which is using scaffolding by setting up several routines or activities during the process of teaching and learning in the classroom. By splitting the whole process into activities, teachers are able to apply the scaffolding. In scaffolding, teacher can help students attend to what is relevant by suggesting, praising the significant and providing focusing activities.

One of the most crucial things in classroom management is the transition. A classroom transition is defined as “the time and routine involved in changing from one activity to another” (Steere, 1988, cited in Geffers, 2007). Transition is the changing from one subject to another, one class to another and one activity to another activity. 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. Behavior problems include talking out, inappropriate verbalizations, being out of one's seat, inactivity or not being engaged in the topic, or noncompliance (Mather & Goldstein, 2001 cited in McCoy, Mathur and Czoka, 2010).

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. The best tool to get students' attention is using signal. (Marzano, Marzano, & Pickering, 2003). The signal could be verbal like chants or songs, non verbal like hand clapping (Cruickshank, et al.2006), video modeling and cue cards (McCoy, Mathur, Czoka, 2010).

Considering those reasons this study will find out the strategies of one elementary school teacher in getting the students attention during transition time in order to make effective teaching and learning process and also what the students' responses are.

1.2 Statements of the problems

The study is held based on research questions as follow:

1. What strategies does the teacher use to get her students' attention during transition?
2. What are the students' responses to teacher's strategies in getting their attention?

1.3 Aims of the study

There are two aims of the study. First is to investigate the teacher's strategies to get students' attention during transition. The last is to investigate the students' responses to those strategies.

1.4 Scope of the Study

Every teacher has their own strategies to keep the learning process running. This study will focus on the teacher's strategies and any particular actions to get the students' attention during transitions or when the learning process is disturbed by the students' interferences. These

interferences include students' behavior problems and any students' attention distraction. In addition, this study also tries to find out students' responses towards the teacher's action.

1.5 Significance of the Study

There are some contributions that this study offers. The study is expected to contribute in English teaching method in classroom management especially for teaching young learners by offering some teaching techniques and suggestions. For teachers and practitioners in teaching young learners, the study will inspire their ways of teaching, offer methods, new ideas, and suggestions in managing classroom and students' behavior.

This study hopefully can be implemented as one of the new methods in teaching especially in teaching young learners and in managing classroom. Finally, the result of this study is expected to contribute in the field of education.

1.6 Research Methodology

1.6.1 Research Design

Since the research is qualitative research, it will be designed as a case study. Case study explores in depth a program, event, activity, a process, and one or more individuals. The case study is bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 2010)

1.6.2 Site and Participants

The research was conducted in a public elementary school in Bandung. The public elementary school was chosen because it represented actual situation in common classrooms, so that the data taken were natural and factual. The public elementary school was also chosen in the assumption that it provided the data needed.

The participants of the research were a class of third grade students and their English teacher. It was a big class with 47 students, which consisted of 25 female students and 22 male students. The teacher is a male teacher. He has been teaching English in elementary school for about seven years. The students of third grade were chosen because they are young learners who love to play, chat, yet, very excited to learn English. On the other hand, the teacher was chosen because he has several strategies to put the students in order.

1.6.3 Instruments

Data in qualitative research are collected through these methods: interview and observation (Alwasilah, 2000). To find out teacher strategies, interview and observation are used. On the other hand, to find out students' responses to the teacher strategies observation is employed.

1.6.4 Data Collection

The data are collected in three steps. The First step is by interviewing the teacher's experiences in teaching the class. The next step is by videotaping the teaching learning process, and the last is by observing the teaching and learning process in the classroom. Interview and observation are very common ways to find out information in case study (Yin, 2003 cited in Duff, 2008).

The primary data were collected using observation. Van Lier (1988, cited in Duff, 2008) stated that many case studies in applied linguistics used observation especially when the aims of the study was to find out people's linguistic performance or interaction in actual situation. Therefore, the classroom observation was conducted to gather the data which will answer the research question; the teacher's strategies in getting students' attention, students' responses to the strategies and which strategies that is most effective.

The interview was conducted to find out additional information which could not be obtained in observation and to complete information needed to answer research problems. According to Stake (1995) some of main purposes of interview in case study were to find out the interviewee's interpretation and to find out information that the researchers were unable to observe themselves.

The interview in this research was semi structured interview. Semi structured interview was best for case study because of its naturalness. The process of interview was recorded so the information could be trusted and transcribed afterwards. The interview also used Bahasa Indonesia for better understanding.

1.6.5 Data Analysis

The data are collected through interview and class observation. The data are analyzed through several steps: interviewing the teacher, videotaping and class observation. Before interviewing, several questions are prepared, other questions that are considered important will be asked later during the interview. Videotaping will be held after the interview. The activity that will be taped is the teaching learning process. During the videotaping, class observation also will be done.

Secondly, after gathering the data, the next step is reading all the data, the interview result, class observation, also watching the video for several times and focus on the evaluation and what to find out.

Thirdly is categorizing the data by looking at the same patterns and theme. The data which have the same patterns and theme will be categorized into one category.

Fourthly is identifying the connection and pattern between each category and the last step is interpreting and connecting all the data together.

1.7 Clarification of Terms

- a. Attention is a condition where students pay attention to the teacher and follow the teaching learning process.
- b. A classroom transition is defined as “the time and routine involved in changing from one activity to another” (Steere, 1988 cited in Geffers, 200

