

# HANDLING THE ATTENTION SPAN OF GRADE 1 STUDENTS AT EQUALBRIGHT SCHOOL

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## Abstract

This article focused on the teachers' strategies in getting the grade 1 students' attention span at equalBright School. Since the students could not proceed classroom activities well, thus some strategies will be necessary. The aims of this article were to find out the teachers' strategies in getting students' attention span. This article will use qualitative research design in analyzing the teacher's strategies in getting grade 1 students' attention span at equalBright School. The teacher used four strategy in getting students' attention span, which are giving clear direction and asking student to repeat it, making learning interesting, setting the HOTS (Higher order thinking skills) and varying lesson presentations. In addition, there will be advantages by applying those strategies in the classroom, like helping the students to evaluate information rapidly, making connections between the lesson, fully engaged in the lesson, it is able to make an effective limiting teaching to make it not too long for the students.

**Keywords:** Attention, SPAN, Equalbright School

## INTRODUCTION

Classroom management is an activity that can extend the behavior management in the classroom to deal with students' disruptive behavior, as quoted by (Chandra, 2015). As we know that the level of education is really important too, especially in primary level. In this level, primary students like to learn new things and new knowledge, that is why it can be the main reason why the teacher must be knowledgeable and learn how the learning takes place as quoted by (Sieberer-Nagler, 2015). Therefore the classroom management is needed in this case, especially for the grade 1 students.

As a teacher we would like to have a good classroom management, but sometimes it did not go well as we expected what kind of situation we would like to have before. It happened because classroom management needs positive learning behavior from the students, especially in developing appropriate behavior pattern in the class, as quoted by (Sieberer-Nagler, 2015). It is also supported the positive learning environment methods which produce and increase constructive interactions resulting in successful classroom environment.

This research will be talking about the classroom management, especially at dealing the problem of attention span of grade 1 students. The attention span can be also the most problematic that is often found in the classroom because the grade 1 students' attention span is short in order they just make for about 8 until 10 minute attention span to listen to the teacher. Additionally, there is a research that students' attention declines approximately 10 to 15 min into lectures as stated by (Wilson & Korn, 2007), therefore it is important to make an effective time.

As it has been written above, the problem relates to the attention span of the grade 1 students at equalBright school. The problem happens because the lesson is not interesting and the teacher does not provide the high order thinking skill of the students as the examples. There are also the advantages that are provided in this research as the answer of the problem that should be solved here.

Therefore the literature that will be used here are started from introduction, method, results and discussion, the last is conclusions. The theories that are used in this research are used from (Puchta, 2007), and another journal from various authors. The definition of attention span is The amount of time in the period of sustained attention as quoted by (Gerschler, 2012). In addition, there is a definition of attention span from (Bradbury, 2016) that the attention span for students will be around 8 second until 10 minute. Indeed, several institutions have reduced their teaching and learning to 15 min in length based upon the “common knowledge” and “consensus” that there is a decline in students’ attention 10 –15 min into it.

## **METHOD**

This study used qualitative research. The definitive step-by-step resource for qualitative methods are collecting evidence, crafting analysis, and communicating (Willey, 2019). The population was the teacher and students of first grade at equalBright School Bandung in the academic year 2018/2019 and the subject of the study was an English teacher and 7 students at first grade. In this study, the researcher used two instruments to collect the data, by interview and observation.

## **RESULTS AND DISCUSSION**

### **Results**

After doing some analysis, the researcher finally found some strategies to solve the problem, which is handling the attention span of grade 1 students at equalBright School. Here we must try to solve the problem by having some strategies for the classroom management and the attention span itself. There are four strategies to deal with attention span in classroom management as being provided by (Horne, n.d.), (Puchta, 2007) and the effects' theory from (Soares, 2014).

The first is giving clear directions and asking student to repeat the directions. For example, when the teacher gave an instruction, it should be clear and understood by the students, unless they will not figure out the explanation about and what they have to do. In addition, it is necessary to repeat the directions that have been delivered before to make sure they do not lose the points, and it will help them to evaluate information rapidly before moving on to the next lesson. Moreover, when the teacher repeats the direction, the voice supposed to be clear, as quoted from (Ginaya et al., 2018) that by repeating again and again for some sentence in the direction with clear voice, the students will listen well.

The second is making learning intrinsically interesting by relating lesson content to the students’ life and local environment. As a teacher is essential to teach a subject interestingly to get the attention, especially grade 1 students like a lesson that needs interesting teaching and connect it with their experience whether it is with environment or family.

The third is setting the 'higher order thinking skills', such as problem solving and critical thinking, but are also needed for effective foreign language learning as quoted by (Puchta, 2007). Based on Bloom's taxonomy delineates six categories of learning: basic knowledge,

secondary comprehension, application, analysis, synthesis, and evaluation (p.4) from (Sagala & Andriani, 2019). HOTS is very good to use to make the students' attention improved and the students can be fully engaged into the lesson and feel challenged to solve the problem that is given by the teacher.

Table 1.  
Number of Students Based on Attention Span in the classroom

Attention Rate	Experiments	Control
High	10	8
Medium	15	12
Low	20	15
Total	45	35

### Discussion

It can be concluded that HOTS is able to increase the level of the lesson that the teacher will teach, therefore the students will be able to think critically rather than unnecessary things. The fourth is varying lesson presentations to keep teaching from going stale. The advantage by using this strategy is limiting teaching or presentations to 15 minutes before directing a student activity, and breaking the class period into two or three different activity. Thus the students will be not bored and still engaged to the lesson.

### CONCLUSION

Therefore we can say that the fourth examples above can be used in the classroom management to deal with the attention span of grade 1 students at equalBright school make the students can be more focused and their attention span is better. It can be concluded that giving instructions clearly, doing repetition, setting high order thinking skill and varying the lesson will be very helpful to get attention span for grade 1 students. For further implementing in the class, the teachers are able to make combination from the four strategies, so the teaching will be effective and the classroom management will be more condusive. The result of this study can be used by the grade 1 English teachers as a reminder to apply te appropriate strategy in the process of teaching and learning in the classroom and for the next researcher, the study of teachers' strategies in getting students' attention span.

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