

CHAPTER I

INTRODUCTION

This chapter presents four parts, which is background, research problem, the aims of study and significance of study.

1.1. Background

In English teaching and learning process, classroom management 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.

Strategy is a plan of ways to use potential and existing means to increase the effectiveness and efficiency of an activity target. In general, the strategy can be in the form of lines big bow to act in an effort to achieve the goals that have been determined. Related to learning problems and learning strategies can be interpreted as general patterns of teacher-student activities in efforts to optimize learning activities to achieve desired goals has been established. Strategy can also be said to be a blending strategy various efforts to create learning conditions that are able to motivate students to be optimally involved in the process study (Johar 2016). 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. Based on the researcher prior observation, it was found attention is student not easy for SMPN 10 Kupang teachers because attention in the classroom challenging and tends to be more stressful and a hard moment especially for SMPN 10 Kupang students classroom 8th because attention classroom 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 in the classroom and the effect of the strategies to the students' attention in the classroom.

Seeing the phenomenon that occurred at SMPN 10 Kupang the progress of students' creativity in learning English has increased. This can be seen from the behavior of students who are very enthusiastic in learning. As for student creativity, it can be seen from how students have a great curiosity to understand all the problems that exist in learning, students tend to seek information in studying broadly and deeply, asking a lot of questions during the learning process, giving new ideas related to the material being studied. Teacher gave seen from the creativity that students have as for the strategy of teachers who always help students in increasing their creativity in learning. So in this study the researchers wanted to find out what strategies were used by teachers so that the creativity of students at SMPN 10 Kupang increased. Therefore, in accordance with the statement above, the researchers took the research entitled "**A Descriptive Study**

of Teachers' Strategies in Getting Students Attention in the Classroom at 7th Grade of SMP N 10 Kupang”.

1.2. Research Problem

Based on the background above, the writer is formulating research questions:

What are the teacher strategies in getting students' attention?

1.3. The aims of Study

The aim of this research is to find out the teacher' strategies in getting students' attention

1.4. Significant of the Study

There are two kinds of the essential things on this research they are, theoretical and practical (Munandar 2018). They expect advantages of the study both theoretical and practical are:

1.4.1. Implication

The writer conducted and supported the theory of McIntosh (2004) about teacher strategies.

1. For English teachers

The teachers apply the appropriate strategy in the process of teaching and learning in EFL classroom.

2. For students

The students can deeply understand about strategy in the process of teaching and learning in EFL classroom. And they directly are able to apply in their daily life.

3. For future Researchers

The result of this research can give motivation for next researcher the study of teachers' strategies in getting student attention during can be extended by conducting the research in other different content and setting.

1.4.2. Application

1). For English teachers

The writer is expect that this research would get the information about the teachers' strategy in getting the students attention in the classroom and this information will help the English teachers to use some strategy.

2). For students

The writer is expecting that teacher strategy would help the students to focus on teaching learning process.

3). For the future researcher

The writer expect that this research would give additional information for other researcher who wants to conduct the research about teachers' strategy in teaching learning process.

1.1.1. Theoretical

- a. The results of this research paper can be used as input and reference in teacher strategy especially in getting students attention in the classroom.

b. The results of this research will be useful to readers interested in analyzing teacher strategy in getting students attention in the classroom.