The Implementation and Impact of Attention Grabbers in Young Learners' Classrooms: A Case Study

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Abstract

Due to the importance of attention grabber in the classroom management for pre-service teachers, this study examines the implementation and impact of attention grabbers in young learners' classroom. The scope of this study focuses on pre-service teachers of the English Department in one University in Jakarta from grade two to five, and to attention grabbers which are produced when students are noisy and moving around the class while the teacher is giving instruction or explanation. The data were gathered from observation and video recording. The results indicated that the pre-service teachers still need to be aware to use attention grabbers when the classroom situation is not conducive. In order to make attention grabber become more effective when the teachers use attention grabbers in the classroom, it is important to make sure all of the students are responding to the attention grabbers. Furthermore, the suggestion for the next study is to find more participants in different grades.

Keywords: Attention grabber, classroom management, pre-service teachers

Introduction

Teaching young learners is often considered easy, yet it can be challenging due to several factors. There are some difficulties to teach young learners. Some teachers are overwhelmed to control the classroom. Sixty-eight percent of the pre-service teachers state that teaching English to young learners brings no fun and it is difficult for the pre-service teachers (Megawati, 2015).

One of the reasons why teachers are overwhelmed by the students is related to the characteristics of young learners. Those characteristics are that they change their mood very fast, find it extremely difficult to sit still, tend to have short attention spans, and are energetic and physically active. (Copland et al., 2014; Crandall & Shin, 2014; Shin 2006).

The noise that the students make can be problematic in the classroom (Copland et al., 2014). In order to control the natural characteristic of young learners, teachers play an important role. Harmer (2007) mentions that teachers are in charge of the class and lead activities. Accordingly, it is important for teachers to find a way to attract students to the classroom activities that the teachers have made.

One way to make the learning atmosphere become more conducive is to help them engage in the learning process (Shin, 2006). When the students are involved in classroom activities, teachers have to make sure that the classroom situation is still controlled. Moreover, they have to maintain a positive classroom situation. Since the noise of the students can be problematic in the classroom, to overcome the children's natural behavior to be physically active, teachers should manage their classroom management correctly.

One way to make the learning atmosphere become more conducive is to manage the classroom. Some potential strategies used are facilitating collaborative work, coordinating seating arrangement in a conventional way, and stressing the rules and procedures in the classroom (Rido et al., 2016); setting the pace and direction by leading the discussion and

interaction (Rido & Sari, 2018); and arranging the pupils into groups, addressing bad behaviour, supervising the classroom, and providing rewards and punishment (Rido, 2020). However, this study is focused on the attention grabber strategy.

In this light, attention grabber can be a strategy for teachers to control the classroom situation. Attention grabber is different from correcting misbehavior strategy, as in attention grabber, the teachers are not mentioning the mistake that the students made, but directly giving the attention grabber to make the students well- behaved. For example, when students become noisy, teachers can make a 'STOP' sign in a creative and fun way, which triggers students to sit and be quiet immediately (Copland et al., 2014). Shin (2006) also states that teachers have to establish classroom situations because young learners can cooperate well when they are in a structured environment and they also enjoy the repetition of certain routines. For those reasons, we can indicate that teachers can make a classroom rule that includes the attention grabber. Moreover, they can keep repeating the attention grabber in the classroom.

Doing attention grabbers in the classroom seems easily forgotten by the teacher. The teachers are likely to focus only on the lesson plan, while the attention grabber is considered less important. In support of this, Anderson (1989) argues that teachers tend to focus on time management and are not aware of whether or not students are engaged or paying attention to tasks. As such, they will be overwhelmed by the students' behaviors in the classroom and maybe frustrated. Attention grabber can be one of the ways to help teachers control the natural behavior of young learners.

Due to the importance of attention grabber in classroom management, this study is to examine the implementation and the impact of attention grabbers in young learners' classroom. In this study, the impact of attention grabbers will be investigated by turning the classroom into conducive (Schneiderová, 2014). This study can help the teachers to know the strategies to control the classroom when the students are showing misbehavior in the classroom.

The scope of this study is restricted to pre-service teachers from grade two to five, and it is restricted to attention grabbers which are produced when students are noisy and moving around the class while the teacher is giving instruction or explanation.

There has been a study conducted in terms of classroom management, which is from Flórez (2015). The study by Flórez (2015) was conducted to investigate classroom management strategies to face the students' misbehavior. The misbehavior in this study refers to the distracting behavior that diverts the learners' attention in the classroom. This study focused on identifying which classroom management strategies can be applied to change primary students' misbehavior. The data collected in this study were eight teachers who teach third grader students from Instituto Santa Maria, which located in Pereira, Colombia. There were eight classrooms and 33 students in one classroom. The result shows that one way to control the misbehavior of the students is by giving non-verbal attention grabber which is using gestures, for example clapping their hands and raising their hands. The study also suggested that teachers can find more interactive strategies to control the students' misbehavior.

The study from Flórez (2015) shares the similarities with the present study in terms of classroom management. The present study focuses on the implementation and the impact of an attention grabber, which cannot be separated from classroom management. Flórez (2015) revealed that one way to control the students' misbehavior in the classroom is by giving a non-verbal attention grabber.

In this study, the writer investigates how the pre-service teachers implement the attention grabbers in the classroom. It is also identified whether attention grabber can make

an impact on the young learners' classroom situation, especially when students are noisy or showing inappropriate behavior during the teacher talk (giving instructions and explanations).

Theory

English Classroom for Young Learners

Cameron (2001) states that teaching young learners is more difficult than teaching adults. Young learners can be divided into four separate groups, which are: early childhood (age 2 to 7), middle childhood (age 7 to 11), early adolescents (12-14) and later adolescents (age 15+ up to high school students) (Philp, Mackey, and Oliver, 2008).

In teaching young learners, it is important to learn about the characteristics of young learners, young learners change their mood very fast, find it extremely difficult to sit still, tend to have short attention spans, and tend to be energetic and physically active (Copland et al., 2014; Crandall & Shin, 2014; & Shin 2006). Even though there are some characteristics that might trigger problems in classrooms, yet it can be controlled by implementing good classroom management.

Classroom management is considered to be one of the most important aspects of teaching and a significant part of classroom life (Schneiderová, 2014). Froyen and Iverson (1999) define that classroom management aims at encouraging and establishing student's self-control through a process of promoting positive student achievement and behavior. Classroom management can also include rules and consequences to prevent students from developing bad behavior and low achievement (Landau, 2009).

In classroom management, teachers play a significant role in managing and facilitating the classroom (Stelma & Onat-Stelma, 2010). Teacher's style of managing the classroom is important as Roberts (1983) states that;

> "A teacher's style of management and strategies and techniques that he employs is likely to make a considerable difference to the effectiveness with which he manages the children in his charge" (Robert, 1983, p. 14).

According to Robert (1983), teachers have to know their role as a group manager. Teachers must find strategies to make an effective and positive classroom. A good strategy that the teacher made can highly impact the classroom situation.

The importance of the teacher's role in the classroom is also pointed out by Ratcliff et al., (2010) that;

> Classrooms are complex societies where students and teachers live and interact with each other. Teachers are the leaders of these societies, and the way they exercise their leadership abilities greatly affects the equality of interactions that take place between teachers and students as well as the interactions that take place between and among the students themselves (Ratcliff et al., 2010, p. 38).

According to Ratcliff et al., (2010), a successful classroom relies on the interaction of the teacher and the students. A teacher is a leader who controls the classroom, and the way they control the classroom affects the attitude of the students.

From those statements, it can be implied that teachers play an important role to control the classroom. Teachers are seen as a leader in the classroom. In order to make the students well-behaved in the classroom, teachers need some strategies to make the classroom conducive and make students pay attention to the teacher.

The Role of Teacher Talk

Teachers are the planners in the classroom (Nunan, 1991). Dörnyei and Murphey (2013) state that the success of teaching is reliant on how the teachers maintain communication with every student. In order to maintain classroom talk, it is important to pay attention to the teacher talk. Teacher talk plays a significant part to involve the students in the classroom.

One aspect of teacher talks which has been intensively studied is the speech modifications made by teachers (Nunan, 1991). According to Nunan (1991), speech modifications make the communication of teachers and students become easier and helps the learner to acquire the target language. In speech modification, the teacher can raise their voice, exaggerated their voice or do a teacher talk in a fun way to attract students' attention (Susana, 2002). As teachers are the planners in the classroom, teachers have to find the most effective speech modifications in their teaching.

Susana (2002) argues that teacher talk is the inner part of the language classroom as it controls students' natural behavior and the key element that determines the success of classroom organization and affect students' acquisition. According to Susana (2002), teachers tend to do most of the talking in the classroom (whether it is an instruction or explanation). During the teacher talk (giving instruction or explanation), the students sometimes miss-behaved. In this light, Susana (2002) indicates that teachers have to modify their speech during teacher talk, in order to get the students' attention.

The Role of Attention Grabbers

Roberts (1983) states that a large group of people is something difficult to be controlled, even the most experienced teachers find problems. Schneiderová (2014) states that teaching young learners may be challenging and teachers may be frustrated to face the natural behavior of young learners because young learners tend to have boundless physical energy, poor discipline, lack of awareness, and short attention span.

Attention grabber is also known as attention-getter (Schneiderová, 2014). The purpose of an attention grabber is to refocus the students' attention. Attention grabber is used to getting somebody's attention; for a teacher to quiet their classroom down, grab their students' attention, and keep the students' focus on the task and the teacher (Szott & Molitoris, 2010).

Schneiderová (2014) argues that it is essential to get the students' attention to control the classroom. Teachers can use verbal and non-verbal cues to regain students' attention (Snyder, 1998). In a verbal way, a teacher can raise their voice or do the attention grabber without any movement or gestures. In a non-verbal way, a teacher can include movement like clapping their hands, raising their hands, or using instruments, for instance, a bell. There are some various ways of attention grabbers as mentioned by Schneiderová (2014):

"Teachers can use different signals to draw attention; such as clapping their hands, raising their voice, ringing a bell or raising their hand" (Schneiderová, 2014, p. 15).

An example of attention grabber that being mentioned by Schneiderová (2014) is when the teacher says 'Class class' while clapping their hands, the students have to respond with 'Yes, yes'. After giving the attention grabbers, teachers should pay attention to whether the students listen and watch them. Schneiderová (2014) states that teachers should not start a new task or activity without getting the attention of all students in the class.

As mentioned above, it can be seen that attention grabber is one way to draw students' attention and to turn the class, from a not conducive class (when the students are noisy and moving around the class) into conducive (students fully paying attention to the task and the teacher). The purpose is to grab students' attention when they are noisy and move around

the class. It is important to grab the students' attention, so they will be fully paying attention to the task and the teacher. Attention grabber can be done in verbal and non-verbal ways, teachers may find or create their own attention grabber creatively.

One way to make attention grabber become more effective is by including the attention grabber into the classroom rules. Stelma & Onat-Stelma (2010) state that teachers can develop classroom rules in order to manage students disciplined. Classroom rules can be mentioned at the beginning of the class. When teachers include the attention grabber into the classroom rules, it may help the students to remember about the attention grabber. For example, in every meeting, at the beginning of the class the teacher say "When I say hands-on top, you should respond everybody stop".

Method

This section is designed to explain the methodology of this study which to examine the implementation and the impact of using attention grabbers in young learners' classroom. It is based on the experiences of pre-service teachers who have completed their internship PSL (Primary School Learners) program in the teachers' education program at Atma Jaya Catholic University of Indonesia.

The participant of this study consisted of eight pre-service teachers who were the students of the English Department, Faculty of Education and Language, Atma Jaya Catholic University of Indonesia, batch 2014, who have passed the Micro Teaching class. All of the participants were pre-service teachers from Primary School Learners. They experienced the same system of the internship program but differed with regard to the level of students they taught at school. Teacher A and B taught 2nd grader, Teacher C and D taught 3rd grader, Teacher E and F taught 4th grader, Teacher G, and Teacher H taught 5th grader.

This research is a descriptive-case study investigating the implementation and the impact of attention grabbers in young learners' classrooms. This study was conducted by watching video recordings of the pre-service teachers during their internship program. The data were the attention grabber given by the teacher and the responses of the students to the attention grabber.

The data of this study was a video of eight pre-service teacher students during their internship program. In order to find out the implementation of attention grabbers during their internship program, the researcher watched videos. The video included six videos from their first to their sixth teaching by using an observation scheme.

To analyze the implementation, the observation scheme was elaborated in terms of the form, frequency, rules, implementation and the impact on the students. The form of the attention grabber (verbal and non-verbal) were categorized based on Snyder (1998), the rules of an attention grabber (whether the teacher includes the attention grabber to the classroom rules) were categorized based on Stelma & Onat-Stelma (2010). The implementation and the impact on the students (how attention grabber can turn the class into conducive and identified the response of the students to the attention grabber) were categorized based on Nunan (1991).

Data Collection

The data were the result of an observation scheme referred to the implementation and the impact of attention grabbers in young learners' classroom. The data revealed how attention grabbers can impact their teaching experience.

The researcher was given the videos that have been collected by the English Department, Faculty of Education and Language. The videos were random, started from

second grade to fifth-grade teachers. A total of forty-eight (48) videos were provided. Each teacher was recorded approximately 60-70 minutes per meeting. After video observation, the researcher identified the implementation and the impact of the attention grabbers from the observation scheme. This study adopted an observation scheme which classified into several categories focusing on the implementation of attention grabbers and their impact in young learners' classrooms.

Data Analysis

The observation schemes were categorized by five classifications, in terms of form, frequency, rules, implementation and the impact on the students. The teachers' frequency of applying attention grabbers will be tallied and counted from the teachers' first until sixth teaching. The form of the attention grabber (whether they use verbal and non-verbal attention grabber) will be counted from the teachers' first until sixth teaching. When the teacher used verbal attention grabber, it means that the teacher did not include any movement and gestures. When the teacher used non-verbal attention grabber, it means that the teacher included movement or gestures. In terms of rules, it will identify whether the teacher include the attention grabber in the classroom rules or not. When the teacher includes the attention grabber in the classroom, they will state it at the beginning of the class. For example, at the beginning of the class the teacher says "Students, when I say hands-on top, you should say everybody stop". The classification of rules will also be counted in percentages from the teachers' teaching experience. The implementation and impact of the attention grabbers were analyzed by counting the percentages of the result from the observation scheme. It will see whether attention grabber can turn the class into conducive and will see the response of the students to the attention grabber. All of the categories will be counted from the eight teachers' first until sixth teaching experience.

Findings and Discussion

The following sections present the analysis of the observation scheme about the implementation and the impact of attention grabbers in young learners' classroom. The results of the observation were divided into nine sections. The first one discussed the frequency of attention grabber that the pre-service teachers used in the classroom. The second section analyzed the impact of attention grabbers in terms of rules and form. The third until the ninth section examined the impact of attention grabbers in terms of the implementation and impact on the students.

Table 1. The frequency of attention grabber

No	Teacher	Grade	Teaching						Total	Mean
			1	**2**	**3**	**4**	**5**	**6**		
1.	A	2	0	5	23	5	8	15	56	9.3
2.	B	2	0	0	10	12	10	9	41	**6.8**
3.	C	3	0	13	6	11	11	12	53	8.8
4.	D	3	0	6	10	4	7	10	37	**6.1**
5.	E	4	19	27	21	18	20	18	123	**20.5**
6.	F	4	4	6	10	14	17	9	60	10
7.	G	5	12	17	23	15	17	5	89	14.8
8.	H	5	20	21	23	20	15	18	117	**19.5**

According to Table 1, some of the pre-service teachers did not use attention grabber in their first and second teaching. Starting from the third teaching, all the pre-service teachers used attention grabber. Teachers who used attention grabbers most frequently were teacher E and teacher H, while teachers who used attention grabber least frequently were teacher D and teacher B.

Table 2. The impact of attention grabber in terms of rules and form

No	Observation Scheme	Percentage (%)	
		Yes	No
1	The teacher includes the attention grabber into the classroom rules	100	0
2	The teacher uses verbal attention grabber	37.5	62.5
3	The teacher uses non-verbal attention grabber	62.5	37.5
4	The teacher used a variety of attention grabber in one class meeting	0	100
5	The teacher used teaching aids for the attention grabber	0	100

Table 2 shows that all of the pre-service teachers included attention grabber into the classroom rules. Most of the pre-service teachers used non-verbal attention grabber rather than verbal attention grabber. None of the pre-service teachers used a variety of attention grabber in one class meeting. The pre-service teachers also did not use any teaching aids for their attention grabbers.

Table 3. The impact of attention grabber when the students were noisy or chatting

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	0	50	0
2	12.5	12.5	75	0
3	0	37.5	62.5	0
4	0	37.5	62.5	0
5	0	37.5	62.5	0
6	0	37.5	62.5	0

Based on Table 3, it can bee seen that in the first and second teaching sessions, some teachers still did not use attention grabber when the students were noisy in the classroom. Although starting from the third teaching all the teachers had used attention grabber when the students were noisy, none of the teachers used attention grabber every time the students were noisy or chatting.

Table 4. The impact of attention grabbers when the students were moving around or walking around the class

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	25	25	0
2	12.5	37.5	37.5	12.5
3	0	37.5	62.5	0
4	0	50	50	0
5	0	62.5	37.5	0
6	0	50	50	0

In the Table 4 above, especially in the first and second sessions of teaching, there were still some teachers who did not use attention grabber when the students were moving around or walking around the class. In the second teaching, there was one teacher who always used attention grabber when the students were moving and walking around the class. Besides the second teaching, none of the teachers used attention grabber when their students were moving or walking around the class.

Table 5. The teacher used attention grabber before moving to another activity

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	12.5	37.5	0
2	25	37.5	25	12.5
3	12.5	62.5	12.5	12.5
4	25	50	12.5	12.5
5	0	75	12.5	12.5
6	12.5	62.5	25	0

Table 5 shows us that there was only one teacher who always used attention grabber before moving to another activity in the second to fifth teaching. Most of the teachers did not use attention grabber before moving to another activity as the percentage of 'never' and 'sometimes' are high.

Table 6. The teacher made sure all of the students responded to the attention grabber

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	25	25	0
2	25	12.5	62.5	0

3	0	37.5	62.5	0
4	0	75	25	0
5	0	50	50	0
6	0	37.5	62.5	0

We can see that in the first and second teaching, there were teachers who did not make sure at all, whether all of the students responded to the attention grabber. In the second, third, and fifth teaching, most of the teachers became aware to make sure whether all of the students did the attention grabber, but still, there were some teachers who still did not aware to make sure whether all of the students respond to the attention grabber or not.

Table 7. The class atmosphere became conducive after the teacher implemented the attention grabber

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	0	37.2	12.5
2	12.5	12.5	50	25
3	0	12.5	62.5	25
4	0	12.5	62.5	25
5	0	0	75	25
6	0	0	75	25

It is clear from the table above that attention grabbers were able to turn the class conducive most of the time. In the first and second teaching, there were still conditions where the class did not become conducive at all, but starting from the third teaching, the class became more conducive after using the attention grabber.

Table 8. Students were involved in doing attention grabber

Teaching	Percentage (%)			
	None of the students	Some of the students	Most of the student	All of the student
1	50	0	50	0
2	12.5	12.5	62.5	12.5
3	0	0	100	0
4	0	0	87.5	12.5
5	0	0	100	0
6	0	0	82.5	12.5

This table shows that the involvement of the students in responding to the attention grabbers was positive. As it is shown that most of the time, students were involved in

responding to the attention grabbers. Furthermore, in the second, fourth, and sixth teaching, there was a class where all of the students always involved in the attention grabbers.

Table 9. Students looked excited in responding to the attention grabber

Teaching	Percentage (%)			
	None of the students	Some of the students	Most of the students	All of the students
1	12.5	12.5	50	25
2	0	12.5	75	12.5
3	0	37.5	62.5	0
4	0	0	87.5	12.5
5	0	0	87.5	12.5
6	0	0	82.5	12.5

We can see from the table 9 that most of the students were excited about responding to the attention grabbers. In the first, second, and third teaching, there were still some students who did not look excited in responding to the attention grabbers. Starting from the fourth teaching, most of the students were excited about responding to the attention grabbers.

Based on the analysis of the impact of attention grabber that the pre-service teachers used in the classroom, the research found some facts regarding the impact of attention grabber in the classroom.

Firstly, most of the pre-service teachers did not use the attention grabber frequently. As it is argued by Anderson (1989) that teachers are likely to be too focused on time management without focusing on students' engagement and students' attention to the tasks. The findings show that most of the pre-service teachers were not fully aware of the situation of the class. Mostly, the teachers only gave some commands by shouting in a loud voice, without using any attention grabber, for example: "pay attention!" or "ssh" when they were trying to calm the students. This fact is related to the study by Ratcliff et al., (2010) which shows that the most frequent used management behavior by the teachers was normative interactions (commands). The pre-service teachers seemed to forget that they have made attention grabber and include the attention grabber into the classroom rules. According to Table 2, the least frequent teachers that implemented attention grabber in the classroom were teacher D (grade 3) and teacher B (grade 2). The setting of the class of teacher D and teacher B was the same as it was a mixed-gender class with 30 students who seated in pairs. From the video observation, teacher D was not using any attention grabber in the first teaching. In fact, the teacher has included the attention grabber into the classroom rules. It is likely because the situation of the classroom in the first teaching was very quiet, students did not make any noise and always did what the teacher told them to do. There was no games activity in the first teaching. The students were only told to complete the worksheets. However, started from the second teaching, students were asked to do activities that required them to make some noise. Teacher D started to include more games in the activity and the class started to become noisier than before. When the students were noisy, teacher D shouted "ssh" and not implemented the attention grabber most of the time. Moreover, when the students were noisy, teacher D still continue the teaching process. Similarly, teacher B also was not used attention grabber in the first and second teaching. Teacher B started to use attention

grabber in the third teaching. The teacher seemed to ignore the situation of the class as the teacher mostly continue the activity although the class was still noisy. When the teacher used the attention grabber, the teacher did not make sure whether all of the students were doing attention grabber or not.

Secondly, teachers' classroom management does impact the students and classroom situation. In support of this, a statement by Schneiderová (2014) stated that classroom management is one of the most important aspects of teaching and it plays a significant part in classroom life. According to Table 2, the teachers who used attention grabber most frequently were teacher E (grade 4) and teacher H (grade 5). The setting of the class of teacher E and teacher H was similar as it was a mixed-gender class who seated separately (one row one column, every student seated in one desk, they are not seating in pairs). The difference is only the total number of students in the classroom. Teacher E had 25 students, while teacher H had 30 students in the classroom. From the video observation, teacher E was always aware of the situation of the class. When the students were noisy, teacher E immediately used the attention grabber. Moreover, when most of the students did not respond to the attention grabber, the teacher repeated the attention grabber until all of the students did the attention grabber. Similarly, teacher H who also used attention grabber frequently were also aware of the situation of the class. Teacher H also repeated the attention grabber if the students did not respond to the attention grabber. As a result, both classes of teacher E and teacher H were controlled and conducive.

Thirdly, based on the video observation, the researcher found out that students were showing their enthusiasm to the attention grabber. As Shin (2006) states that the characteristics of young learners are physically active and energetic, the students were excited in responding to the attention grabber. From the video observation, in teachers C, E, F, G and H's classrooms, students showed a positive attitude to the attention grabber. The students were doing the attention grabber many times, although the teacher has not started the attention grabber yet. Moreover, after their first teaching, the students started to shout the attention grabber when they see the teacher.

Fourthly, the researcher found out that the teacher's decision to use attention grabbers seemed to be affected by the teacher's physical and psychological condition. For example, according to Table 2, teacher G (grade 5) showed a significant decrease in terms of frequency in the sixth teaching. The teacher only implemented attention grabber for five times, while in the other teachings, the teacher implemented the attention grabber for more than ten times. From the video observation, the teacher seemed to be sick in the sixth teaching since the teacher informed it to the class. As the teacher was sick, the teacher seemed to ignore the situation of the class. Although the students were noisy, the teacher still continued the teaching process.

Lastly, the researcher found some examples of attention grabbers that the pre-service teacher used in their teaching. As Schneiderová (2014) stated that teacher can use verbal and non-verbal attention grabber, the pre-service teachers used a variety of attention grabbers in their teaching. According to Table 3, most of the teachers used non-verbal attention grabber. Some of the examples are; "1 2 3 eyes on me, 1 2 eyes on you" while raising their hands, another example of non-verbal attention grabber that the teacher used was "Hands-on top, everybody stop" while putting their hands on their head. The example of a verbal attention grabber that the pre-service teacher used was "Hello class? Yes yes, Miss".

Conclusion

This study aimed to fulfill one objective which was to examine the implementation of attention grabbers and their impact on young learners' classrooms. The result of this study

discovered that the implementation of attention grabbers did impact the young learners' classroom.

When the classroom was not conducive, as such the students were noisy, and they were moving around the class, the teacher can use attention grabbers to make the classroom become conducive. It was discovered that the students were excited about responding to the attention grabbers. Most of the time, the classroom became conducive after the teacher used attention grabber. After the teacher implemented the attention grabber, the teacher also has to make sure whether all of the students respond to the attention grabber.

The frequency of the use of attention grabbers were also depended on the classroom situation. If the classroom situation was conducive and the students fully paid attention to the teacher, then the teacher did not have to use the attention grabber too often. On the other hand, if the classroom situation was not conducive and the students were not paying attention to the teacher, it is important for the teacher to grab their attention by using the attention grabbers. If the teacher did not make sure that all of the students respond to the attention grabber, the classroom situation might remain the same.

The result of this study was intended to give suggestions for teachers, especially those with little experience or those who deal with large classrooms. The results indicated that the pre-service teachers still need to be aware to use attention grabbers when the classroom situation is not conducive. In order to make attention grabber become more effective when the teachers use attention grabbers in the classroom, it is important to make sure all of the students are responding to the attention grabbers. Furthermore, the suggestion for the next study is to find more participants in different grades.

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