

Chapter Two

Literature Review

This chapter presents about theoretical review and also describes about conceptual framework. In this chapter, the researcher explains about theoretical review consists of definition of attention, types of attention, challenges in applying the methods, and methods to gaining students' attention.

Definition of Attention

Attention is one of the many psychological symptoms in human beings. The state of attention comprises a mental activity that occurs involving the brain and senses. According to Ramayulis (1998), attention is one of the psychological factors that can help the interaction in the learning process. Psychological conditions can be formed by two things. Firstly, the conditions come up intrinsically, and secondly the conditions derive from teaching materials (content). Attention is an activity of the soul that is directed to an object, both inside and outside of the object (Ahmadi, 2013). Solso (2007) also added that attention is the concentration of the mind in the form of clear and explicit, of an object simultaneously or group mind. Paying attention is an activity that is carried out in directing to objects effectively. (Slameto, 2011)

Referring to the above elaboration, attention can be defined that one of the psychological factors that have the properties that stand out, both from inside and from outside individuals who can assist in teaching and learning interactions that show the activity, concentration, and awareness. The factors influencing attention

that comes from inside are biological, social, habits, concentration, awareness, and a willingness stimulus, while those coming from outside are movement and environment. Attention is an activity undertaken by students who are directed to an object or set of objects. Students' attention in learning is students' activities that are done in the classroom which focuses on the ongoing learning.

Types of Attention

According to Suryabrata (2010), attention can be divided into several groups. The first is based on its intensity. The more awareness that accompanies an activity or inner experience, the more intensive attention will get. If an activity is conducted having a lot of intensive attention, the activity is most likely done successfully. The second is based on how it arises, it consists of spontaneous attention (unintentional attention) and deliberate attention (reflexive attention). Spontaneous attention is attention that arises accidentally, arises by itself and related to someone's interest. Deliberate attention is attention that is done deliberately because there must be a willingness to cause it. The third is based on subject matter of concern. This comprises is distributive attention and focused attention. Distributive attention is attention that can be directed to various objects at one time. And focused attention is attention that only be focused on limited object at one time.

Ahmadi (2013) also stated that attention can be divided into several types, there are:

1. Spontaneous and deliberate attention. Spontaneous attention arises by itself by being interested in something and not driven by

willingness, and deliberate attention arises with willingness because of certain of objects.

2. Static and dynamic attention. Static attention is attention that constant driven to a certain object. In static attention, people will get strong attention because it's in a long period. Dynamic attention is easy to change, easy to move from one object to another object.
3. Concentrative and distributive attention. Concentrative attention only focused or directed into one object, and distributive attention is divided attention. Divided here means that people can divide their attention in more than one directions at the same time.
4. Narrow and broad attention. People who have narrow attention can easily focus on a limit object even in noisy environments. But for people who have broad attention, they are easily attracted to activities or events around them.
5. Fictitious and fluctuate attention. Fictitious attentive person easily focus on one thing. He or she can stay focus on the object for a long time. Whereas people who have fluctuate attention generally can pay attention to various kinds of things at once, but mostly they are not careful.

Each person also has different attention types. When a teacher wants to gain students' attention, the activities should produce output or clear information and also can make students become interested and pay attention to the object in

long period. Thus the speed and ease of finding information about material can be obtained. In gaining attention, it should have appropriate methods.

Methods in Gaining Attention

Students have different characteristics and different attention as well. Students' attention stems from curiosity. Therefore, this curiosity should receive a stimulus so that students always pay attention to the subject matter provided (Sugihartono, 2007). To make students interested in and pay attention to the subject matter presented, the teacher can continue to encourage the involvement of students in the learning process or the learning activity.

Djamarah (2010) states that there are ten learning activities. The first is listening to the teacher or each student who studied at the school certainly listens. Students who pay attention definitely concentrate listen to the teacher who explaining the subjects matter. The second is teacher directing students' sight to an object or media. In the classroom, the students looked at the blackboard containing writings that the teacher has just written. Students who do not see what teacher explained in the blackboard, students get difficultly to understand what is meant by the teacher. The third is fingering, smelling, and tasting. These are activities shown through the senses that can be used as a tool for the sake of learning. In normal teaching practices, students who pay attention can follow practical activities by feeling, smelling, and tasting, and students knew the purpose to be conveyed. The fourth is writing notes. In traditional education, writing is an activity that is often done. Each student has a particular way of taking notes. To obtain good results, it should be noted with self-awareness.

The fifth is reading. Reading is a learning activity that most people do while studying at school and even in college. Without reading, students cannot be said of learning because learning always begins with reading. Reading regarding learning is not just reading articles or books, but also understand the meaning of the content of what the students are reading. The sixth is summarizing. Making summary can be helpful in remembering things or seeking needed information in the book. A good summary is written neatly, sequently, and easily to understand, especially for students who wrote it. The seventh is viewing tables, diagrams, and charts. Students' books frequently use common tables, diagrams, or charts. These non-verbal materials are very useful for students in studying the relevant information or materials. Similarly, pictures, maps, and other illustrative materials can help students to understand the information the student look for. To clarify a particular matter, the teachers usually use the help of tables, diagrams or charts in conveying the lesson materials.

The eighth is memorizing. Memorizing is seen when students are memorizing materials, in the form of the proposition, the rules, understanding, formulas, and so on. Memorization can last just one day disappear, but a good memorization that can last up longer. The ninth is thinking. Students are required to do quickly in making decisions and being critical. The tenth is exercises or practices of learning. Exercises are included in a good way to strengthen memories.

From those learning activities, some of activities may make the students feel bored because there are no interesting points that make students pay attention

to the teacher. The teacher should have interesting activities that can be done with those learning activities. In elementary school, the teacher should have interesting activities to make students focus on the teacher. There are many activities in gaining students' attention, some of teachers name these activities as icebreaking activities. Ice breaking activities are very important in the learning process for refreshing atmosphere of learning, eliminating boredom and drowsiness that can be faced by anyone including students and creating a positive attitude toward school and learning. Icebreaking activities can help students to integrate and connect with one to another in a group environment. Icebreaking activities also can enhance teachers to help stimulate students' cooperation and participation (Johnson, 2007). There are so many icebreaking activities that can teacher use to gain students attention. The examples of ice breaking activities are: Introduce My Self, Introduce Another, Character Description, Find Someone, Famous Person, How Do You Feel?, Poetry in Motion, Solemn and Silent, Meuume, and Strip Chaos.

There are nine types of ice breaking activities that can be used to gain students attention (Sunarto, 2012). They include yelling, clapping hands, song, gestures, games, humor, stories/tales, magic, and video. Yelling and clapping hands are often used by teachers when they feel class becoming noisy. Some teachers use yelling or clapping hands in the middle of teaching and learning activities. Yelling also can be following with clapping hands. For the example, the teacher will say "Class, Class!" and then students will respond with "Yes Mam/Sir!", "Hi/Hello!" or "We are amazing!" following with clapping hands

once or twice. Teachers can use games in learning process. There are so many kinds of game that can teacher use. Teachers also can make their own game or combine the games that have been existed.

Song and video are usually used related to the materials being learned in that day. Teachers can use song or video in the beginning, middle, or end of class. For example, when teachers teach about foods, beverages or vegetables, they can use song or video. If the teachers use video, the teachers can ask students to repeat what the teachers say. And if the teachers using song, they can use cards or pictures of foods, beverages, or vegetables, then sing with students and showing the flashcards or pictures that prepared before. Learning will be more excited when inserted cheerful song. Low grade students will be happier if the learning process is using song. Introduce music or song into the curriculum from early age is not only increase students' appreciation toward music, but also can improve students' intelligence into the music. Another advantage is can improve the ability of the students in the field of mathematics, reading and science. (Adi, 2012)

The teacher can use stories/tales at the beginning of class. Stories that teacher can use is a short story, so it's not taking much time. The teacher also can use humor genre in their stories. If the stories are fun and students are interested in the stories, in teaching and learning process students could be more focus on the teacher. It can be called as warming up activities. Teachers also should use gestures when teaching the students. From good gestures, students will stay focus on teacher even there are some activities or events that can disturb teaching and learning activities.

In teaching activities, teachers also use media as instructional tools. Media can be tools in gaining attention if media that teachers use are interesting. The use of media can help students in focusing their attention. Basically, media describe abstract concept becoming more concrete so that students will be more familiar or understand the material conveyed by the teacher (Ahmadi, 2011). Media includes all the tools that can use to communicate between teachers and students. The tools such as computers, LCDs, television, boards and software contained on such hardware. According to Djamarah (2010), media are any tools that can help to deliver the message. Media also can attract the students in learning process.

Heinich, cited in Arsyad (2010) state that media are intermediaries that carry message or information aimed at instructional or contains the purpose of instruction between the source and recipient. Media use to supplement the teacher by enhancing their effectiveness in the classroom and media use to substitute the teacher through instructional media system (Taiwo, 2009). Media are tools used to convey a message from a communicator to the communicant. Prastati (2005) gives the meaning of media as any things that can deliver information from information sources to recipients. According to Purwono (2014), there are several types of media:

1. Printing is a way to generate or deliver material through a mechanical or photographic printing process, such as books, and static visual materials.

2. Audio-visual is a way of generating or delivering material using mechanical and electronic machines to present audio and visual messages.
3. Computer based is a way of generating or delivering material using micro-processor based sources
4. Combined is a way of generating and delivering materials incorporating the use of some form of media controlled by computer.

Rossi and Breidle (in Sanjaya, 2010) define that learning media as all tools or materials that can use to achieve educational goals such as radio, television, books, newspapers, magazines, and so on. Referring to the elaboration above, media can be defined as tools that use to clarify the information or messages, stimulate the passion in learning, directing interaction between students with learning resources, to convey a message from a communicator to the communicant, and giving same stimulus and raise the same perception. Media can optimize students' sensory by adjusting with the students' learning style. Students will feel bored if teachers only use monotonous and conventional method. To avoid the problem, one of methods to eliminate boredom is using media. According to Silberman (2006), there are several methods in using media in gain students' attention:

1. Lecture Combination

This method is not only a regular lecture but a lecture that involve students to participate actively or play a role in the learning

activities. Teachers can add some stimulus activities like question and answer session, giving assignments, case study, and brainstorming. But this method becomes monotonous if teachers do not use joke or humor. It can be bored if this activity held in a long time period and also need teachers' creativity in giving stimulus to the students.

2. Discussion

This method can gain students' attention because they can share their opinion to other students. Teachers can ask the students to give their opinion about the discussion of the topic that have been prepared by teachers. Discussion can start with group discussion, and then students can find or solve the problem about the topic. This activity can make students more active and also have interaction between teacher and students. This method become not effective if the amount of students is more than forty students in a class. Sometimes the discussion also can be out of the topic if teachers do not control the discussion.

3. Question and Answer

This method allows direct communication between teacher and students. Teachers can ask the students about the topic in the media and then students should answer the question. In addition, this method generates students to pay attention since students are in turn expected to provide the answer. Sometimes only active

students that dominate the activity, but this activity can make passive students become active and also teachers will know the students' understanding about the topic.

4. Demonstration

The aims of this method are to make students more understand about the objects, events or rules of the sequence activities that show the process of objects that relate to the lesson. Demonstration can be divided into two: process demonstration and result demonstration. Process demonstration aimed to get the information about the process of objects, and result demonstration is aimed to get the result of the process demonstration. This method can make students easiest to understand about the process of the object.

5. Simulation

If teachers want students to play a roleplay actively, this method can be made into consideration. Simulation means students asked to imitate certain of real situation. This activity can increase students' creativity and can be guideline if students in facing the real situation even when do the simulation sometimes students feel afraid and not confident.

6. Field practice (Experiment)

Students will find their own answer by experimenting in observing the process and then write the result of the process. This

activity can make students active to get the lesson and teacher can explore the students' problem solving skill. This activity can be held in laboratory or outside of class. But in doing this activity sometimes students need time to prepare the tools and it takes quite times.

Challenges in Applying the Methods

In gaining students' attention, there are also having challenges in applying the methods. Ice breaking activities can be effective if they can be great tools in lowering defenses, modeling appropriate teaching behavior, aiding communication and teamwork in groups, and enhancing the learning (Chulp, 2010). However, if ice breaking activities are not facilitated properly, they can be bored or worst, damage group solidity, and be disadvantageous to teaching and learning activities (Kornik, 2006). Millbower (2009) also state that sometimes teachers forget to bring the material because teachers only focus on doing the ice breaking activities. Teachers should limit themselves in using ice breaking activities if teachers do the ice breaking at the beginning of class. Some teachers underestimate the time needed in do the icebreaking activities because they are too focused in ice breaking activities and forgot to give the materials to the students. When teachers use ice breaking to focus solely on having fun, teachers cannot deliver the materials effectively, because students only focuses in the activities, not to the materials. Ice breaking activities also become worse if teacher embarass the students by using inappropriate ice breaking or forcing the students to participate.

Not only ice breaking activities that can be harmful in teaching and learning activities, media can make teaching and learning activities become not effective. As we know that most of media that teachers use in teaching and learning activities are audio, projector, 2D or 3D (Two Dimension or Three Dimension) media, human basic media, audio-visual, and computer (Arsyad, 2010). From types of media above, there also have disadvantages in each media. The disadvantages for audio are sometimes the communication of this media is only one way and the broadcast is centralized so that the teachers cannot control when using audio. Sometimes teachers use language laboratorium when using audio, but the procurement of language laboratories tends a lot of costs. For the projector, the disadvantages in use these media are these media are easy to lose and only able to present objects silently. Not all of class may have a projector. This media also need dark space condition too so if there is a lot of light, the picture or object will not be seen by students (Sudjana, 2000).

There also have disadvantages in using 2D or 3D media. The disadvantages are the cost of manufacture is expensive and takes a lot of time and requires skill in making this media. When teacher use this media, sometimes students not understand if the form of media is not same as the real object. For human basic media, the disadvantages are making students feel bored faster and also it is not effective if too much audience. Students also do not understand to the materials when teachers explain the material because students cannot hear what teacher says if it is too crowded (Nata, 2008). For the computer, the disadvantages in use this medium are in operating the computers. To use the computers, teachers

and students need knowledge about computer. Not all teachers and students can operate a computer as well, so it can disturb teaching and learning activities. The software of one computer with other computers sometimes is not compatible because of the differences of the hardware. Although the price of computers tends to be cheaper, the software development is still expensive (Kustandi, 2002).

The Teachers' Favored Method in Gaining Students' Attention

The key to successful teaching and learning activities is motivation. To increase motivation it required activities that can attract students' attention. Learning activity may not be successful without any willingness to learn, the teachers must be innovative to present an active, creative and innovative learning activities to gain students' attention. The method that is often used to gain students' attention is icebreaking activity. Icebreaking can increase learning motivation, refreshing the learning atmosphere, and eliminating the boredom of the students by playing while learning. It requires stimulation in accordance with the needs for students' growth and development to achieve optimally (Yulianti, 2010).

Pramudyo, cited in Setyani (2016) also stated that teachers usually use icebreaking as a method to gain students' attention because these activities can make students know each other, students become more active in learning, and learning atmosphere become relax. With icebreaking activities, teachers can direct the students to the topic of learning and also can assist the students in accelerating the learning process and motivating the students in learning activities.

Conceptual Framework

Attention has an important role in learning activities. Students' attention to the lessons will arise when the subject matter is in accordance with students' needs. When students have attention in learning, every individual automatically becomes motivated to learn, and the subject matter is perceived as something that is needed. Teachers need to learn more about to raise attention and motivation of students to learn. When students have no attention to the lessons learned, the teacher should generate students' attention. In the process of learning, attention is a big factor influencing students to have a great concern about what they are learning. Having a good attention, students can receive and select relevant stimuli for further processing of the many stimuli that come from the outside. Considering these elaborations, the researcher considers imperative to study how to gain attention with the focuses as seen in the following chart.

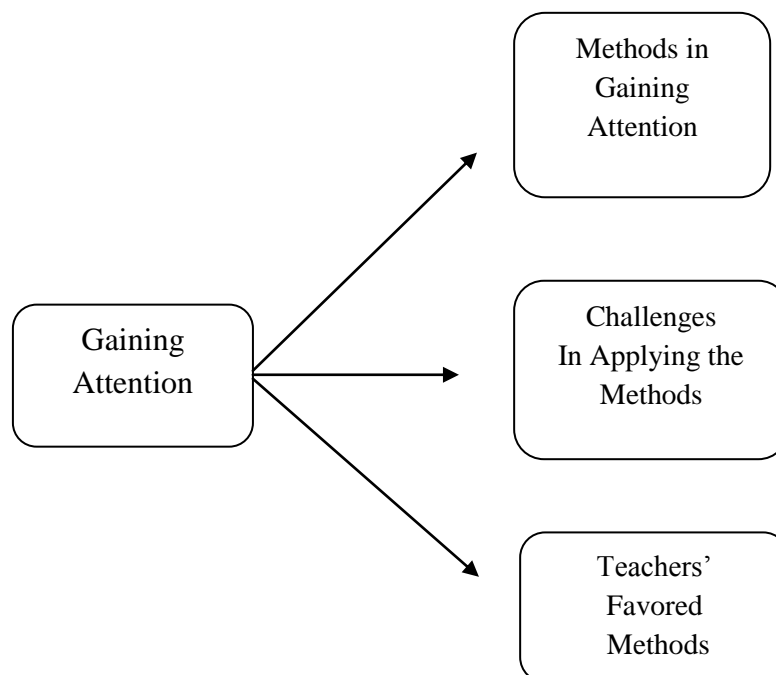


Figure 1: Conceptual Framework