

**DESIGNING ATTENTION GRAB BOOK FOR ENGLISH  
TEACHERS' SMPN 8 PALOPO**

*A Thesis*

*Submitted as Partial Fulfillment for Attainment of S.Pd Degree in English  
language Education Study Program of Tarbiyah and Teacher Training Faculty of  
State Islamic Institute of Palopo*



**IAIN PALOPO**

**Composed by:**

**MUSDALIPA H. TOMBONG**

18 0202 0015

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2023**

**DESIGNING ATTENTION GRAB BOOK FOR ENGLISH  
TEACHERS' SMPN 8 PALOPO**

*A Thesis*

*Submitted as Partial Fulfillment for Attainment of S.Pd Degree in English  
language Education Study Program of Tarbiyah and Teacher Training Faculty of  
State Islamic Institute of Palopo*



**IAIN PALOPO**

**Composed by:**

**MUSDALIPA H. TOMBONG**

18 0202 0015

**Supervised by:**

**1. Prof. Dr. Sahraini., M. Hum**

**2. Dewi Furwana S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2023**

## THESIS APPROVAL

This Thesis, Entitled “Designing Attention Grab Book For English Teachers’ SMPN 8 Palopo”, which was written by Musdalipa H. Tombong, Reg. Number 18 0202 0015, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on March 15<sup>th</sup> 2023, concided with , 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

Palopo, March, 15<sup>th</sup> 2023 M  
H

### COMMITTEE OF EXAMINATION

- |                                      |               |         |
|--------------------------------------|---------------|---------|
| 1. Amalia Yahya, S.E., M.Hum         | Chairman      | (.....) |
| 2. Dr. Magfirah Thayyib, S.S., M.Hum | Examiner I    | (.....) |
| 3. Yuyun Ruqiyat Said, S.Pd., M.Pd   | Examiner II   | (.....) |
| 4. Prof. Dr. Sahraini, M.Hum         | Consultant I  | (.....) |
| 5. Dewi Furwana, S.Pd.I., M.Pd       | Consultant II | (.....) |

Approved by:

Dean Rector of IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training Faculty



Dr. Nordin Kaso, M. Pd  
NIP 19681231 199903 1 014

Head of English  
Language Education Study  
Program



Amalia Yahya, S.E., M.Hum  
NIP 19771013 200501 2 006

### STATEMENT OF ORIGINALITY

I, who undersigned below:

Name : Musdalipa H. Tombong  
Registration Number : 18 0202 0015  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Language Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo,  
Regards,

  
MUSDALIPA H. TOMBONG  
18 0202 0015

## NOTA DINAS PEMBIMBING

Lamp. : -

Hal : skripsi an. Musdalipa H. Tombong

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

*Assalamu 'alaikum wr. wb*

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama : Musdalipa H. Tombong  
NIM : 18 0202 0015  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Designing Attention Grab Collection Book For English Teachers' SMPN 8 Palopo

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak untuk diujikan.

Demikian disampaikan untuk proses selanjutnya.

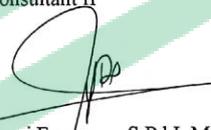
*Wassalamu 'alaikum wr. wb.*

Consultant I



Prof. Dr. Sahraini, M.Hum  
NIP. 19691231 199903 2 001

Consultant II



Dewi Firywana, S.Pd.I, M.Pd  
NIP. 19870831 201503 2006

## NOTA DINAS PEMBIMBING

Palopo, February 27<sup>th</sup>, 2023

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Musdalipa H. Tombong

NIM : 18 0202 0015

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Designing Attention Grab Collection Book for English Teachers' SMPN 8 Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Consultant I

  
Prof. Dr. Sahraini, M.Hum  
NIP. 19691231 199903 2 001

## NOTA DINAS PEMBIMBING

Palopo, October 27<sup>th</sup>, 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Musdalipa H. Tombong

NIM : 18 0202 0015

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Designing Attention Grab Collection Book for English Teachers' SMPN 8 Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Consultant II

  
Dewi Furwana, S.Pd.I, M.Pd  
NIP. 19870831 201503 2006

**CONSULTANT APPROVAL**

**Thesis Entitled : Designing Attention Grab Collection Book For English Teachers' SMPN 8 Palopo.**

**Written By :**

**Name : Musdalipa H. Tombong**  
**Reg. Numb : 18 0202 0015**  
**Faculty : Tarbiyah and Teacher Training**  
**Study Program : English Language Education**

**It has been corrected and approved to be examined.**

**Palopo, February 27<sup>th</sup>, 2023**

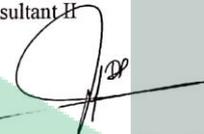
**Approved**

**Consultant I**



**Prof. Dr. Sahraini, M.Hum**  
**NIP. 19691231 199903 2 001**

**Consultant II**



**Dewi Furwana., S.Pd.I, M.Pd**  
**NIP. 19870831 201503 2006**

**EXAMINER APPROVAL**

Thesis Entitle : Designing Attention Grab Book for English Teachers' SMPN 8 Palopo.

Written By

Name : Musdalipa H. Tombong

Reg. Number : 18 0202 0015

Faculty : Tarbiyah and Teachers Training

Study Program : English Language Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, February 20<sup>th</sup>, 2023

Examiner I

  
Dr. Magfirah Thayyib, S.S., M.Hum  
NIP. 19850719 201801 2 001

**EXAMINER APPROVAL**

Thesis Entitle : Designing Attention Grab Book for English Teachers' SMPN 8 Palopo.  
Written By  
Name : Musdalipa H. Tombong  
Reg. Number : 18 0202 0015  
Faculty : Tarbiyah and Teachers Training  
Study Program : English Language Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, March 15<sup>th</sup>, 2023

Examiner II

  
Yuyun Ruqiyat Said, S.Pd., M.Pd  
NIDN. 2009048701

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لِحَمْدِ اللَّهِ وَالصَّلَاةِ وَالسَّلَامِ عَلَى رَسُولِ اللَّهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالآلَةَ

، أَمَّا بَعْدُ .

Alhamdulillah rabbi 'aalamiin, all praise be to Allah swt. The almighty and the merciful, with whose power and mercy the researcher was able to complete this thesis entitled Designing Attention Grab Book for English Teacher SMPN 8 Palopo. In addition, shalawat and greetings to the Prophet Muhammad SAW. to his family, his friends, the tabi'in, and to us his ummah.

The researcher realizes that this thesis would not be finished without many parties' support, suggestions, guidance, and comments. Therefore, on this occasion the researcher would like to express her deepest gratitude to:

1. Prof. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo
2. Dr. Nurdin Kaso, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and Mr./Mrs. Vice Dean I, II, III of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum. as the Head of English Education Study Program of IAIN Palopo.
4. Prof. Dr. Sahraini, M. Hum and Dewi Furwana, S.Pd., M.Pd, as the consultant I and II for the time, explanation, guidance, helps, corrections, suggestions, ideas and kindness during completing this thesis.

5. Dr. Magfirah Thayyib, S.S., M.Hum and Yuyun Ruqiyat Said, S.Pd., M.Pd as the examiner I and II for the suggestions, corrections, and kindness for completing this thesis.
6. Amalia Yahya, S.E., M.Hum, Dr. Masruddin, M.Hum, Ermawati S.Pd. I., M.Hum and Imam Fadli, S.Pd, as the validators of the product. Highest appreciation for their support, guidance, suggestions, attention, knowledge, and kindness during completing the research.
7. All the lecturers of IAIN Palopo, especially the lecturers of English educational study program and all staffs of UPB of IAIN Palopo; Raoda Salwi, for their help, support and motivation during the consultation of this thesis.
8. Madehang, S.Ag., M.Pd as the head of the library unit along with employees within the scope of IAIN Palopo who helped a lot, especially in collecting literature related to the discussion of the research.
9. The school principal Nasrah, S.Pd.I, Welem Pasikan, S.Pd, Asrika Achmad, S.Pd.I as teachers of SMPN 8 Palopo who have given permission and help during this research.
10. The students of SMPN 8 Palopo who have cooperated in completing the research of this thesis.
11. The researcher's beloved parents: H. Tombong and Hj. Agustina. Who has given such a beautiful and very meaningful love and support for the researcher, also to the researcher's siblings special thanks to Fatimah H.

Tombong, S. Kom who gives material support during the completion of this thesis.

12. The researcher's friend who have supported the researcher, especially the researcher classmates at BIG 2018. Special thanks to Siti Hardianti Rante .P, Putri Puspitasari, Syahru Bahru, Hasna, Hesty Mustakim, and Eva Patdliana.

To all those who have assisted the researcher, whom the researcher did not mention one by one, the researcher would like to express his deepest gratitude. The researcher also realizes that this thesis is far from perfect, therefore, criticism and wise suggestions are highly expected. Finally, the researcher hopes that this thesis can be useful and make a positive contribution to readers and other researchers.

Palopo,

The researcher



Musdalipa H. Tombong

NIM 18 0202 0015

## TABLE OF CONTENTS

THESIS APPROVAL .....	ii
STATEMENT OF ORIGINALITY .....	iii
NOTA DINAS PEMBIMBING .....	iv
CONSULTANT APPROVAL.....	vii
EXAMINER APPROVAL.....	viii
ACKNOWLEDGEMENT .....	x
TABLE OF CONTENTS .....	xiii
LIST OF TABLE .....	xi
LIST OF CHART.....	xii
LIST OF FIGURE .....	xiii
LIST OF APPENDICES.....	xiv
ABSTRACT .....	xv
CHAPTER I INTRODUCTION.....	1
A. Background .....	1
B. Research Question.....	4
C. The Objective of the Research .....	5
D. Significance of the Product .....	5
E. Specification of the Product .....	5
F. Assumptions and Limitations.....	6

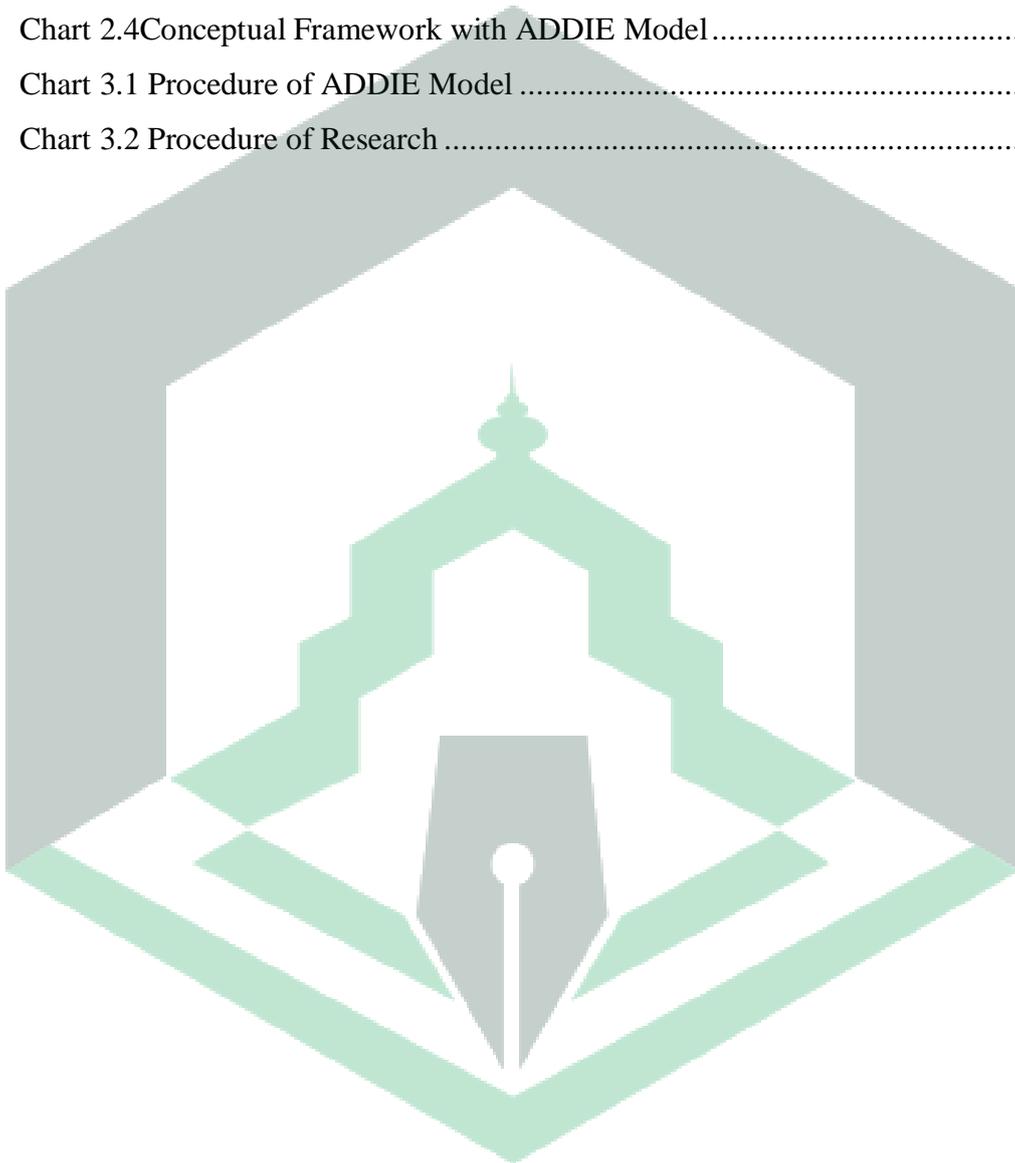
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>7</b>
A. Previous Study .....	7
B. Theoretical Background.....	10
C. Conceptual Framework.....	23
D. Hypothesis.....	24
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>25</b>
A. Research Design .....	25
B. Time and Location.....	27
C. Subject and Object of the Research .....	28
D. Procedure of Design .....	28
E. Data Collection Technique.....	30
F. Data Analysis Technique .....	31
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>35</b>
A. Research Findings .....	35
B. Discussion.....	50
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>53</b>
A. Conclusion .....	53
B. Implication .....	54
C. Suggestion.....	54
<b>BIBLIOGRAPHY .....</b>	<b>56</b>
<b>APPENDICES.....</b>	<b>59</b>

## LIST OF TABLE

Table 3.1 Material Topics Qualification of Product Evaluation .....	34
Table3.2 Material Topics Qualification of Product Evaluation Based on Experts' Suggestions .....	35
Table3.3 The Example of Teachers' Perception Table.....	35
Table 4.1 Blueprint of Product .....	37
Table 4.2 The result of the Instrument's Validation of Expert .....	41
Table 4.3 The Result of the Product Validation by the Language .....	42
Table 4.4 The Result of the Product Validation by the Material.....	43
Table 4.5 The Result of the Product Validation by the Design and Layout .....	44
Table4.6 The Revision of Attention Grab Collection Book.....	45
Table4.7 Changes Display Strategy of Attention Grabber's Book .....	46
Table4.8 Schedules of Implementation Product.....	47
Table4.9 The Evaluation of Product by Teachers' Perception 1 .....	48
Table4.10 The Evaluation of Product by Teachers' Perception 2 .....	49
Table4.11 The Evaluation of Product by Teachers' Perception 3 .....	50

## LIST OF CHART

Chart 2.1 Procedure of Borrg&Gell Model.....	21
Chart 2.2 Procedure of 4-D Model .....	23
Chart 2.3 Procedure of ADDIE Model .....	25
Chart 2.4 Conceptual Framework with ADDIE Model.....	26
Chart 3.1 Procedure of ADDIE Model .....	27
Chart 3.2 Procedure of Research .....	30

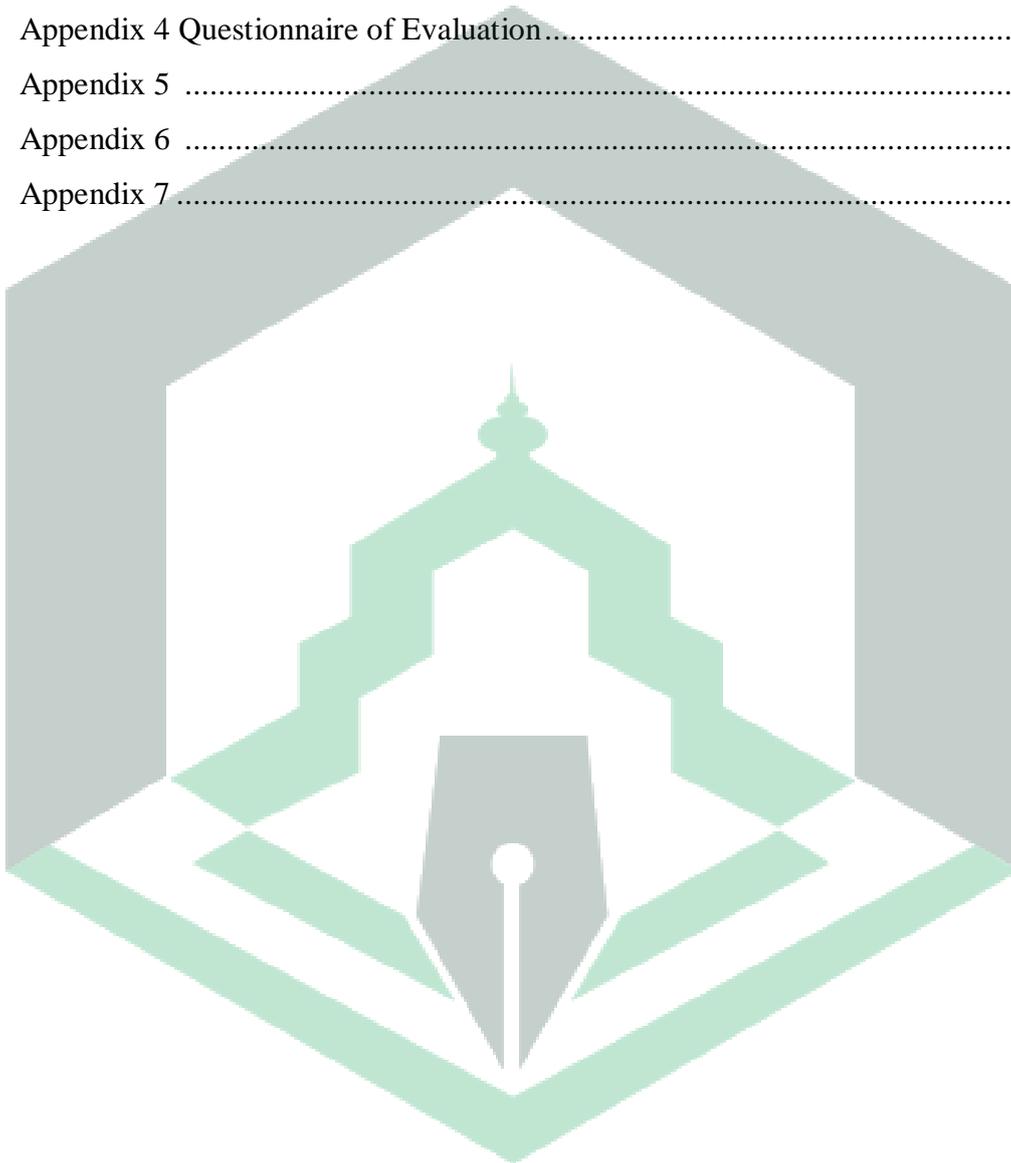


## LIST OF FIGURE

Figure 3.1 Formula Calculating .....	32
Figure 4.1 Canva's Home.....	39
Figure 4.2 Custom size paper .....	39
Figure 4.3 Display of Cover's Book.....	40
Figure 4.4 Display of Preview Book .....	40
Figure 4.5 Display of Contents Book .....	41
Figure 4.6 .....	42
Figure 4.7 .....	42
Figure 4.8 .....	43
Figure 4.9 .....	43
Figure 4.10 .....	44
Figure 4.11 .....	44
Figure 4.12 .....	49
Figure 4.13 .....	49
Figure 4.14 .....	50
Figure 4.15 .....	50
Figure 4.16 .....	51
Figure 4.17 .....	51

## LIST OF APPENDICES

Appendix 1 Expert Judgement Questionnaire .....	60
Appendix 2 Questionnaire Need Analysis .....	66
Appendix 3 Questionnaire Experts Validation Product .....	72
Appendix 4 Questionnaire of Evaluation .....	81
Appendix 5 .....	87
Appendix 6 .....	90
Appendix 7 .....	95



## ABSTRACT

**Musdalipa H. Tombong, 2023**, “Designing Attention Grab Book for English Teachers’ SMPN 8 Palopo”. A Thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Consultants; (1) Sahraini, and (2) Dewi Furwana

This research focused on Designing Attention Grab Book for English Teachers SMPN 8 Palopo. This research answer questions about 1) how is needs analysis of attention grab book for English teachers at SMPN 8 Palopo, 2) how to design an appropriate attention grab book for English teachers at SMPN 8 Palopo, 3) how is the final design of the appropriate attention grab book for English teachers at SMPN 8 Palopo. The researcher use R&D method with ADDIE model, which consist of analysis, design, development, implementation, and evaluation. The product design was tested and the data is taken from questionnaires that were distributed to 3 English teachers’ SMPN 8 PALOPO respondents which randomly selected to represent 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades teachers. 1) Need analysis teachers’ need have done by doing collect information with questionnaire got result, use (English-Indonesian), colorful illustration, consists clapping, shouting, sounding, and hissing, lack vocabularies, and added definition, purpose, benefit, illustration. 2) The researcher design and development the product based on the information from need analysis, for product validation is done by three experts such as, language, material, and design and layout experts. After that researcher do revision according to suggestion from experts. 3) The final product namely, Strategy of Attention Grabber book consists of; the introduction, how to use, clapping, shouting, sounding, hissing, facial expression, and conclusion. The result of evaluation of product indicated that attention grab book can be utilized without revision which is the product is appropriate for English teachers at SMPN 8 Palopo.

**Keywords: Design, Attention Grab’ Book, English Teachers.**

## CHAPTER I INTRODUCTION

### A. Background

Teaching is often considered easy, but several factors can make teaching strenuous. There are various challenges to teach learners. Several teachers are distraught to manage their classes. Sixty-eight percent of the pre-service teachers state that teaching English to learners brings no fun and is difficult for the pre-service teachers.<sup>1</sup> In the field of education, there are many things that are done by educational institution in producing more innovative activities to deal with problems that are often faced in learning process.

One way to make the learning atmosphere more relaxed is to help them engage in the learning process.<sup>2</sup> The role of a teacher is to always ensure that the learning process is in a controlled situation when students can take a part in learning well while remaining in a positive state for all members involved in the teaching or learning process. Teachers are agents of renewal about various innovation especially in the field of education. Teachers are required to be able to manage their classes well because students' conditions are not conducive which can make a problem in the learning process.<sup>3</sup>

---

<sup>1</sup>F Megawati, "Challenges in teaching EFL for pre-service young learners teachers," 2015, <http://eprints.umsida.ac.id/29/>.

<sup>2</sup>Dr. JoAnn Shin, Dr. Joan Kang ; Crandall, "Teaching Young Learners English," 2014.

<sup>3</sup>Brian Jennings, " " In The Middle Of Things ' The Development of The Acu Certificate in University Outcomes for This Administrators ' Top To Bottom ! Prologue : Overcoming System Blindness," 2016, 1–10.

حَدَّثَنَا صَدَقَةُ بْنُ الْفَضْلِ: أَخْبَرَنَا يَحْيَى بْنُ سَعِيدٍ، عَنْ سُفْيَانَ قَالَ: حَدَّثَنِي أَبِي، عَنْ مُنْذِرٍ، عَنْ رَبِيعِ بْنِ خَثِيمٍ، عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًّا مَرْبَعًا، وَخَطَّ خَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ، وَخَطَّ خُطُوطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ، وَقَالَ: (هَذَا الْإِنْسَانُ، وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ - أَوْ: قَدْ أَحَاطَ بِهِ - وَهَذَا الَّذِي هُوَ خَارِجٌ أَمَلُهُ، وَهَذِهِ الْخُطُوطُ الصِّغَارُ الْأَعْرَاضُ، فَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا، وَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا). (رواه البخاري)

(Ibnu Hajar Atsqalani, t.t., Hadits, 6054)

Meaning: "Has told us Sodaqoh bin Fadhil, has told me Yahya bin Sa'id from Sofyan, he said: Has told me, my father from Mundzir from Robi 'bin Khusein and Abdullah RA, he said: The our prophet Muhammad SAW once made a line (picture) a rectangle and made another line in the middle until it came out of the boundary (square), then he made many small lines leading to the center line of the sides of the outline, then he said: This is the image of a human being. These rectangular lines are death that will surely befall him, while the lines that come out are his dreams, and these small lines are the trials and tribulations that are ready to confront him. If he is freed from one trial, another will surely befall him, if he is freed from the other, there will be another. (Narrated by Imam Bukhari).<sup>4</sup>

Providing classroom management is one way to make the learning process more conducive. The existence of group divisions to train collaborative work between students and conventional seating arrangements as well as providing some rules during the learning process can also be a potential strategy in classroom management. Setting the pace and direction by leading the discussion and interaction arranging the pupils into groups, addressing bad behavior, supervising the classroom, and providing rewards and punishment. However, this

<sup>4</sup>Muhammad Ramli, "Media Dalam Perspektif Islam" 13, no. 23 (2015): 130–54.

study is focused on using the attention grabber strategy collection book to manage the learning process.

In using an attention grabber, a teacher does not reprimand students by mentioning mistakes but does an interesting activity that can attract students' attention to stay focused on the teacher and learning process, in this case, an attention grabber is different from a strategy correcting students errors. For example, teachers can make a 'STOP' sign in a unique and fun way, when students become noisy, which triggers students to sit and be quiet immediately. Teacher is guided to create a classroom atmosphere so that students can collaborate well and be more focused on class conditions that experience events in certain aspects.

Based on the observations that the researcher done in SMPN 8 Palopo on October 14 2022, the researcher had been found English teachers in the learning process sometimes we cannot guess the conditions or situations in the classroom, and sometimes students are too active so it is a bit difficult for the researcher to manage the focus of students in paying attention to the lesson. Same case that the researcher found when the researcher as a prospective teacher, the researcher has participated in several activities where the researcher became a teacher in the classroom. From September until October 2021, the researcher participated in a PLP-KKN in SMPN 3 BAJO. In the teaching process researcher became a teacher, their researcher was faced with 7th-grade students, researcher taught some of the English language materials. Attention grabber can also be a potential strategy in classroom management to be helpful for the English teacher to manage

their class with give fun activities to students. Classroom management is key to achieving a successful learning environment. Attention grabbers can be a very effective management tool when used effectively to aid in creating a successful learning environment.

There are only a few researchers who research attention grabs for teaching, and most of them only emphasize the effectiveness of attention grab used in the learning process. In this research, the researcher makes a book that included various attention grab that teachers can use in the learning process.

Therefore, the purpose of this study is to know how to design the attention grab book for English teachers, and the researcher expected to be helpful to the English teacher to manage their class with give the fun attention grab to students for taking their focus to the lesson. Based on the results of observations the researchers made, the researcher got quite results in these observations, so for **“Designing Attention Grab Book for English Teachers’ SMPN 8 Palopo”** to ability grab students focus to the lesson.

## **B. Research Question**

Based on the problem that has been done, it can be formulated as follow:

1. How is need analysis of attention grab book for English teachers at SMPN 8 Palopo?
2. How to design an appropriate attention book for English teachers at SMPN 8 Palopo?

3. How is the final design of the appropriate attention grab book for English teachers at SMPN 8 Palopo?

#### **C. The Objective of the Research**

Based on the research questions below, it can be formulated as follow:

1. To find out the need analysis of attention grab book for English teachers at SMPN 8 Palopo.
2. To design an appropriate attention grab book for English teachers at SMPN 8 Palopo.
3. To find out the final design of the appropriate attention grab book for English teachers at SMPN 8 Palopo.

#### **D. Significance of the Product**

The significance of this product is expected the product produced by the researcher to be helpful and be efficient teaching media for English teachers in their teaching at Junior High School to manage their class and provide more interesting with give various fun attention grabbers to students for taking their focus to the lesson. Theoretical side the researcher is expected the result of the research is can be a reference for further research.

#### **E. Specification of the Product**

The specification of the product is focused on a book that includes attention grab for English teachers to ability grab students' focus on the lesson. The researcher complies with a book containing various of attention grabbers. The

contents of the book contain; an understanding of attention grab, benefits, and various examples of attention grab that the teachers use when learning. Products made by researcher contain various kinds of attention grabbers. Each type placed in a chapter that includes procedures for using the attention grab itself. The type of attention grab used in this book uses simple words, that it can be easily understood by junior high or basic level students.

#### **F. Assumptions and Limitations**

##### **1. Assumptions**

In the learning process sometimes cannot guess the conditions or situations in the classroom. Sometimes students are too active so it is a bit difficult for teachers to manage the focus of students in paying attention to the lesson.

##### **2. Limitations**

The limitation of the product is limited in making illustrations of the images included in the book.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

There are many researches about using attention grabbers as a teaching technique that had been done by some researchers and also there is research about how to design a book. They used various kinds to manage their class. Some of them are cited briefly below:

Michael Recard, Yolanda H. Nathania, “The Implementation and Impact of Attention Grabbers in Young Learners’ Classroom: A Case Study”. The scope of research focuses on pre-service teachers of the English Department in one University in Jakarta from grade two to five, giving attention grabber when the learning process takes place to attract students' when it is noisy to stay focused on the teacher's explanation of the material made by the teacher. Data is done by observing the results of the study that was found that pre-service teachers must have vigilance in using attention when the situation in the classroom is not conducive. Determine good attention. First, a teacher must look at the classroom situation and determine the right attention grabber to be used so that students can respond well to it.<sup>5</sup>

YuniArifadah, Tri RohmatSholehuddin, AyuningtyiasFebriParamita, NadiyahMafazatinnailiyah, and Robet Rio, “Teachers’ Creativity in Using Attention Grabber in EFL Class”. The researchers used the descriptive qualitative method. Based on the result have been collected by researchers from data

---

<sup>5</sup>Michael Recard dan Yolanda H. Nathania, “The Implementation and the Impact of Attention Grabbers in Young Learners’ Classrooms: A Case Study,” *TEKNOSASTIK*, 2021, <https://doi.org/10.33365/ts.v19i1.586>.

collection activities with observation and interviews with students. The types of attention grabbers are sounding, southing, clapping, and hissing which are of interest to students. The clapping type is the most students like during learning to attract their attention.<sup>6</sup>

Nela Yuningsih, Tatu Siti Rohbiah, and Apud, "Designing Pop-Up Book Media in Developing English Reading". The researchers used research and development (R&D) with the ADDIE model in this research. The subjects in this study were students at MTs AlKhairiyah Pontang. The data were obtained from observations, interviews, and questionnaires. The results of this study focus on the use of the Pop-Up book learning media on descriptive text material. The quality of the Pop-Up book learning media based on the results of the media expert's assessment is in an average score of 4.50, from material experts, it obtains an average score of 4.83, and from educators' experts, the average score is 4.65. All the results of the questionnaire recapitulation at the product validation stage have very feasible criteria, as well as students' responses in the very attractive category, and students' responses in the field trials obtain an average percentage of 90.8% with a very attractive category.<sup>7</sup>

PipinNurAngraini, RatihAsmarani, "Development of Media Fun Thinkers Book Material for the Diversity of Living Things for Class IV Elementary School". The researchers used Research and Development (R&D) with the ADDIE model in this research. This development research was carried out the

---

<sup>6</sup>Yuni. Arifadah dkk., "Teachers' Creativity in Using Attention Grabber in EFL Class," 2020, <https://doi.org/10.2991/assehr.k.200427.057>.

<sup>7</sup>Nela Yuningsih dan Tatu Siti Rohbiah, "Designing Pop-Up Book Media in Developing English Reading" 01, no. 2007 (2022): 77–81.

first step from the analysis stage, after that design, then develop the product, then implementation and the last is evaluation of the product. Media Fun Thinkers Book learning to be valid based on the research because it has good results, namely 87.5 - 100% with category used not revised or very valid. Thus the learning media Fun Thinkers Book can be applied in the learning process. The product of this research gets a total score of 141 an average of 70.5 get a percentage value of 88.125%. The results of the trial development of the product obtained a score of 720 from a maximum result of 800 and after analysis and percentage of the value get 90% results by getting a very interesting category which means students can accept fun thinker book well. Thus, it is concluded that based on the trial development of media fun thinkers book states significant results. That means receiving learning theme 3 sub-theme 2 learning 1 using the fun thinkers book well for fourth-grade students.<sup>8</sup>

#### The Similarity and Differences of Research:

##### 1. Similarity

First is most of the researches are talking about fun activities that teachers give to students in the learning process. Second, third researches above are showing the effectiveness of using fun activities in the learning process.

---

<sup>8</sup>Pipin Nur Anggraini dan Ratih Asmarani, "Development of Media Fun Thinkers Book Material for The Diversity of Living Things for Class IV Elementary School," *IJPSE : Indonesian Journal of Primary Science Education* 2, no. 1 (2021): 68–74, <https://doi.org/10.33752/ijpse.v2i1.2072>.

## 2. Differences

That showed from the method that researchers used in the research. There are Case Studies, Descriptive Qualitative, and Research and Development (R&D) methods. Also research by researcher is different from other research before because the researcher has designed a book that includes various attention grabs that English teachers can use in their class.

### **B. Theoretical Background**

#### 1. Attention Grabber

##### a. Definition of Attention Grabber

Teachers have used distraction methods to calm the classroom, distract students, and direct students' attention to the classroom and the teacher. According to attention grabber is a classroom management strategy that most teachers use to get students' attention in the classroom. It can also be used as a tool for implementing class expectations to help with other tools and activities for class management. On the other hand attention grabbers are a very effective management tool when used effectively to aid in creating a successful learning environment.<sup>9</sup>

##### b. Types of Attention Grabber

###### 1) Bell or Wind Chime

One of the great tools to manage the class is a small wind chime (bell). When the class starts to become noisy, ring the bell and they will know to stop talking to each other.

---

<sup>9</sup>Jennings, ““ In The Middle of Things ’ The Development of The Acu Certificate in University Outcomes for This Administrators ’ Top To Bottom ! Prologue : Overcoming System Blindness.”

## 2) Digital Sound Effects

There are many free sound effects apps just a click away from using a smartphone. There are many options to choose from, for example, is from cartoon noises to animal roars.

## 3) Clapping

A simple and interactive attention grabber that most teachers used is clapping. For example, clap a certain rhythm and you know you have their attention if they clap it back correctly.

## 4) Call and Response

One of the most widely used attention grabbers there is call and response. In one common call and response exercise, the teacher says, "Everybody Rock" and the students respond, "Everybody Roll".

## 5) Countdown

This type is as simple as it sounds. Teachers have to do is loudly start counting down from 10. Once you get to 1, your students should be quiet. If not, the students will get punishment.

## 6) Quiet Cues

Quiet cues require no sound at all. Teachers can explain to students, for example, if the teacher holds up 5 fingers, this means "give me 5". Students hold up five fingers and must be quiet.

## 7) Visual Signal

Another fun attention grabber to get a class focused on is visual signals. If students start to chatter, put on a funny hat. As soon as they notice what you are

wearing, students stop talking and put their hands on their heads. This signifies that they have got on their "thinking caps" and are ready to focus on teachers!<sup>10</sup>

## 8) Questions

This technique is similar to call and response but is delivered as the question. For example, you might ask "Do you still alive?" and the student's response "Yes, We are!". Teachers can even start in a whisper and repeat it until getting louder to see who is paying attention and who's not in the learning process.

Beside that there are four types of attention grabbers are sounding, southing, clapping, and hissing which are of interest to students. The clapping type is the most students like during learning to attract their attention. Making and receiving calls, counting, turning on / off lights, etc. are just a few types of distractions. That is way to create a learning environment that helps you participate in the learning process or one of the methods of class management.<sup>11</sup>

## 2. Classroom Management

One of the important aspects played by a teacher in the learning process is classroom management. Class management is intended to interpret and build control of students' achievement and behavior in a positive way, according to Froyen and Iverson. While Ummu Hany refers to Winata Putra states that classroom management is a series of teacher activities aimed at encouraging the expected behavior of students and eliminating unexpected student behavior,

<sup>10</sup>Mara Destiningrum dan Qadhli Jafar Adrian, "Sistem Informasi Penjadwalan Dokter Berbasis Web Dengan Menggunakan Framework Codeigniter," *Jurnal Teknoinfo*, 2017.

<sup>11</sup> Arifadah dkk., "Teachers' Creativity in Using Attention Grabber in EFL Class." <https://doi.org/10.2991/assehr.k.200427.057.2020>

creating good interpersonal relationships and a positive socioemotional climate, also creating and maintaining productive and effective classroom organization.

On the other hand classroom management is key to creating a successful learning environment. Classroom management is not just physical classes, but includes non-physical (socio-emotional) classes.<sup>12</sup> In classroom management, teachers play a necessary role in controlling and facilitating the classroom.

The importance of the teacher's role in the teacher is to find different strategies to create effective and engaging lessons. A teacher's style of controlling the classroom is important as Roberts 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". A good strategy developed by a teacher can have a huge impact on classroom situations. Tender classrooms are complex societies in which students and teachers interact with each other, and the role of the teacher in the classroom is important.

From these descriptions, it is clear that teachers play an important role in classroom management. Teachers are considered class leaders. Teachers need more strategies to make the classroom comfortable for students and to guide students to behave well in the classroom, and some teachers use various attention grabber to get their students' attention.

---

<sup>12</sup>Endang Mukti Rahayu, "Implementasi Classroom Management for Effective Learning dalam Meningkatkan Prestasi Belajar di Mts Masyariqul Anwar Bandar Lampung," 2022.

### 3. Vocabulary

#### a. Definition of Vocabulary

Vocabulary is a list or collection of words that have meaning. In this case, vocabulary is a collection of words or vocabulary or terms that are owned by a language in a certain environment<sup>13</sup>. The importance of learning vocabulary is one aspect of language that must be learned to be able to use a language in communication. Without mastering vocabulary it is impossible to communicate well. In addition, in learning vocabulary, students must know the meaning and function of words and also understand how to use them in context<sup>14</sup>.

In addition, argue that students need to be given adequate vocabulary mastery in learning a language and know how to use vocabulary in spoken language. The importance of mastering vocabulary is which aims to support communication. Some of these opinions, it can be understood that vocabulary is a sentence in a language that can be reached by its users in communication. In addition, talks about the importance of vocabulary, there is vocabulary as a basis for communication, vocabulary as a reflection of social reality, vocabulary as a driver of emotion, and vocabulary as a predictor of academic ability<sup>15</sup>.

---

<sup>13</sup> I F Rozi, E Larasati, and V A Lestari, 'Developing Vocabulary Card Base on Augmented Reality (AR) for Learning English', *IOP Conference Series: Materials Science and Engineering*, 1073.1 (2021), 012061 <<https://doi.org/10.1088/1757-899X/1073/1/012061>>.

<sup>14</sup> Melda Mahniza, 'The Impact Of Primary School Students' Understanding On English Vocabularies In Using Gadgets', *Jurnal Pembangunan Wilayah & Kota*, 1.3 (2018), 82–91.

<sup>15</sup> Saniago Dakhi and Tira Nur Fitria, 'The Principles and the Teaching of English Vocabulary: A Review', *JET (Journal of English Teaching)*, 5.1 (2019), 15 <<https://doi.org/10.33541/jet.v5i1.956>>.

## b. Kinds of Vocabulary

There are two known categories of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is defined as the type of vocabulary that learners encounter while reading and listening. They are the words that readers and listeners use to understand a given message. Meanwhile, productive vocabulary refers to a collection of words used to produce productive messages such as speaking, writing, and pronouncing. This vocabulary type is used to express ideas and feelings.

In addition, there are two kinds of vocabulary namely active vocabulary and passive vocabulary<sup>16</sup>. Active vocabulary is made up of words that come to mind and are used to create spoken or written sentences. Passive vocabulary refers to words that people understand when they hear or read them.

Part of speech is a function word in the sentence or the classes of the word. In English grammar, there are eight categories of parts of speech; noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Recognizing word classes will make it easier to understand how English functions and how to use it properly and appropriately.

Divided the types of vocabulary into 4 types, this types according to the use of vocabulary in four skills in English, namely listening vocabulary, writing vocabulary, writing vocabulary and English vocabulary classes<sup>17</sup>

---

<sup>16</sup>Seftia Ani Fidyningrum, Shafira Artanita Dewayanti, and Nailul Authar, 'Improving Young Learners Vocabulary Mastery Through Game-Based Learning Using "MOFIN Mystery Box"', *Child Education Journal*, 3.2 (2021), 129–36 <<https://doi.org/10.33086/cej.v3i2.2433>>.

<sup>17</sup>Yaber & Laine, *Reviewing Basic Grammar a Guide To Writing Sentences and Paragraphs*, 2009.

#### 4. Book

##### a. Definition of Book

In 1964, UNESCO published the following definition: This book, excluding the cover, is a non-periodical publication of at least 49 pages, published internally and made available to the public. UNESCO has defined a book as a text artifact published by a commercial publisher that has a one-item business model for selling to children, which is visual as a code in other publications, such as magazines or newspapers.<sup>18</sup> While the books are used in the schools must obtain authorization from Directorate General for Primary and Secondary Education (Dirjen Dikdasmen). Meanwhile, the sources book is the books are used as a reference by teachers or students, consists of dictionary, encyclopedia, and atlas.<sup>19</sup>

##### b. Kinds of Book

- 1) Fiction: Fiction books are realistic descriptions and events created by the author. Novel-based book sub-types: Comics, Fairy Tales, Fantasy, Historical Fiction, Horror, Humor, Mystery, and Mythology.
- 2) Non-fiction: Fantasy books consist of descriptions and communication of events as facts. Below are the types of non-fiction books: Biographies or Autobiographies, Journalism, Reference Books, Self-help Books, Speech, Essays, and also Textbooks.

---

<sup>18</sup>ajay Singh, "The Role of Book," *Publishing Research Quarterly*, 2022.

<sup>19</sup>Dedi Supriyadi, "Dr. Dedi Supriyadi, Anatomi Buku Sekolah di Indonesia. Yogyakarta: Adicita Karya Nusa, 2000, pg. 1. 1," n.d., 16–53.

c. The Role of Book

There are numerous merits of the book reading in a human being's life as discussed below:

- 1) **Books are our Best Friends:** Friends play an important role in our lives. You can't live a good life without good friends. Books can be good friends. We seek advice from our friends for knowledge and wisdom in books.
- 2) **Books tell us about our History:** The average lifespan of a normal person is about 80-85 years. We know nothing about our past culture, about our past events. The only way to know all this is through books. In this book, we can read the history of every religion, every country.
- 3) **Books Teach Positive Values:** This book is important in educating human moral values. There are many books written by successful people, saints, and motivators that can help you achieve positive values that will help you live a successful life.
- 4) **Books make Intelligent:** It has been scientifically proven that reading improves intellectual abilities. Reading many books also improves your reading skills. Reading stimulates memory, but at the same time makes it practical and logical. The growth rate of the human mind is improved by reading.
- 5) **Books Increase Confidence:** If you have low self-esteem or low self-esteem, reading should affect your career (reading self-help books). Books such as "Dying to Be: A Journey from Cancer, Near Death, and True Healing" or "Labor: Women, Work, and Will to Lead" can help lower self-esteem.

- 6) **Help to Increase Imagination Power:** Books such as fairy tales and science fiction give readers the power to imagine a world completely different from reality. Readers can imagine whatever they choose increases a person's imagination and creativity.
- 7) **Expos ourselves to New Things:** We read books that lead us to new things, new ideas, and new information to solve problems and achieve our desired goals.
- 8) **Books are the Library of Information:** The habit of reading books later automatically joined the ranks of educated people. He has an endless knowledge of books and can gather as many readers as he wants. Reading books that help you get rid of your free time can give you valuable knowledge. In this way, he can use his time and learn.
- 9) **Increase Standard of Living:** A great book always improves the standard of living of its readers. You can erase your lifestyle from the book and apply it in your daily life to provide a better quality of life.

Beside the role of book in students/teachers life are: first books make students intelligent, second books can improve the memory, third books relive stress of students, fourth books improve the vocabularies, fifth books help to get more focus, sixth students can learn different language, and the last is students can develops their analytical skills.<sup>20</sup>

---

<sup>20</sup>Ajay Singh, "The Role of Book." *Publishing Research Quarterly*, 2022.

#### d. The Disadvantages of Book

There are some the disadvantages of book, many people if they just focus on their book they cannot have a good Social Life, beside that they can get eyes fatigue and also getting time consuming<sup>21</sup>

#### 5. Research and Development (R&D) Methodologists.

##### a. Definition

Research and Development (R&D) is a research method to develop and test the products that will be used in the education environment. This methodologist is that a researcher is required to produce an effective and efficient product related to the thing being studied.<sup>22</sup>

##### b. Kinds of R&D Methodologists

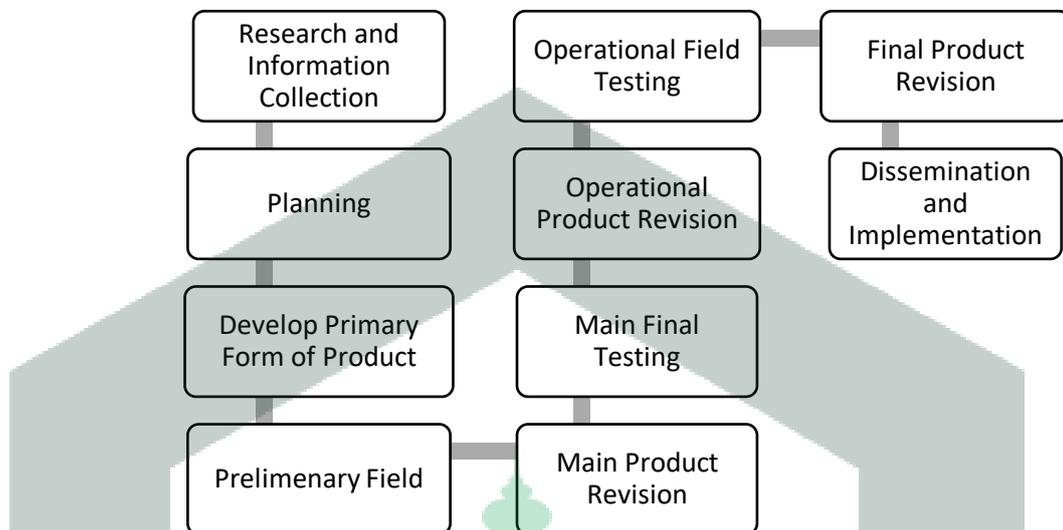
###### 1) The Borg and Gall Development Model

This development model uses a waterfall path at the development stage. The Borg and Gall development model has relatively long stages because there are 10 implementation steps: (1) research and data collection, (2) planning (planning), (3) product draft development (develop preliminary), (4) field testing (preliminary field testing), (5) improvement of the initial product (main product revision), (6) field testing (main field testing), (7) perfecting the product resulting from the field test (operational product revision), (8) field testing (operational

<sup>21</sup> Latin Bible dkk., "Importance of Books in Life more \_ vert," 2018, <https://targetstudy.com/articles/importance-of-books-in-life.html>.

<sup>22</sup>Ikhlasul Hamzah, "Designing The Vocabulary Pocket Book for Nursing Students at Smks Analis Mandala Designing The Vocabulary Pocket Book," 2022.

field testing), (9) final product revision, and (10) dissemination and implementation.<sup>23</sup>



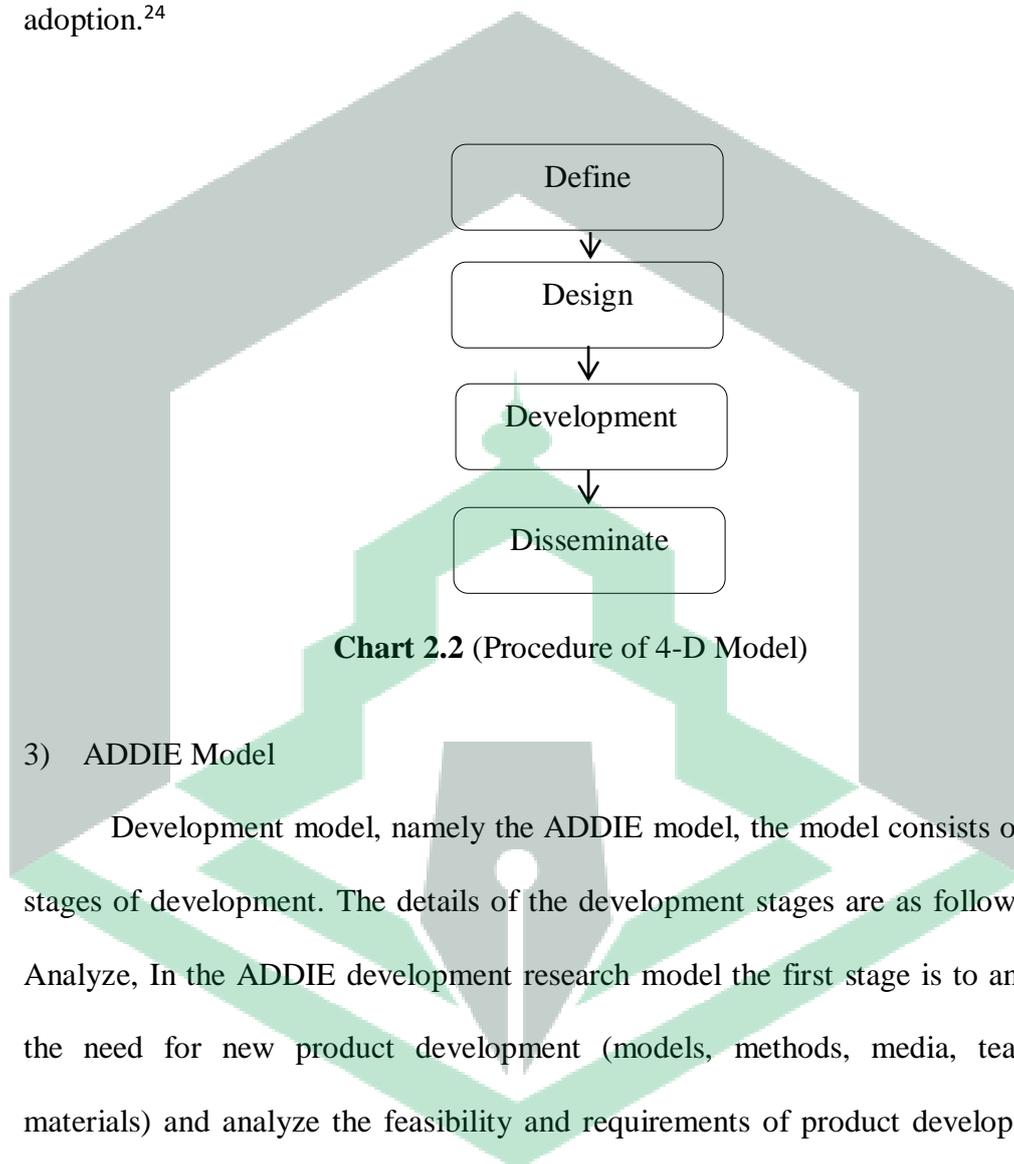
**Chart 2.1** (Procedure of Borrng&Gell Model)

## 2) 4-D Model

According to 4D Development Model consists of four stages of development those are Define, Design, Development, and Disseminate. The details of the development stages are as follows: (1) Define Stage, the initial stage in the 4D model is the definition of development requirements. (2) Design, second stage in the 4D model is design. There are 4 steps that must be passed at this stage, namely the constructing criterion-referenced test (preparation of test standards), media selection (media selection), format selection (format selection), and initial design (initial design). (3) Development, the development stage is the stage to produce a product development. This stage consists of two steps, namely expert appraisal (expert assessment) accompanied by revisions and developmental

<sup>23</sup>A Maydiantoro, "Model-Model Penelitian Pengembangan (Research and Development)," *Jurnal Metode Penelitian*, no. 10 (2019): 1–8.

testing (development trials). (4) Disseminate, the last stage in the development of 4D model learning tools is the dissemination stage. There are three main stages in the disseminate stage, namely validation testing, packaging, and diffusion and adoption.<sup>24</sup>



**Chart 2.2** (Procedure of 4-D Model)

### 3) ADDIE Model

Development model, namely the ADDIE model, the model consists of five stages of development. The details of the development stages are as follows: (1) Analyze, In the ADDIE development research model the first stage is to analyze the need for new product development (models, methods, media, teaching materials) and analyze the feasibility and requirements of product development. (2) Design, this activity in the ADDIE development research model is a systematic process that starts with designing the concepts and content in the

<sup>24</sup>Novi Ratna Dewi dan Isa Akhlis, "Pengembangan Perangkat Pembelajaran Ipa Berbasis Pendidikan Multikultural Menggunakan Permainan Untuk Mengembangkan Karakter Siswa," *Unnes Science Education Journal* 6, no. 1 (2016): 1496–1502.

product. At this stage the product design is still conceptual and will underlie the development process at the next stage. (3) Development, in the ADDIE development research model contains activities for the realization of product designs that have previously been made. At this stage it is also necessary to create an instrument to measure product performance. (4) Implementation, the application of the product in the ADDIE research and development model is intended to obtain feedback on the product made/developed. (5) Evaluation, stage of the ADDIE model development research is carried out to provide feedback to product users, so that revisions are made in accordance with the evaluation results or needs that have not been met by the product. The ultimate goal of evaluation is to measure the achievement of development goals.<sup>25</sup>

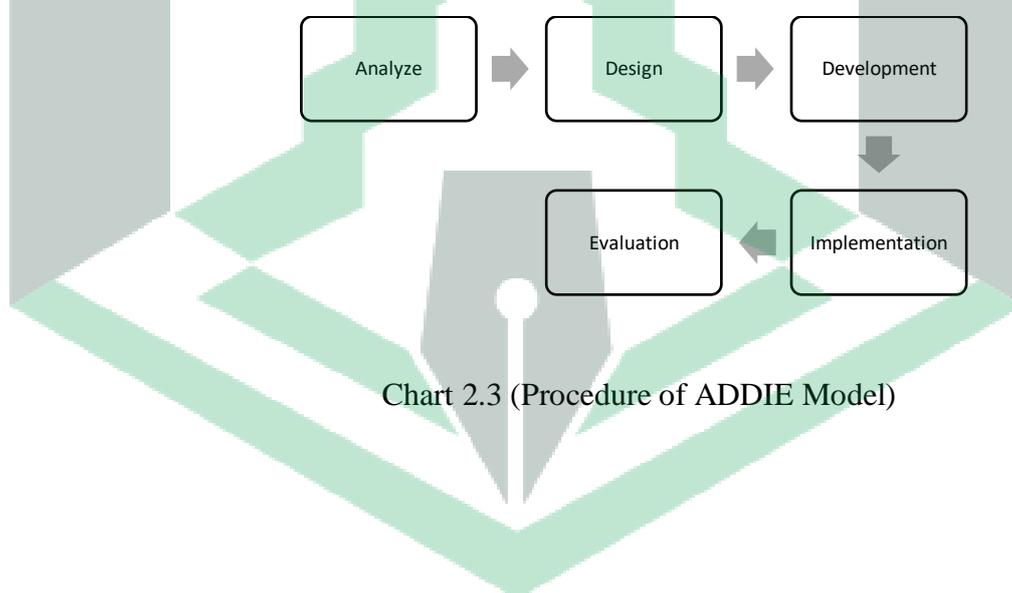
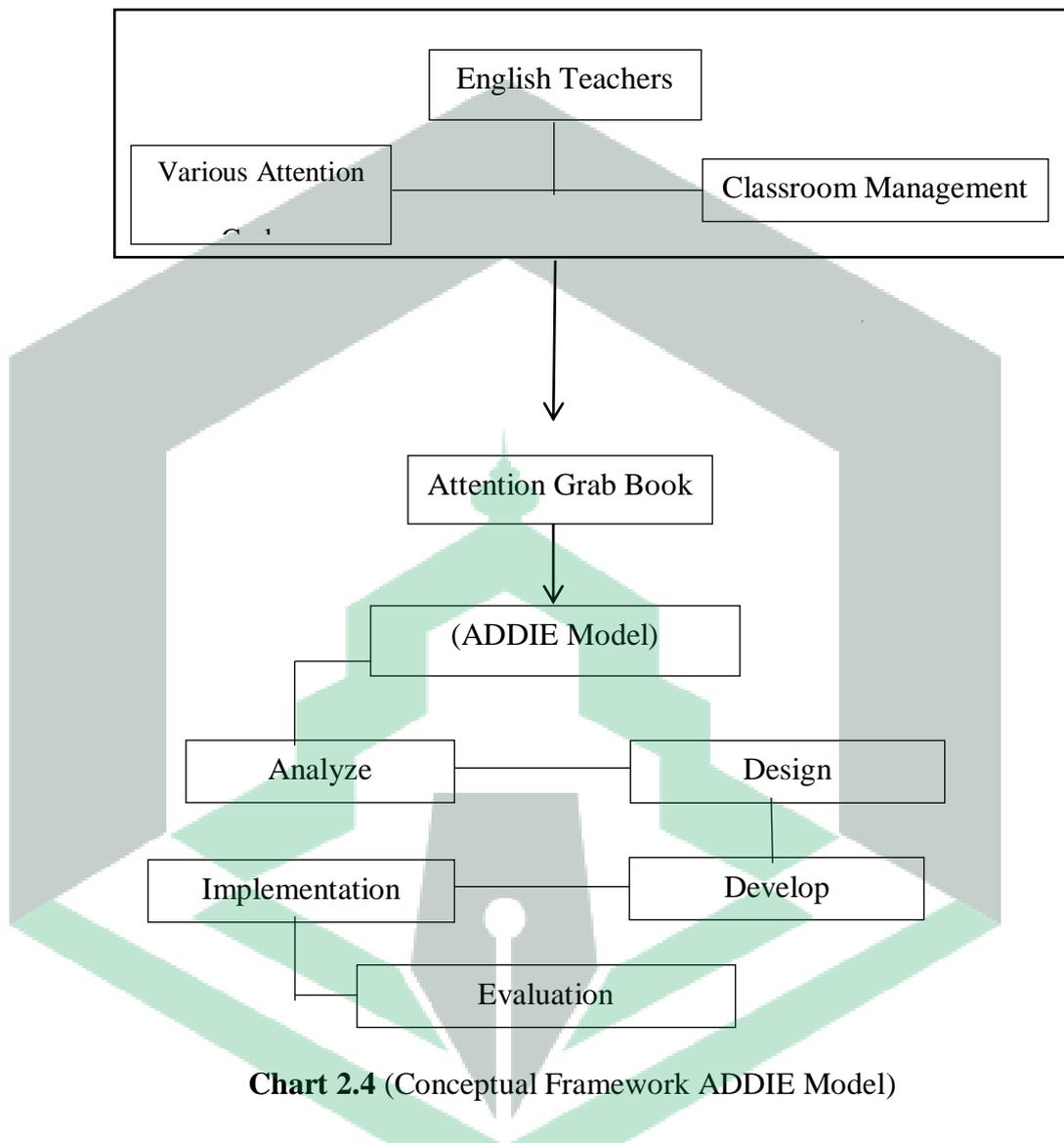


Chart 2.3 (Procedure of ADDIE Model)

<sup>25</sup> Fendi Susanto dan Indah Resti Ayuni, "Pengembangan Perangkat Pembelajaran Model Kooperatif Tipe Nht Dengan Strategi Pemecahan Masalah (Problem Solving) Sistematis Bagi Peserta Didik Smp Di Kabupaten Pringsewu," *AKSIOMA: Jurnal Program Studi Pendidikan Matematika* 6, no. 3 (2017): 301, <https://doi.org/10.24127/ajpm.v6i3.1054>.

### C. Conceptual Framework

This is the conceptual framework of this research as follows:

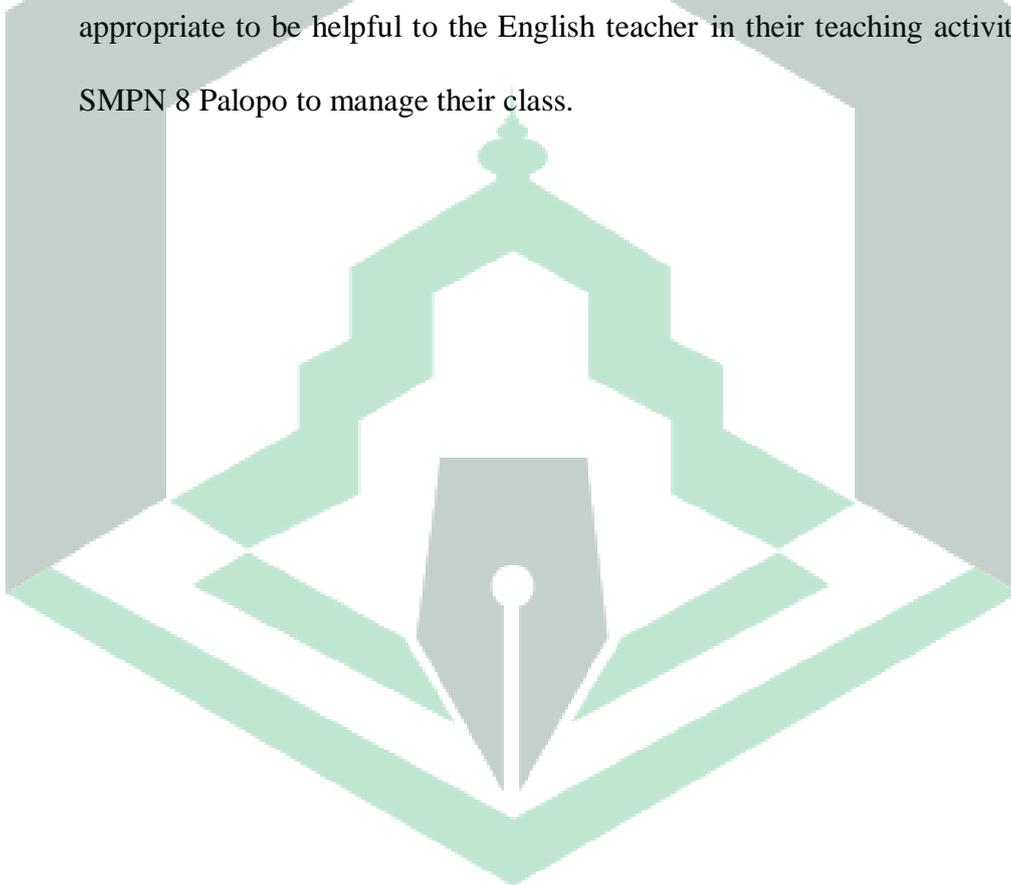


Some teachers are very focused at the specified time in learning. Sometimes they do not aware to the class condition are not conducive. Some teachers are often confused in arranging for students to follow the lesson well. An attention grabber is a technique that can be used by a teacher in regulating student behavior during learning. In this research, the researcher designed a book that

included an attention grab for English teachers in teaching activities at junior high school to manage their classes.

#### **D. Hypothesis**

1. Null hypothesis ( $H_0$ ) means the product produced by the researcher is not appropriate to be helpful to the English teacher in their teaching activities at SMPN 8 Palopo to manage their class.
2. Alternative hypothesis ( $H_i$ ) means the product produced by the researcher is appropriate to be helpful to the English teacher in their teaching activities at SMPN 8 Palopo to manage their class.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used Research and Development (R&D). The point of Research and Development (R&D) methodologists is that a researcher is required to produce an effective and efficient product related to the thing being studied. In applying this method, a researcher develops or designs a product that can be used in educational practice. In this research, the researcher designed a product that can be used by teachers, especially English teachers in regulating or controlling the classroom situation in a conducive during learning. The researcher complies with a book containing a of attention grabbers, firstly the researcher makes a draft manuscript or book outline, then after the book outline had been determined the researcher starts to write the book chapter by chapter. After finished, to avoid errors in writing researcher have to do editing or revision to make the writing correctly. Lastly, after the book has been finished, the researcher gives the writing to the first reader (expert) or close friends or people who are experts in their fields, according to the material have been written.

At the stage of media development, the Attention Grab Book designed using the model ADDIE (Analysis, Design, Development, Implementation, and Evaluation).<sup>26</sup>The researcher used this ADDIE model because the procedures are

---

<sup>26</sup>L P A Febriani, I M Tegeh, dan ..., "Pengembangan Video Pembelajaran Dengan Model ADDIE Pada Mata Pelajaran Bahasa Indonesia Kelas X Semester Genap Tahun Pelajaran 2014/2015 Di SMK ...," *Jurnal Edutech ...*, 2015.

systematically arranged and very helpful in producing teaching material media products.

Development model, namely the ADDIE model, the model consists of five stages of development. The model ADDIE (Analyze, Design, Development, Implementation and Evaluation) in developing learning media products according to Tegeh, ADDIE Model used to solve problems when teaching and learning activities are linked through the media learning that is used and harmonized with the characteristics of students. The details of the development stages are as follows: (1) Analyze, In the ADDIE development research model the first stage is to analyze the need for new product development (models, methods, media, teaching materials) and analyze the feasibility and requirements of product development. The development of a product can be initiated by a problem in an existing/applied product. (2) Design, this activity in the ADDIE development research model is a systematic process that starts with designing the concepts and content in the product. Designs are written for each product contents. Instructions for implementing the design or manufacture of the product are attempted to be written in a clear and detailed manner. At this stage the product design is still conceptual the development process at the next stage. (3) Development, in the ADDIE development research model contains activities for the realization of product designs that have previously been made. In the previous stage, a conceptual framework for implementing a new product has been developed. The conceptual framework is then realized into a product that is ready to be implemented. At this stage it is also necessary to create an instrument to measure

product performance. (4) Implementation, the application of the product in the ADDIE research and development model is intended to obtain feedback on the product made/developed. Initial feedback (early evaluation) can be obtained by asking questions related to product development goals. The application refers to the product design that has been made. (5) Evaluation, stage of the ADDIE model development research is carried out to provide feedback to product users, so that revisions are made in accordance with the evaluation results or needs that have not been met by the product. The ultimate goal of evaluation is to measure the achievement of development goals.

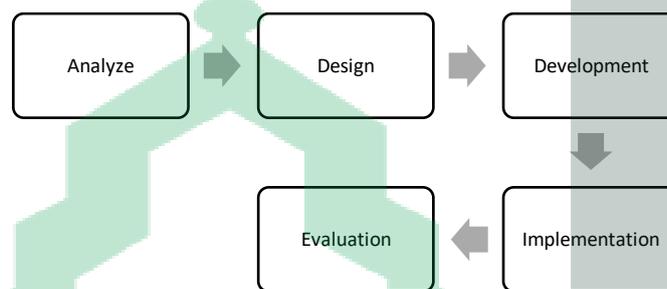


Chart 3.1 (Procedure of ADDIE Model)

## B. Time and Location

### 1. Time

This research carried out  $\pm 3$  month. At the first time, the researcher gives questionnaire to find the need analysis by teachers' perception to design the product. After that the product that produce, researcher give for teachers and the experts to validating until the researcher find out the final design of the product, after that the researcher gives the product for teachers at SMPN 8 Palopo to implement in their class to know how efficient the product in teaching.

## 2. Location

This research carried out at SMPN 8 Palopo where English teachers conduct teaching activities.

### **C. Subject and Object of the Research**

#### 1. Subject

The subject of the research are Ma'am Nasrah S.Pd.I, Ma'am Asrika Achmad S.Pd.I, Sir Welem Pasiakan, S.Pd as teachers of SMPN 8 Palopo, who are gives a perception about appropriate as prospective teachers to use attention grab book for teaching at junior high school.

#### 2. Object

The object of this research is an attention grab book for English teachers in teaching at SMPN 8 Palopo to help the teacher to manage their classes.

### **D. Procedure of Design**

#### 1. Analyze

This is the first step in the ADDIE model. In analysis, the researcher divides a questionnaire that contains *lack*, *want*, and *necessity* questions and collected the data by give the questionnaire to the English teachers at SMPN 8 Palopo. This aims to know teachers' teaching needs and targets.

#### 2. Design

Here, the researcher focus on designing a course grid (Draft a manuscript or book outline) of attention grab book for the English teachers based on data from need analysis.

### 3. Development

In this step after got the result of product design, the researcher gave the product to the material and book development experts for validity, got suggestions for product improvement, and then revised it according to expert advice. Expert judgment was expected to make the product more precise, effective, tested, and better. The product was designed, developed, and revised as a final product draft in this step.

### 4. Implementation

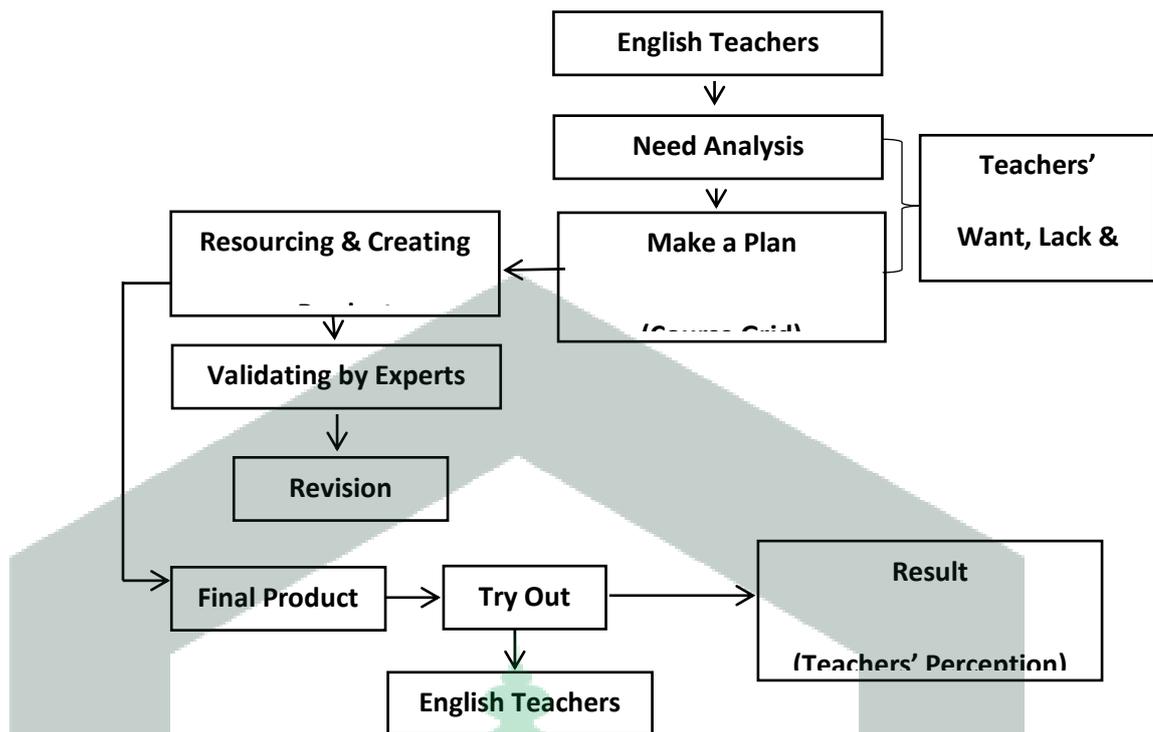
The next step is the implementation of attention grab book product for English teachers at SMP 8 Palopo. The purpose is carried out from testing products is to assess products based on user aspects.

### 5. Evaluation

The researcher does an evaluation is the process to see (evaluate) whether the current book had been design is successful, according to expectations of early development or not.<sup>27</sup>

---

<sup>27</sup> Nyoman Sugihartini dan Kadek Yudiana, "Addie Sebagai Model Pengembangan Media Instruksional Edukatif (Mie) Mata Kuliah Kurikulum Dan Pengajaran," *Jurnal Pendidikan Teknologi dan Kejuruan* 15, no. 2 (2018): 277–86, <https://doi.org/10.23887/jptk-undiksha.v15i2.14892>.



**Chart 3.2** (Procedure in this research Design “ADDIE” Model)

### E. Data Collection Technique

A questionnaire is a series of questions asked to a person to order to obtain statistically useful information. Appropriate questions, the right assessment questions, the right scales, or the right format for a survey can be valuable because they can accurately reflect participants' opinions.<sup>28</sup>

In this research, the first step is researcher gives several questions as a need analysis teachers' need as a background of the researcher design the book. The second after the book has been design got validated by experts by answers some questions in questionnaire from the researcher. The third questionnaire is done by

<sup>28</sup>S Roopa dan MS Rani, “Questionnaire Designing for a Survey,” *Journal of Indian Orthodontic Society*, 2012, <https://doi.org/10.1177/0974909820120509s>.

teachers in evaluation step to find out how much influence the "attention grab" book has on the learning process in the classroom.

## F. Data Analysis Technique

The data analysis uses the following steps: making a book about a collection of "attention grab" examples that teachers can use in learning to take students' focus on learning. To analyze the data, the researcher gave several questions to determine the effectiveness of the resulting book.

### 1. Data Analysis of Questionnaire

Data from the needs analysis questionnaire, given to teachers at the need analysis step, described based on the teachers' answers to represent their needs, lack, and necessity. That can manage through the quantitative and qualitative descriptive methods. The results of the needs analysis of questionnaire calculated using the following formula:

$$X = \frac{\sum X}{N} 100\%$$

$X$  = Score  
 $\sum x$  = The good answer given by teachers  
 $N$  = Total teachers

**Figure 3.1**

The highest percentage states the most accepted good answer about the effectiveness of using an attention grab book for teachers manage their class. It is the researcher's background in designing a book.

## 2. Data Analysis of Expert Validation

The result of the questionnaire is validated by expert. The results of the need analysis questionnaire calculated by using the following formula below<sup>29</sup>:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean

$\sum x$  = total of an aspect

N = total of instruments' questions

## 3. Data Analysis of Teachers' Perception

The result of the data calculated into average of the answer by respondents. The researcher calculated the data of expert validation and teachers' perception by apply the *Likert Scale*. The formula proposed by Arifin, Z can be seen as follow:

The number of answer Very Good : VG x 5 = ...

The number of answer Good : G x 4 = ...

The number of answer Fairly : F x 3 = ...

The number of answer Poor : P x 2 = ...

The number of answer Very Poor : VP x 1 = ...

Total score = ...

<sup>29</sup>Inriani, "Developing a Vocabulary book For Scout Organization In Iain Palopo" (2021).

Then, calculated the total score, the researcher averaged the total score by using the formula below:

$$M = \frac{B}{N}$$

M: Mean Score

B: Total Score

N: The Number Topic of Materials

After collecting the mean score, the researcher calculated the data to find out the value by using the formula below:

$$X = \frac{M}{N} \times 100\%$$

X = Value (%)

M = Mean Score

N = Highest rate of value

After calculating the mean score of each material, the researcher define them as an appropriate attention garb book for English teacher at SMPN 8 Palopo.

**Table 3.1** Material Topics Qualification of the Product Evaluation

Score	Percentage	Qualification	Categories
4,2 – 5,0	81% - 100%	Very Good	Can be utilized without revision.
3,4 – 4,1	61% - 80%	Good	Can be utilized with a little revision
2,6 – 3,3	41% - 60%	Fairly	Can be utilized with much revision
1,8 – 2,5	21% - 40 %	Low	Cannot be utilized

<b>1,0 – 1,7</b>	<b>0% - 20%</b>	<b>Very Poor</b>	<b>Cannot be utilized and need much revision</b>
------------------	-----------------	------------------	--

**Table 3.2 (Material Topics Qualification of Product Evaluation Based on Experts' Suggestions)**

<b>No</b>	<b>Indicator</b>	<b>Average Score</b>	<b>Qualification</b>	<b>Categories</b>	<b>Experts' Suggestion</b>

**Table 3.3 (The Example of Teachers' Perception Table)**

<b>No</b>	<b>Indicator</b>	<b>Average Score</b>	<b>Qualification</b>	<b>Categories</b>

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Findings

##### 1. Need Analysis

The data is taken from questionnaires that were distributed to 3 English teachers' SMPN 8 Palopo respondents which a teacher from each level randomly selected to represent 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades teachers, it was found that:

- a. 100% of teachers choose "combine" to the statement "*what language can support the ease of use of the designed book*". 33.33% of teachers choose 4 types of attention grab "clapping, shooting, sounding and hissing" to the statement "*what types of attention grabber can be used according to the level of students being taught*", and 66.67% of the teachers choose 3 types of the four types, except "Hissing". 100% of teachers chose "colorful" to the statement "*the color display of good illustrations in the book*". 100% of the teachers stated "concentration in the learning process" to the statement "*what are the objectives that can be achieved from the use of the designed book*" and 100% stated "lack of vocabulary" to the statement "*the most difficult thing when using an attention grabber in the learning process*". 66.67% of teachers stated that "purposes, illustrations, definitions and benefits" for the question "*what can be added to the book*" and 33.33% stated "purposes, definitions and benefits" for the same question.

- b. Based on the questionnaire, it is known that during the teaching and learning process the teacher finds it difficult to control students because of the lack of students' English vocabulary, so it is hoped that books made using easy words or other common words are easy to memorize and pronounce.
- c. Based on the questionnaire, it is known that the book expected by the English teacher is a book that can be used to achieve its goal of being able to take students' attention to concentrate during the learning process.

## 2. Design

### a. Blueprint

In this step the researcher compile and design the product by make the blueprint first as follow:

**Table 4.1**Blueprint of Product

Theory	Dimension	Elements	Objective
EAP	Attention Grabbers' Book	Introduction	In this section, the book explained about the innovation of education.
		Attention grabber	In this section, there are the definition, benefit and the purpose of using attention grab.
		How to use	In this section, the book can help teachers to know how and when to use kind attention grabbers.
		Clapping	In this section, the book contained the types of

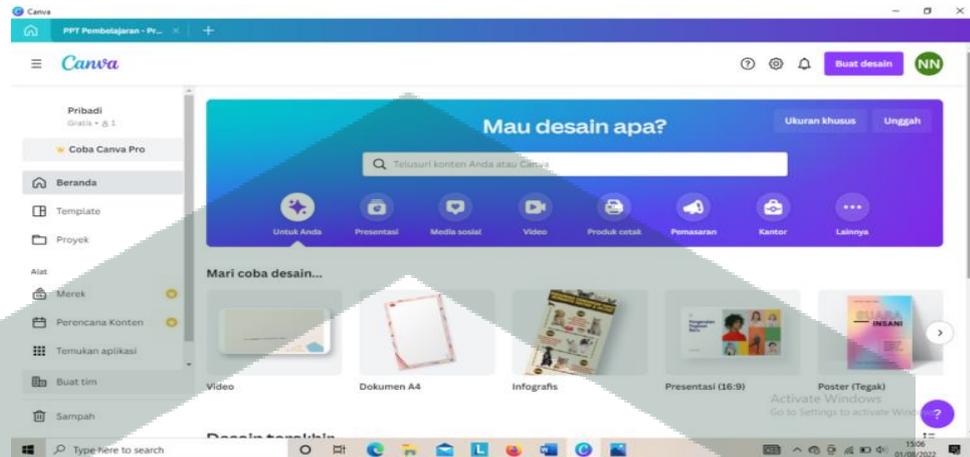
			clapping attention grabbers.
		Shouting	In this section, the book contained the types of shouting attention grabbers.
		Sounding	In this section, the book contained the types of sounding attention grabbers.
		Hissing	In this section, the book contained the types of hissing attention grabbers.
		Facial expression	In this section, the book contained the types of facial expression attention grabbers.
		Conclusion	In this section, the book explained about the important role of teachers in classroom management.

The types of attention grab in the product (book) produced by researcher is not include all of the types above but the researcher just take the types based on the research need analysis by teachers' perception in teaching activities that suitable for students in SMPN 8 Palopo.

#### b. Find Application

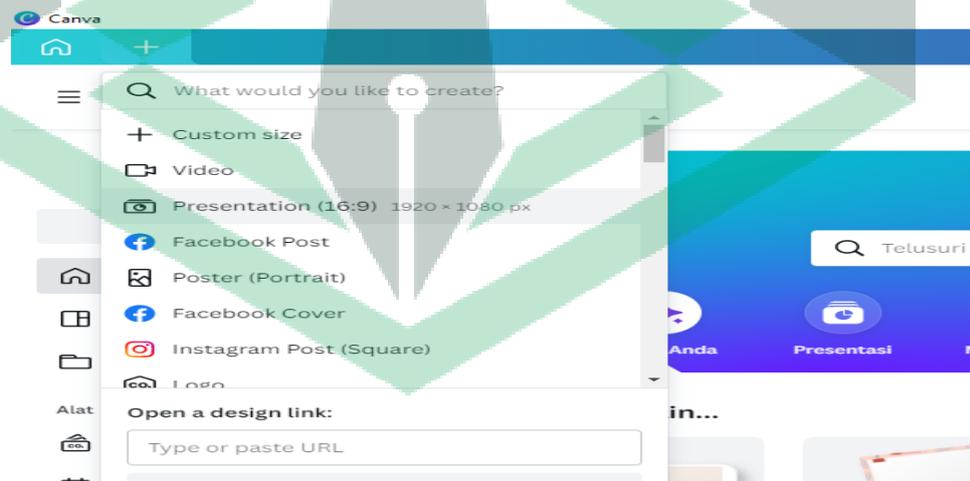
At this stage, find the application and collecting of design objects of attention grabbers' book designed to meet the needs of teachers which have been measured in the previous analysis stage. Selection of appropriate materials the needs or desires of the teacher, as well as the ability of students are carried out at

this stage. The structure and framework of the book also developed is also determined in this stage.



**Figure 4.1** (Display of Canva Home)

The researcher use Canva application to design her book. After all the objects needed in making the book have been collected, then the making of the attention grab book begins to be made.



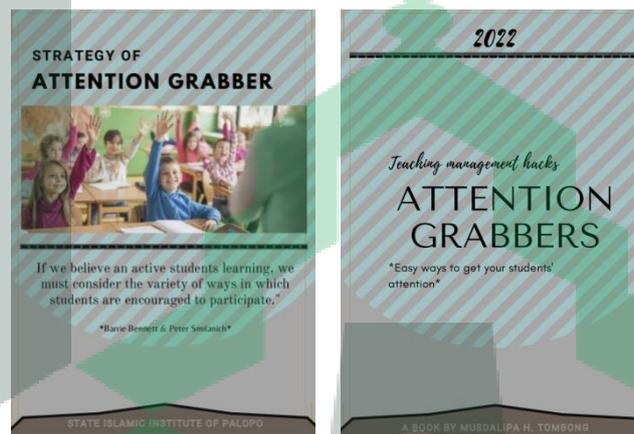
**Figure 4.2** (Display of Custom size paper)

### 3. Development

#### a. Course Grid and First Draft of Product

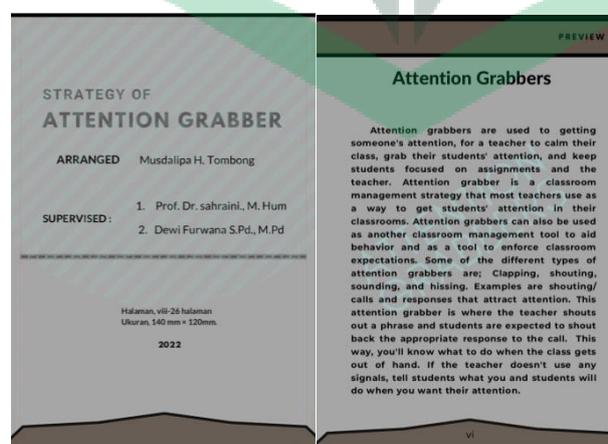
In this stage, the researcher has processed of the result of the data from need analysis to make a plan. The attention grab book is design based on need analysis carried out questionnaire by teachers at SMPN 8 Palopo. After course grid, the researcher starts to design the book. The first draft of product as bellow:

#### 1) The Front and Back of Cover



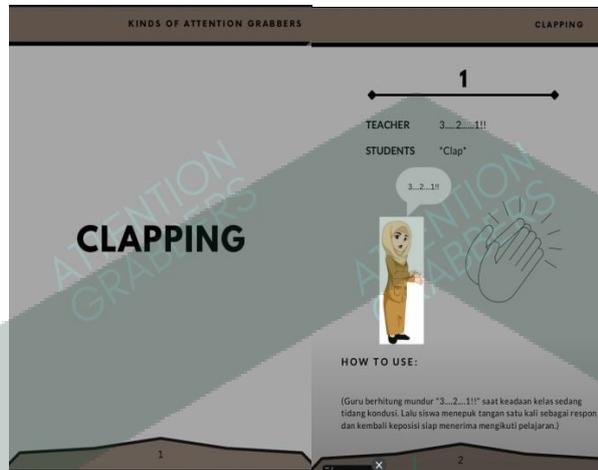
**Figure 4.3** (Display of Cover of Book)

#### 2) The Preview



**Figure 4.4** (Display of Preview of Book)

### 3) The Content



**Figure 4.5** (Display of Content of Book)

#### c. The result of expert validation instrument

After making the attention grab book, the researcher arranged the instrument used based on the validation criteria which would be given to several experts to use. Prior to product validation, the instrument was validated by Dewi Furwana S.Pd., M.Pd, there are some kinds of instrument, namely language validation and material validation and also design and layout validation.

**Table 4.2** The result of the Instrument's Validation of Expert

Aspects	Score
Contents	4
Scope of Contents	4.5
Language	4
<b>Average Score</b>	<b>4.16</b>

d. The result of expert validation product

There are three experts that validated this English Vocabulary Application, they are Amalia Yahya, S.E., M.Hum as the language expert, Ermawati, S. Pd. I., M.Hum, as the material expert, and Imam Fadli S.Pd. as the design and layout expert.

1). Language

**Table 4.3** The Result of the Product Validation by the Language

No	Criteria	Score	Description	Follow Up
1.	The language used is in accordance with the grammar.	4	Good	It can be utilized with a little revision
2.	The language/words used are easily understood by junior high school students.	5	Very Good	It can be utilized without revision
3.	Kinds of attention grabbers easily to apply in learning process.	5	Very Good	It can be utilized without revision
4.	The instruction according to the academic word	5	Very Good	It can be utilized without revision
<b>Total Score</b>		19		

The mean score of language validation:

$$M = \frac{B}{N} = \frac{19}{4} = 4.75$$

**Figure 4.6**

The percentage of language validation:

$$X = \frac{M}{N} \times 100\% = \frac{4.75}{5} \times 100\% = 95\%$$

**Figure 4.7**

According to the data, the result of language validation got the mean score 4.75 and 95% of percentages which qualified as “Very Good”. The result of validation of language indicated that attention grab book can be utilized without revision.

## 2). Material

**Table 4.4** The Result of the Product Validation by the Material

No	Criteria	Score	Description	Follow Up
1.	The book designed according to the needs and experiences of teachers.	5	Very Good	It can be utilized without revision
2.	Kinds of attention grabbers according to the level of ability of the intended students	5	Very Good	It can be utilized without revision
3.	Kinds of attention grabbers can help teachers to get students' attention in learning process.	4	Good	It can be utilized with a little revision
4.	The illustrations used can help to understand the information about the book	4	Good	It can be utilized with a little revision
5.	The size of illustration is proportional	4	Good	It can be utilized with a little revision
<b>Total Score</b>		22		

The mean score of material validation:

$$M = \frac{B}{N} = \frac{22}{5} = 4.4$$

**Figure 4.8**

The percentage of material validation:

$$X = \frac{M}{N} \times 100\% = \frac{4.4}{5} \times 100\% = 88\%$$

**Figure 4.9**

According to the data, the result of material validation got the mean score 4.4 and 88% of percentages which qualified as “Very Good”. The result of validation of material indicates that attention grab book can be utilized without revision.

### 3). Design and Layout

**Table 4.5** The Result of the Product Validation by the Design and Layout

No	Criteria	Score	Description	Follow Up
1.	The cover of book is interesting.	3	Fairly	It can be utilized with much revision
2.	Font	2	Low	It cannot be utilized
3.	The display of content	5	Very Good	It can be utilized without revision
4.	Punctuation	5	Very Good	It can be utilized without revision
5.	Systematic arrangement kinds of attention grabber	5	Very Good	It can be utilized without revision
6.	Spaces	4	Good	It can be utilized with a little revision
<b>Total Score</b>		24		

The mean score of design & layout validation:

$$M = \frac{B}{N} = \frac{24}{6} = 4$$

**Figure 4.10**

The percentage of design & layout validation:

$$X = \frac{M}{N} \times 100\% = \frac{4}{5} \times 100\% = 80\%$$

**Figure 4.11**

According to the data, the result of design and layout validation got the mean score 4 and 80% of percentages which qualified as “Good”. The result of

validation of design and layout indicates that attention grab book can be utilized with a little revision.

e. Revision of product (strategy of attention grabber)

After the attention grab book was validated, the researcher received some suggestions from the experts for make the product more interesting and valuable.

**Table 4.6** The Revision of Attention Grab Book

Aspect	Topic	Suggestions	Result
Language	Diction, symbol, and academic word.	Choose the correct word and symbol that more academic and local.	The word that used had been fixed to academic word and use local symbol/picture.
Material	Consistent in the use of 2 languages.	Use English-Indonesian consistent.	Has added 2 languages in the required material section, except profile author.
Design and layout	Bold, italic, font, and background picture.	Remove the background picture and add the symbols for tittle chapter. Use bold, italic, and consistent with the font.	Background picture had been removed, changed the font with 1 type, use bold and italic in writing.

f. Changes Display Book

**Table 4.7** Changes Display Strategy of Attention Grabber’s Book

Aspect	Before	After
Language		
Material		
Layout and design		

The table above were shown the before and after editing of product. After receive some suggestions and correction from validation stage by experts, such as

the use of academic word from “u” to “you”, use consistent 2 languages “English-Indonesian”, changes the some colors’ text and remove the background of picture.

#### 4. Implementation

In this stage, the researcher implemented the product that had been revision from the development stage. The strategy of attention grabber’s book had implementation that were distributed to 3 English teachers’ SMPN 8 Palopo which a teacher from each level randomly selected to represent 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades teachers.

No	Teachers’ Name	Class	Date/Time
1	Nasrah, S.Pd. I	7 and 8	January, 12 2023/ Thursday : 08.50 January, 16 2023/ Monday: 09.20
2	Asrika achmad, S.P d.I	8	February, 03 2023/ Friday: 08:40
3	Welem Pasiakan, S.Pd	9	February, 11 2023/ Saturday: 08.30

**Table 4.8** Schedules of Implementation Product

#### 5. Evaluation

In this stage the researcher, after the implementation done the researcher gives questionnaire to teachers to get teachers' perception about Strategy of Attention Grabbers' Book. The details of questionnaire are explained bellow:

a. English Teacher of 7<sup>th</sup> and 8<sup>th</sup> grades

**Table 4.9** The Evaluation of the Product by Teachers' Perception

No	Criteria	Score	Description	Follow Up
1.	The material presented in the book is in accordance with the needs of teachers and students at SMPN 8 Palopo.	4	Good	It can be utilized with a little revision
2.	The material as a whole varies in types of Attention Grabbers.	5	Very Good	It can be utilized without revision
3.	The material presented in the book can help improve teachers' classroom management skill.	4	Good	It can be utilized with a little revision
4.	The material is interesting and easy to understand.	5	Good	It can be utilized with a little revision
5.	The material presented in the book is in accordance with the needs of teachers at SMPN 8 Palopo.	4	Good	It can be utilized with a little revision
6.	The book is easy to apply in learning process.	5	Very Good	It can be utilized without revision
7.	The type of font and size is attractive and easy to read.	5	Very Good	It can be utilized without revision
8.	Color selection attracts the reader's interest.	5	Very Good	It can be utilized without revision
9.	The appearance of page is attractive.	5	Very Good	It can be utilized without revision
10.	The size of book is right, and practical	5	Very Good	It can be utilized without revision
11.	The cover is attractive.	4	Good	It can be utilized with a little revision
12.	The overall design is attractive.	4	Good	It can be utilized with a little revision
<b>Total Score</b>		<b>55</b>		

The mean score of Teacher' Perception:

$$M = \frac{B}{N} = \frac{55}{12} = 4.58$$

**Figure 4.12**

The percentage of Teacher' Perception:

$$X = \frac{M}{N} \times 100\% = \frac{4.58}{5} \times 100\% = 91\%$$

**Figure 4.13**

b. English Teacher of 8<sup>th</sup> grade

**Table 4.10** The Evaluation of the Product by Teachers' Perception

No	Criteria	Score	Description	Follow Up
1.	The material presented in the book is in accordance with the needs of teachers and students at SMPN 8 Palopo.	4	Good	It can be utilized with a little revision
2.	The material as a whole varies in types of Attention Grabbers.	5	Very Good	It can be utilized without revision
3.	The material presented in the book can help improve teachers' classroom management skill.	5	Very Good	It can be utilized without revision
4.	The material is interesting and easy to understand.	5	Very Good	It can be utilized without revision
5.	The material presented in the book is in accordance with the needs of teachers at SMPN 8 Palopo.	4	Good	It can be utilized with a little revision
6.	The book is easy to apply in learning process.	5	Very Good	It can be utilized without revision
7.	The type of font and size is attractive and easy to read.	4	Good	It can be utilized with a little revision
8.	Color selection attracts the reader's interest.	4	Good	It can be utilized with a little revision
9.	The appearance of page is attractive.	4	Good	It can be utilized with a little revision
10.	The size of book is right, and practical	5	Very Good	It can be utilized without revision
11.	The cover is attractive.	5	Very Good	It can be utilized without revision
12.	The overall design is attractive.	5	Very Good	It can be utilized with a little revision
<b>Total Score</b>		<b>55</b>		

The mean score of Teacher' Perception:

$$M = \frac{B}{N} = \frac{55}{12} = 4.58$$

**Figure 4.14**

The percentage of Teacher' Perception:

$$X = \frac{M}{N} \times 100\% = \frac{4.58}{5} \times 100\% = 91\%$$

**Figure 4.15**

c. English Teacher of 9<sup>th</sup> grade

**Table 4.11** The Evaluation of the Product by Teachers' Perception

No	Criteria	Score	Description	Follow Up
1.	The material presented in the book is in accordance with the needs of teachers and students at SMPN 8 Palopo.	4	Good	It can be utilized with a little revision
2.	The material as a whole varies in types of Attention Grabbers.	4	Good	It can be utilized without revision
3.	The material presented in the book can help improve teachers' classroom management skill.	4	Good	It can be utilized without revision
4.	The material is interesting and easy to understand.	5	Very Good	It can be utilized without revision
5.	The material presented in the book is in accordance with the needs of teachers at SMPN 8 Palopo.	4	Good	It can be utilized with a little revision
6.	The book is easy to apply in learning process.	5	Very Good	It can be utilized without revision
7.	The type of font and size is attractive and easy to read.	4	Good	It can be utilized with a little revision
8.	Color selection attracts the reader's interest.	4	Good	It can be utilized with a little revision
9.	The appearance of page is attractive.	4	Good	It can be utilized with a little revision
10.	The size of book is right, and practical	4	Good	It can be utilized without revision
11.	The cover is attractive.	5	Very Good	It can be utilized without revision
12.	The overall design is attractive.	5	Very Good	It can be utilized with a little revision
<b>Total Score</b>		<b>52</b>		

The mean score of Teacher' Perception:

$$M = \frac{B}{N} = \frac{52}{12} = 4.3$$

**Figure 4.16**

The percentage of Teacher' Perception:

$$\mathbf{X} = \frac{\mathbf{M}}{\mathbf{N}} \times 100\% = \frac{4.3}{5} \times 100\% = \mathbf{86\%}$$

**Figure 4.17**

According to the data, the result of evaluation of product got the mean score 4.48 and 89% of percentages which qualified as "Very Good". The result of evaluation of product indicated that attention grab book can be utilized without revision.

## **B. Discussion**

The role of a teacher is to always ensure that the learning process is in a controlled situation when students can take a part in learning. Teachers are required to be able to manage their classes well because students' conditions are not conducive which can make a problem in the learning process. Thus, the solution for those problems was this research aimed to find the final design an appropriate attention grab book for English teachers at SMPN 8 Palopo. The importance of "Strategy of Attention Grabber" book for classroom management skill of teachers at SMPN 8 Palopo is when learning process teachers can give various ways to get their students attention.

The first step, the researcher conduct the need analysis by given questionnaire to three teachers at SMPN 8 Palopo get teachers' needs, so it is the researcher's background in designing a book. According to the questionnaire, the researcher can make conclusions that teachers agreed to choose "combine" for the

language used in the book, included 4 types of attention grabber such as; clapping, sounding, shouting, and hissing, choose the colorful for the display of book, lack of vocabulary is the difficult to implement the book in class, included the definition, benefit and purpose, and illustration as the additional information for make easier to use the book, the book can help teachers to get their students' attention in learning process. The detail result of this stage can be seen in chapter IV at section a, number 1 is analysis stage.

The second step, the result of need analysis questionnaire that filled by English teachers' SMPN 8 Palopo is used as a measure in designing attention grab collection book. After that the researcher compiled the blueprint of the product that can be seen in table 4.1. The researcher make course grid of the book and after done the researcher start to design the book. For the display included the front and back cover, the preview, and the content of the first draft of product can be found in figure 4.3 – 4.5.

The third step, after get the first draft of the product the researcher move to the next step that is development. In this stage the researcher developed her product according to the validation that had been done by experts, the experts included; language validator, material validator, and design and layout validator. The result of questionnaire of validation product can be seen in table 4.3 and the mean score in figure 4.6 with the percentage in figure 4.7 for the language validation, table 4.4 and the mean score in figure 4.8 with the percentage in figure 4.9 for the material validation, and table 4.5 and the mean score in figure 4.10 with the percentage in figure 4.11 for the design and layout validation. The

conclusion of revision of the product can be seen in table 4.6. The display changes of the product by development stage based on validation can be found in table 4.7.

The next step, in this stage the researcher take 3 English teachers' SMPN 8 PALOPO as users of product have been design which a teacher from each level randomly selected to represent 7th, 8th, and 9th grades teachers. In this step the product is tested by teachers to know the effectiveness of product. The detail schedule of implementation product is shown by table 4.8.

The last step is evaluation, in this step the researcher evaluation the product by teachers' perception. Based on teachers' perception got resulted the mean score 4.48 and 89% of percentages which qualified as "Very Good". The result of evaluation of product indicated that attention grab book can be utilized without revision which is the final design of attention grab book is appropriate for English teachers at SMPN 8 Palopo.

The differences and similarities in the result of this study and previous studies, they can be seen as follow:

1. An article from Michael Recard, and Yolanda H. Nathania. (2021). "The Implementation and Impact of Attention Grabbers in Young Learners' Classroom: A Case Study". The similarity of the two studies is both of these researches to implement of attention grabbers for young learners. The different of the two researches is the method of research, in this research the researchers use a case study.
2. An article from Yuni Arifadah, Tri Rohmat Sholehuddin, Ayuningtyias Febri Paramita, Nadiyah Mafazatinnailiyah, and Robet Rio, (2020) "Teachers'

Creativity in Using Attention Grabber in EFL Class”. The similarity of the two researches is teachers’ using attention grabber in class. The different of the two researches is the method of research, in this research the researchers use descriptive qualitative method.

3. An article from Nela Yuningsih, Tatu Siti Rohbiah, and Apud, (2022) “Designing Pop-Up Book Media in Developing English Reading”. The similarity of the two researches is using R&D method with ADDIE model. The different of the two researches is object of the research, in this research the researchers focus on design a pop-up book media.

4. An article from Pipin Nur Anggraini, Ratih Asmarani, (2021) "Development of Media Fun Thinkers Book Material for the Diversity of Living Things for Class IV Elementary School". The similarity of the two researches is using R&D method with ADDIE model. The different of the two researches is object of the research, in this research the researchers focus on developing media fun thinker book.

#### The advantages of Strategy of Attention Grabbers’ Book:

1. Strategy of attention grabbers’ book is teaching media that can help teachers to get their students’ attention as long as learning process.
2. Strategy of attention grabbers’ book included various kinds of attention grabber, so teachers can use various ways to get their students’ attention.

#### The disadvantages of Strategy of Attention Grabbers’ Book:

1. Strategy of attention grabbers' book is cannot explain in detail through the writing of the gestures used in the implementation of each type of "attention grab".
2. Strategy of attention grabbers' book is still less than perfect, this is due a limitation of the researcher



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The first is to analysis teachers' need. Need analysis teachers' need have done by doing collect information with questionnaire and get the result, use combine (English-Indonesian) languages, colorful for the illustration, the book consists clapping, shouting, sounding, and hissing for types of attention grab, lack of vocabularies is the difficult thing when learning process, added definition, purpose, illustration, and benefit for more information. The second is researcher design and development the product based on the information from need analysis, for product validation is done by three experts such as, language, material, and design and layout experts. After that researcher do revision according to suggestion from experts. The third is the final design of product namely, Strategy of Attention Grabber that book consists; the introduction of attention grabber, how to use, clapping, shouting, sounding, hissing, facial expression, and conclusion. The researcher found the final design of book, then implement product by three English teachers at SMPN 8 Palopo, and get teachers' perception as evaluation of product. According to the data, the result of evaluation of product got the mean score 4.48 and 89% of percentages which qualified as "Very Good". The result of evaluation of product indicated that the final design of attention grab book is appropriate for English teachers' SMPN 8 Palopo and the product can be utilized without revision.

## **B. Implication**

Based on the conclusion above, the research namely is “Designing Attention Grab Book for English Teachers’ SMPN 8 Palopo”. The theoretical and practical implications are as follows:

1. Theoretical implication, the used of strategy of attention grabbers’ book for English teachers’ SMPN 8 Palopo is expected to enhance teachers’ classroom management ability.
2. Practical implication, the used of strategy of attention grabbers’ book as a teaching media with interesting ways can help English teachers’ SMPN 8 Palopo to get their students’ attention in learning process.

## **C. Suggestion**

The result of this research hopefully gives a contribution to several parties, especially for the English teacher and other researchers. Here some of the suggestions from the researcher;

### **1. For Teachers**

It is suggested to the teacher to use this product as a supporting media for classroom management.

### **2. For Students**

It is suggested to the students, after this product implement in learning process, they can put their attention to their teachers when learning process.

### **3. For Other Researchers**

It is suggested to the next researchers, can make the same kinds of research with the different subject expect English teachers and this research with better

features, complex, and more comprehensive classroom management in teaching ability.



## BIBLIOGRAPHY

- Arifadah, Yuni., Robet. Rio, Tri Rohmat. Sholehuddin, Ayuningtyas Febri. Paramita, dan Nadiyah Mafazatin. Nailiyah. "Teachers' Creativity in Using Attention Grabber in EFL Class," 2020. <https://doi.org/10.2991/assehr.k.200427.057>.
- Bible, Latin, Englishman William Caxton, The Recuyell, The Diamond Sutra, Different Types, dan Books There. "Importance of Books in Life more \_ vert," 2018. <https://targetstudy.com/articles/importance-of-books-in-life.html>.
- Destiningrum, Mara, dan Qadhli Jafar Adrian. "Sistem Informasi Penjadwalan Dokter Berbasis Web Dengan Menggunakan Framework Codeigniter." *Jurnal Teknoinfo*, 2017.
- Dewi, Novi Ratna, dan Isa Akhlis. "Pengembangan Perangkat Pembelajaran Ipa Berbasis Pendidikan Multikultural Menggunakan Permainan Untuk Mengembangkan Karakter Siswa." *Unnes Science Education Journal* 6, no. 1 (2016): 1496–1502.
- Febriani, L P A, I M Tegeh, dan ... "Pengembangan Video Pembelajaran Dengan Model ADDIE Pada Mata Pelajaran Bahasa Indonesia Kelas X Semester Genap Tahun Pelajaran 2014/2015 Di SMK ...." *Jurnal Edutech ...*, 2015.
- Hamzah, Ikhlasul. "Designing the Vocabulary Pocket Book for Nursing Students At Smks Analisis Mandala Designing The Vocabulary Pocket Book," 2022.

Inriani. "Developing A Vocabulary Book For Scout Organization In Iain Palopo," 2021.

Jennings, Brian. " " In The Middle Of Things ' The Development Of The Acu Certificate In University Outcomes For This Administrators ' Top To Bottom ! Prologue : Overcoming System Blindness," 2016, 1–10.

Maydiantoro, A. "Model-Model Penelitian Pengembangan (Research And Development)." *Jurnal Metode Penelitian*, No. 10 (2019): 1–8.

Megawati, F. "Challenges In Teaching Efl For Pre-Service Young Learners Teachers," 2015. [Http://Eprints.Umsida.Ac.Id/29/](http://eprints.umsida.ac.id/29/).

Nur Anggraini, Pipin, Dan Ratih Asmarani. "Development Of Media Fun Thinkers Book Material For The Diversity Of Living Things For Class Iv Elementary School." *Ijipse : Indonesian Journal Of Primary Science Education* 2, No. 1 (2021): 68–74. <https://doi.org/10.33752/ijipse.v2i1.2072>.

Rahayu, Endang Mukti. "Implementasi Classroom Management For Effective Learning Dalam Meningkatkan Prestasi Belajar Di Mts Masyariqul Anwar Bandar Lampung," 2022.

Ramli, Muhammad. "Media Dalam Perspektif Islam" 13, No. 23 (2015): 130–54.

Recard, Michael, Dan Yolanda H. Nathania. "The Implementation And The Impact Of Attention Grabbers In Young Learners' Classrooms: A Case

Study.” *Teknosastik*, 2021. <https://doi.org/10.33365/Ts.V19i1.586>.

Roopa, S, Dan Ms Rani. “Questionnaire Designing For A Survey.” *Journal Of Indian Orthodontic Society*, 2012. <https://doi.org/10.1177/0974909820120509s>.

Shin, Dr. Joan Kang ; Crandall, Dr. Joann. “Teaching Young Learners English,” 2014.

Singh, Ajay. “The Role Of Book.” *Publishing Research Quarterly*, 2022.

Sugihartini, Nyoman, Dan Kadek Yudiana. “Addie Sebagai Model Pengembangan Media Instruksional Edukatif (Mie) Mata Kuliah Kurikulum Dan Pengajaran.” *Jurnal Pendidikan Teknologi Dan Kejuruan* 15, No. 2 (2018): 277–86. <https://doi.org/10.23887/jptk-undiksha.v15i2.14892>.

Supriyadi, Dedi. “Dr. Dedi Supriyadi, Anatomi Buku Sekolah Di Indonesia. Yogyakarta: Adicita Karya Nusa, 2000, Pg. 1. 1,” N.D., 16–53.

Susanto, Fendi, Dan Indah Resti Ayuni. “Pengembangan Perangkat Pembelajaran Model Kooperatif Tipe Nht Dengan Strategi Pemecahan Masalah (Problem Solving) Sistematis Bagi Peserta Didik Smp Di Kabupaten Pringsewu.” *Aksioma: Jurnal Program Studi Pendidikan Matematika* 6, No. 3 (2017): 301. <https://doi.org/10.24127/ajpm.v6i3.1054>.

Yuningsih, Nela, Dan Tatu Siti Rohbiah. “Designing Pop-Up Book Media In Developing English Reading” 01, No. 2007 (2022): 77–81.



**E**

**S**



## Appendix 1

**Appendix 2**

**EXPERT JUDGEMENT QUESTIONNAIRE INSTRUMET**

**Pengantar:**

Kuesioner ini merupakan *instrument* penelitian terhadap *questionnaire Instrument*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas beberapa *questions* dalam *Instrument* yang saya buat. Atas kesedian dan partisipasi bapak/ibu, saya ucapkan terimakasih.

**Expert Identity:**

Name : DR . MASRUDDIN . SS , M . HUM

Gender : MALE

Last Education :

**Petunjuk Pengisian:**

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan *questions* dalam *Interview Instrument* yang telah dibuat. Bapak/ibu dipersilahkan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut:

5 = Sangat Setuju

4 = Setuju

3 = Ragu-Ragu

2 = Tidak Setuju

1 = Sangat Tidak Setuju

Aspek penilaian terhadap *Questionnaire Instrument*:

NO	Aspek Penilaian	Bobot				
		1	2	3	4	5
1	Petunjuk penggunaan Instrument yang akan digunakan sudah jelas.					✓
2	Bahasa yang digunakan dalam Instrument dapat dipahami dengan baik.				✓	
3	Instrument yang digunakan sesuai dengan model penelitian yang digunakan.					✓
4	Instrument yang telah dibuat memenuhi 3 aspek yang dibutuhkan dalam <i>Need Analysis</i> pada jenis penelitian R&D ( <i>necessity, lack</i> dan <i>want</i> ).					✓
5	Instrument yang diajukan dapat memberikan data yang valid untuk produk yang di desain.				✓	

## Simpulan penilaian secara umum:

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

Instrument ini:

1. Kurang baik
2. Cukup baik
- ③ Baik
4. Baik sekali

Instrument ini:

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
- ④ Dapat digunakan tanpa revisi

### EXPERT JUDGEMENT QUESTIONNAIRE INSTRUMET

#### Pengantar:

Kuesioner ini merupakan *instrument* penelitian terhadap *questionnaire Instrument validation*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas beberapa *questions* dalam *Instrument* yang saya buat. Atas kesedian dan partisipasi bapak/ibu, saya ucapkan terimakasih.

#### Expert Identity:

Name : Dewi Furwana, M.pd  
Gender : Female  
Last Education :

#### Petunjuk Pengisian:

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan *questions* dalam *Instrument* yang telah dibuat. Bapak/ibu dipersilahkan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut:

5 = Sangat Setuju

4 = Setuju

3 = Ragu-Ragu

2 = Tidak Setuju

1 = Sangat Tidak Setuju

Aspek penilaian terhadap *Questionnaire Instrument*:

NO	Aspek Penilaian	Bobot				
		1	2	3	4	5
1	Petunjuk penggunaan Instrument yang akan digunakan sudah jelas.				✓	
2	Bahasa yang digunakan dalam Instrument dapat dipahami dengan baik.				✓	
3	Instrument yang digunakan sesuai dengan model penelitian yang digunakan.					✓
4	Instrument yang diajukan dapat memberikan data yang valid untuk produk yang di desain.				✓	

Simpulan penilaian secara umum:

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

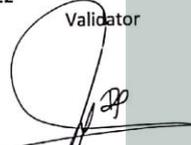
Instrument ini:	Instrument ini:
1. Kurang baik 2. Cukup baik ③ Baik 4. Baik sekali	1. Belum dapat digunakan 2. Dapat digunakan dengan banyak revisi ③ Dapat digunakan dengan sedikit revisi 4. Dapat digunakan tanpa revisi

Komentar dan Saran Perbaikan:

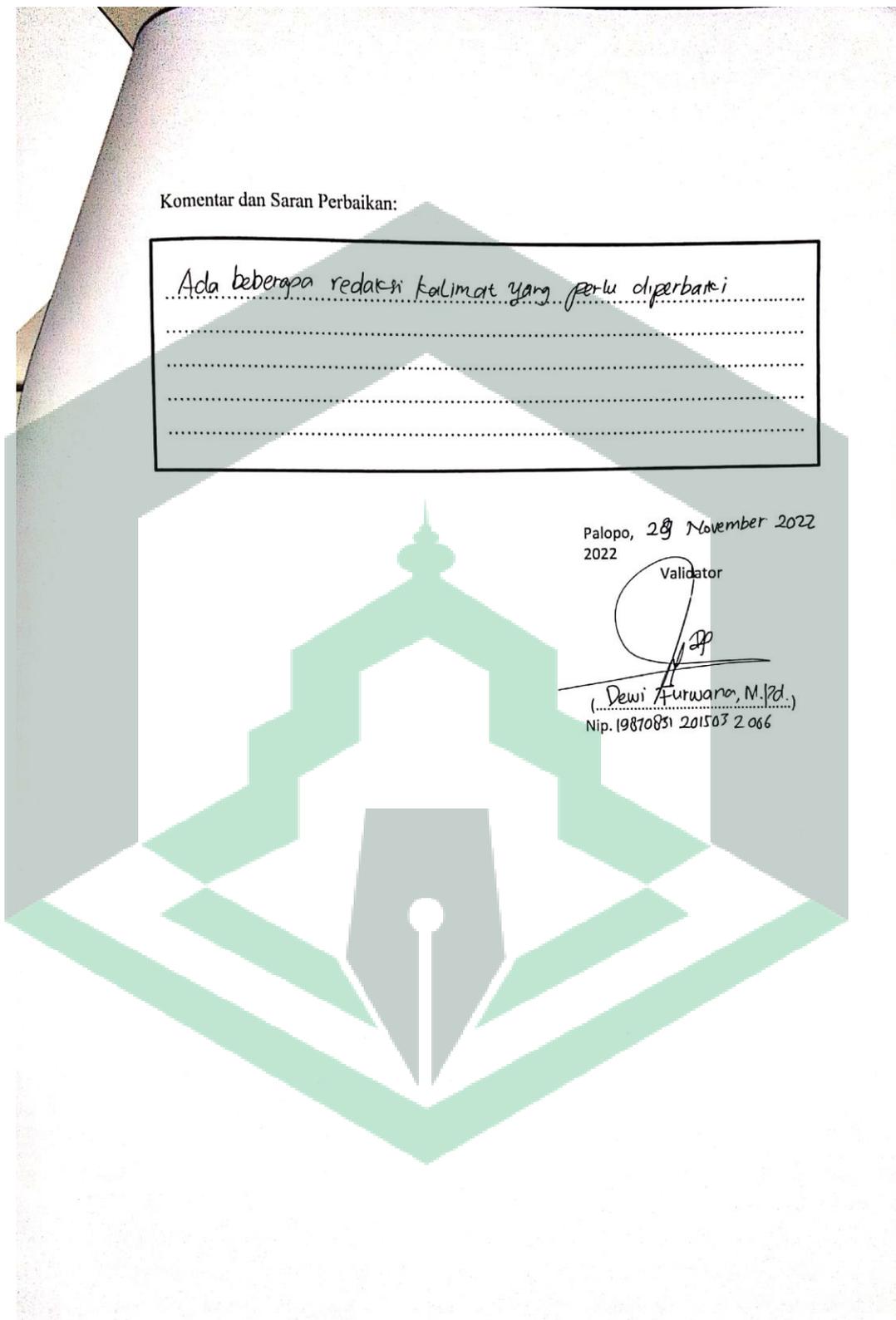
Ada beberapa redaksi kalimat yang perlu diperbaiki

Palopo, 29 November 2022

Validator



(Dewi Furwana, M.Pd.)  
Nip. 19870851 201503 2 066



Komentar dan Saran Perbaikan:

.....

.....

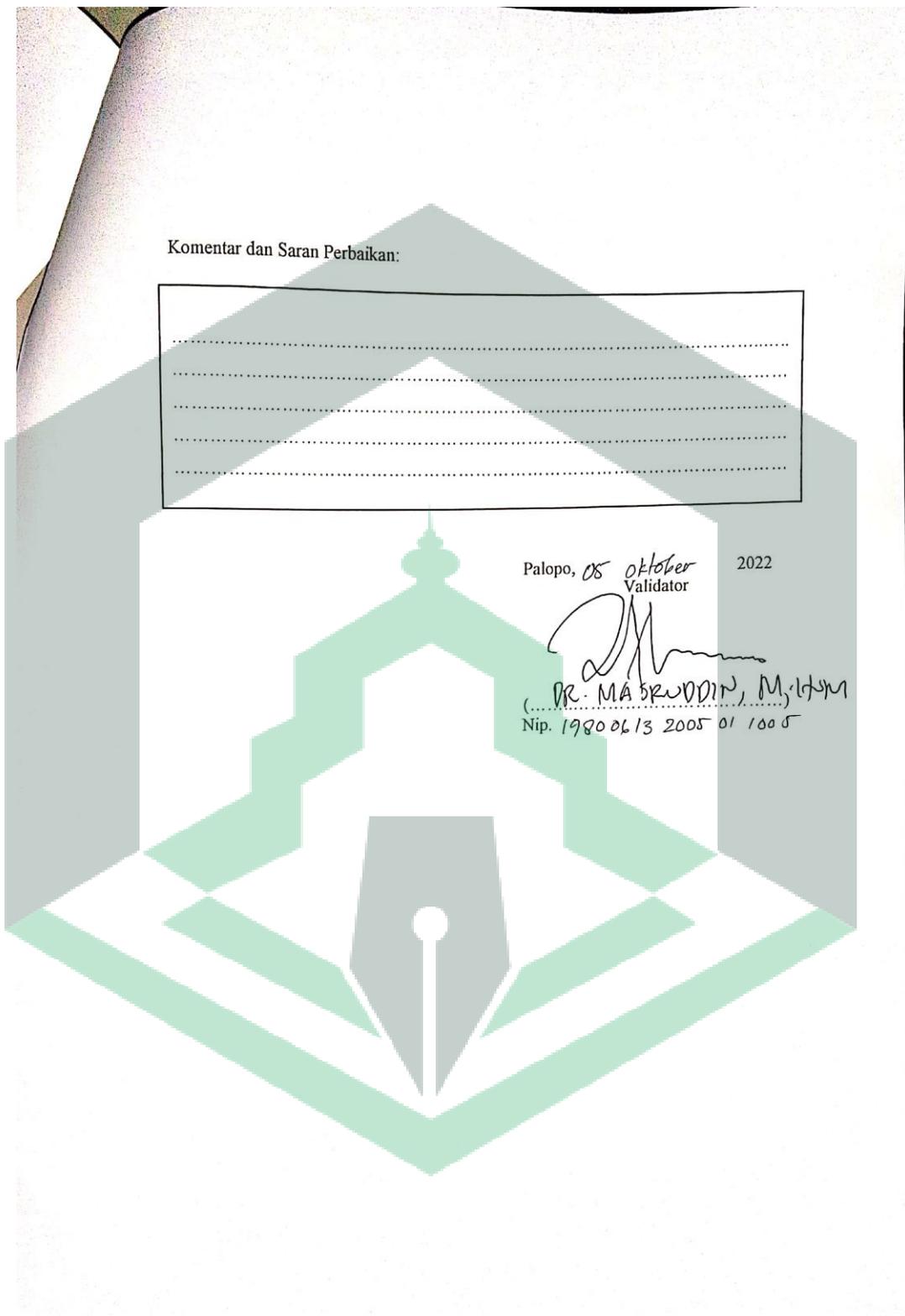
.....

.....

.....

Palopo, 08 Oktober 2022  
Validator

  
(... R. MASRUDDIN, M. Pd  
Nip. 19800613 2005 01 1005



**Appendix 2**

**QUESTIONS FOR QUESTIONNAIRE TEACHER (NEED ANALYSIS)**  
**“DESIGNING ATTENTION GRAB COLLECTION BOOK FOR ENGLISH**  
**TEACHERS AT SMPN 8 PALOPO”**

**A. Data Responden**

Nama : *Asrika Achmad, S.Pd.1* Kls. 8  
 Gender : Male/Female

**B. Petunjuk Pengisian**

Berilah tanda (x) pada soal pilihan ganda dan Isilah titik-titik pada setiap pertanyaan essay sesuai dengan keadaan dalam proses mengajar saat ini, sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan penggunaan *Attention Grabbers* di SMPN 8 Palopo yang akan dimuat dalam buku.

**C. Pertanyaan**

1. Menurut anda Bahasa apakah yang dapat menunjang kemudahan dalam penggunaan buku “*Attention Grabber*”? (*lack*)
  - a. Bahasa Indonesia
  - b. Bahasa Inggris
  - c. Combine (Inggris-Indonesia)
2. Apa sajakah jenis “*Attention Grabber*” yang dapat digunakan sesuai dengan tingkat murid yang diajar? (*Necessity*)
  - a. Clapping
  - b. Shouting
  - c. Sounding
  - d. Hissing
  - e. Lainnya (dua atau lebih jenis *Attention Grabbers*)  
 (.....)
3. Menurut anda tampilan warna ilustrasi yang baik pada buku? (*Want*)
  - a. Colorful
  - b. Black-White

c. Lainnya

(.....)

4. Menurut anda tujuan apakah yang harus dicapai dengan menggunakan buku "Attention Grabber" dalam proses pembelajaran? (Necessity)

Jawaban: siswa bisa konsentrasi dalam belajar kemudain hasil belajarnya bisa meningkat

5. Apa saja yang harus di tambah/dimasukkan dalam buku yang di desain oleh peneliti? (Want)

Jawaban: Tujuan  
definisi  
Manfaat

6. Menurut anda hal apa yang paling sulit saat menggunakan "Attention Grabber" dalam proses pembelajaran? (lack)

Jawaban: Pemahaman siswa masih rendah terutama dalam kosa kata

Saran: .....

Palopo, 18/10/ 2022  
Responden,

*Asrika*  
(Asrika Achmad, s.pd.)  
Nip. 19840307 201001 2039

**QUESTIONS FOR QUESTIONNAIRE TEACHER (NEED ANALYSIS)**  
**“DESIGNING ATTENTION GRAB COLLECTION BOOK FOR ENGLISH**  
**TEACHERS AT SMPN 8 PALOPO”**

**A. Data Responden**

Nama : NASRAH, S-Pd-I kelas 7 & 8  
 Gender : ~~Male~~/Female

**B. Petunjuk Pengisian**

Berilah tanda (×) pada soal pilihan ganda dan Isilah titik-titik pada setiap pertanyaan essay sesuai dengan keadaan dalam proses mengajar saat ini, sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan penggunaan *Attention Grabbers* di SMPN 8 Palopo yang akan dimuat dalam buku.

**C. Pertanyaan**

1. Menurut anda Bahasa apakah yang dapat menunjang kemudahan dalam penggunaan buku “*Attention Grabber*”? (*lack*)
  - a. Bahasa Indonesia
  - b. Bahasa Inggris
  - c. Combine (Inggris-Indonesia)
2. Apa sajakah jenis “*Attention Grabber*” yang dapat digunakan sesuai dengan tingkat murid yang diajar? (*Necessity*)
  - a. Clapping
  - b. Shouting
  - c. Sounding
  - d. Hissing
  - e. Lainnya (dua atau lebih jenis *Attention Grabbers*)  
 (.....)
3. Menurut anda tampilan warna ilustrasi yang baik pada buku? (*Want*)
  - a. Colorful
  - b. Black-White

c. Lainnya

(.....)

4. Menurut anda tujuan apakah yang harus dicapai dengan menggunakan buku "Attention Grabber" dalam proses pembelajaran? (*Necessity*)

Jawaban: siswa bisa konsentrasi dalam belajar, minat siswa meningkat, dan hasil belajarnya meningkat

5. Apa saja yang harus di tambah/dimasukkan dalam buku yang di desain oleh peneliti? (*Want*)

Jawaban: ilustrasi  
Definisi  
Tujuan dan manfaat

6. Menurut anda hal apa yang paling sulit saat menggunakan "Attention Grabber" dalam proses pembelajaran? (*lack*)

Jawaban: pemahaman siswa masih rendah siswa kurang kosakata

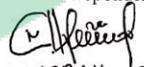
Saran: .....

.....

.....

.....

Palopo, 14 Oktober 2022  
Responden,

  
(..... NASRAH, S-Pd.I .....)  
Nip.

**QUESTIONS FOR QUESTIONNAIRE TEACHER (NEED ANALYSIS)**  
**“DESIGNING ATTENTION GRAB COLLECTION BOOK FOR ENGLISH**  
**TEACHERS AT SMPN 8 PALOPO”**

**A. Data Responden**

Nama : WELEM PASIAKAN, S.Pd      KELAS 9.  
 Gender : Male/~~Female~~

**B. Petunjuk Pengisian**

Berilah tanda (x) pada soal pilihan ganda dan Isilah titik-titik pada setiap pertanyaan essay sesuai dengan keadaan dalam proses mengajar saat ini, sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan penggunaan *Attention Grabbers* di SMPN 8 Palopo yang akan dimuat dalam buku.

**C. Pertanyaan**

1. Menurut anda Bahasa apakah yang dapat menunjang kemudahan dalam penggunaan buku “*Attention Grabber*”? (*lack*)
  - a. Bahasa Indonesia
  - b. Bahasa Inggris
  - c. Combine (Inggris-Indonesia)
2. Apa sajakah jenis “*Attention Grabber*” yang dapat digunakan sesuai dengan tingkat murid yang diajar? (*Necessity*)
  - a. Clapping
  - b. Shouting
  - c. Sounding
  - d. Hissing
  - e. Lainnya (dua atau lebih jenis *Attention Grabbers*)  
 (.....)
3. Menurut anda tampilan warna ilustrasi yang baik pada buku? (*Want*)
  - a. Colorful
  - b. Black-White

c. Lainnya

(.....)

4. Menurut anda tujuan apakah yang harus dicapai dengan menggunakan buku "Attention Grabber" dalam proses pembelajaran? (Necessity)

Jawaban: SISWA... BISA FOKUS... BELAJAR... S.H.G...  
PRESTASI... MENINGKAT

5. Apa saja yang harus di tambah/dimasukkan dalam buku yang di desain oleh peneliti? (Want)

Jawaban: TUJUAN  
DEFENISI  
ILUSTRASI  
MANFAAT

6. Menurut anda hal apa yang paling sulit saat menggunakan "Attention Grabber" dalam proses pembelajaran? (lack)

Jawaban: PERBENDAHARAAN... KOSA KATA SISWA  
MASIH KURANG

Saran: .....

Palopo, 19 OKTOBER 2022  
Responden,



(WELEM PASIKAN, S.Pd.)  
Nip. 19660424 199003 1010

### Appendix 3

**KUESIONER EVALUASI UNTUK AHLI BAHASA**

**Pengantar:**  
Kuesioner ini merupakan *instrument* penelitian terhadap *Attention Grab Collection Book*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terima kasih.

**Expert Identity:**

Name : Amalia Yahya, S.E.M.Hum  
Gender : Female  
Last Education : Master Degree English Language Studies

**Petunjuk Pengisian:**  
Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan *Attention Grab Collection Book* yang telah dibuat. Bapak/ibu dipersilahkan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut:

5 = Sangat Setuju  
4 = Setuju  
3 = Ragu-Ragu  
2 = Tidak Setuju  
1 = Sangat Tidak Setuju

Aspek penilaian terhadap *Product*:

No	Aspek penilaian	Bobot				
		1	2	3	4	5
1	Bahasa yang digunakan dalam <i>Attention grabbers' Book</i> sesuai dengan tata bahasa yang benar.				✓	
2	Bahasa atau kata yang digunakan dalam jenis-jenis <i>Attention Grabbers</i> mudah untuk dipahami/digunakan oleh siswa tingkat SMP.					✓
3	<i>Attention Grabber</i> yang disajikan dapat dipahami serta diaplikasikan dengan mudah dalam proses pembelajaran.				✓	
4	Keseluruhan petunjuk serta penjelasan dalam <i>Attention Grabbers' Book</i> sesuai dengan <i>Academic Word</i> .					✓

Simpulan penilaian secara umum:

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

Instrument ini:	Instrument ini:
1. Kurang baik 2. Cukup baik 3. Baik ④ Baik sekali	1. Belum dapat digunakan 2. Dapat digunakan dengan banyak revisi ③ Dapat digunakan dengan sedikit revisi 4. Dapat digunakan tanpa revisi

Komentar dan Saran Perbaikan:

Sebaiknya menggunakan bahasa Inggris yang instruksinya  
~~meny~~ sesuai disesuaikan dan level penguasaan bhs Inggris  
 peserta didik

Palopo, 2022  
 Validator

*(Amalia Yuliana SE M.Pd)*  
 Nip. 077 1013 2005 01 2006

## KUESIONER EVALUASI UNTUK AHLI MATERI

### Pengantar:

Kuesioner ini merupakan *instrument* penelitian terhadap *Attention Grab Collection Book*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat. Atas kesedian dan partisipasi bapak/ibu, saya ucapkan terima kasih.

### Expert Identity:

Name : Ermawati, S.Pd.I., M.Hum.

Gender : Female

Last Education : S2

### Petunjuk Pengisian:

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan *Attention Grab Collection Book* yang telah dibuat. Bapak/ibu dipersilahkan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut:

5 = Sangat Setuju

4 = Setuju

3 = Ragu-Ragu

2 = Tidak Setuju

1 = Sangat Tidak Setuju

Aspek penilaian terhadap *Product*:

No	Aspek penilaian	Bobot				
		1	2	3	4	5
1	Buku yang di desain telah sesuai dengan kebutuhan dan pengalaman guru dalam mengatur jalannya proses pembelajaran.					√
2	Buku yang di desain memberikan contoh-contoh sesuai dengan tingkat kemampuan siswa yang diajar.					√
3	Contoh-contoh yang diberikan dapat membantu guru dalam menarik perhatian siswa saat mengajar.				√	
4	Ilustrasi yang diberikan dapat menambah pemahaman pada setiap informasi yang disampaikan.				√	
5	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat mengenai objek yang dimaksud.				√	

Simpulan penilaian secara umum:

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

<p>Instrument ini:</p> <ol style="list-style-type: none"> <li>1. Kurang baik</li> <li>2. Cukup baik</li> <li><b>3. (Baik)</b></li> <li>4. Baik sekali</li> </ol>	<p>Instrument ini:</p> <ol style="list-style-type: none"> <li>1. Belum dapat digunakan</li> <li>2. Dapat digunakan dengan banyak revisi</li> <li><b>3. (Dapat digunakan dengan sedikit revisi)</b></li> <li>4. Dapat digunakan tanpa revisi</li> </ol>
--	--

Komentar dan Saran Perbaikan:

1. Gunakan Bahasa yang konsisten, sebaiknya semua bagian menggunakan Bahasa Inggris atau Bahasa Inggris yang disertai dengan terjemahan dalam Bahasa Indonesia.
2. Latar belakang kertas yang digunakan berwarna abu – abu yang menghalangi penglihatan, sebaiknya diganti dengan warna abu – abu yang lebih pudar agar tulisan materinya dapat terbaca dengan baik.
3. Warna watermark juga terlalu mencolok, silahkan dikurangi kecerahan warnanya.

Palopo, 5 Desember 2022

Validator



Ermawati, S.Pd.I., M.Hum.

NIP 199111172020122019

### KUESIONER EVALUASI UNTUK AHLI *DESIGN AND LAYOUT*

#### Pengantar:

Kuesioner ini merupakan *instrument* penelitian terhadap *Attention Grab Collection Book*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terima kasih.

#### Expert Identity:

Name : Imam Fadh, S.Pd.  
Gender : Male  
Last Education : Bachelor Degree.

#### Petunjuk Pengisian:

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan *Attention Grab Collection Book* yang telah dibuat. Bapak/ibu dipersilahkan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut:

- 5 = Sangat Setuju
- 4 = Setuju
- 3 = Ragu-Ragu
- 2 = Tidak Setuju
- 1 = Sangat Tidak Setuju

Aspek penilaian terhadap *Product*:

No	Aspek penilaian	Bobot				
		1	2	3	4	5
1	Sampul <i>Attention Grabber Book</i> menarik.			✓		
2	Jenis <i>font</i> yang digunakan sudah bagus.		✓			
3	Tampilan isi <i>Attention Grabber Book</i> jelas.					✓
4	Penggunaan tanda baca tepat.					✓
5	Susunan <i>Attention Grabber</i> dalam buku sistematis.					✓
6	Jarak spasi sesuai.				✓	

Simpulan penilaian secara umum:

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

Instrument ini:	Instrument ini:
1. Kurang baik	1. Belum dapat digunakan
2. Cukup baik	2. Dapat digunakan dengan banyak revisi
3. Baik	3. Dapat digunakan dengan sedikit revisi
4. Baik sekali	4. Dapat digunakan tanpa revisi

## Komentar dan Saran Perbaikan:

Pemilihan font Times New Roman di Sampul kurang sesuai. Gunakan saja jenis font, kemudian manfaatkan Bold dan Italic nya. Bold pada b isi introduction sampai selesai kurang nyaman ketika dibaca. Ganti ke font pada next isi chapter. Gambar yg punya latar putih, hilangkan laternya. Judul bab bagian kanan atas warranga mafi.

Ubah ke warna lebih cerah (misalnya putih).

Judul chapter lebih baik  
tambahkan gambar atau  
elemen lain untuk menghiasi.

Palopo, 13 Desember  
2022

Validator

(Iman Padli, S.Pd.)

Nip.

## Appendix 4

**KUESIONER EVALUASI UNTUK PENGGUNA (GURU)**

**A. Data Responden**

Nama : NASIRAH, S.Pd.1  
 Umur : 39 TAHUN  
 Jenis Kelamin : PEREMPUAN  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
 ≥ 6 tahun

**B. Tabel Evaluasi**

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

**Keterangan:**

5 : Sangat Setuju  
 4 : Setuju  
 3 : Ragu-ragu  
 2 : Tidak Setuju  
 1 : Sangat Tidak Setuju

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam <i>Attention Grabbers' Book</i> sesuai dengan kebutuhan guru dan siswa SMPN 8 Palopo				✓	
2.	Materi dalam <i>Attention Grabbers' Book</i> secara keseluruhan bervariasi dalam jenis-jenis <i>Attention grabbers</i> yang disajikan.					✓
3.	Materi yang disajikan dalam <i>Attention Grabbers' Book</i> mampu membantu meningkatkan kemampuan manajemen kelas guru SMPN 8 Palopo.				✓	
4.	Materi dalam <i>Attention Grabbers' Book</i> menarik dan mudah dipahami.				✓	
5.	Materi dalam <i>Attention Grabbers' Book</i> sesuai dengan kebutuhan guru dan siswa SMPN 8 Palopo.				✓	

6.	Materi dalam <i>Attention Grabbers' Book</i> mudah untuk diaplikasikan dalam proses pembelajaran.							✓
7.	Pemilihan jenis dan ukuran huruf dalam <i>Attention Grabbers' Book</i> menarik dan mudah dibaca.							✓
8.	Pemilihan warna dalam <i>Attention Grabbers' Book</i> sesuai dan menarik minat untuk pembaca.							✓
9.	Tampilan <i>Attention Grabbers' Book</i> pada setiap halaman menarik.							✓
10.	Ukuran <i>Attention Grabbers' Book</i> sudah tepat, praktis, dan mudah dibawa.							✓
11.	Sampul <i>Attention Grabbers' Book</i> menarik.						✓	
12.	Desain <i>Attention Grabbers' Book</i> menarik.						✓	

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Attention Grabbers' Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 30 Januari 2023

Penilai Kelayakan

NASRAN, S.Pd.I

Nip. -

### KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

#### A. Data Responden

Nama : AGRICA ACHMAD S.Pd-6  
 Umur : 59  
 Jenis Kelamin : PEREMPUAN  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
  $\geq$  6 tahun

#### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

##### Keterangan:

5 : Sangat Setuju  
 4 : Setuju  
 3 : Ragu-ragu  
 2 : Tidak Setuju  
 1 : Sangat Tidak Setuju

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam <i>Attention Grabbers' Book</i> sesuai dengan kebutuhan guru dan siswa SMPN 8 Palopo				✓	
2.	Materi dalam <i>Attention Grabbers' Book</i> secara keseluruhan bervariasi dalam jenis-jenis <i>Attention grabbers</i> yang disajikan.					✓
3.	Materi yang disajikan dalam <i>Attention Grabbers' Book</i> mampu membantu meningkatkan kemampuan manajemen kelas guru SMPN 8 Palopo.					✓
4.	Materi dalam <i>Attention Grabbers' Book</i> menarik dan mudah dipahami.					✓
5.	Materi dalam <i>Attention Grabbers' Book</i> sesuai dengan kebutuhan guru dan siswa SMPN 8 Palopo.				✓	

6.	Materi dalam <i>Attention Grabbers' Book</i> mudah untuk diaplikasikan dalam proses pembelajaran.					✓
7.	Pemilihan jenis dan ukuran huruf dalam <i>Attention Grabbers' Book</i> menarik dan mudah dibaca.				✓	
8.	Pemilihan warna dalam <i>Attention Grabbers' Book</i> sesuai dan menarik minat untuk pembaca.				✓	
9.	Tampilan <i>Attention Grabbers' Book</i> pada setiap halaman menarik.				✓	
10.	Ukuran <i>Attention Grabbers' Book</i> sudah tepat, praktis, dan mudah dibawa.					✓
11.	Sampul <i>Attention Grabbers' Book</i> menarik.					✓
12.	Desain <i>Attention Grabbers' Book</i> menarik.					✓

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Attention Grabbers' Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, .....

Penilai Kelayakan

  
ASRIKA ACHMAD, S.Pd-S

Nip. 19840307 201001 2039

### KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

#### A. Data Responden

Nama : *WELEM PASIAKAN, S.Pd.*  
 Umur : *57 TAHUN*  
 Jenis Kelamin : *LAKI-LAKI*  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
 ≥ 6 tahun

#### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

##### Keterangan:

- 5 : Sangat Setuju  
 4 : Setuju  
 3 : Ragu-ragu  
 2 : Tidak Setuju  
 1 : Sangat Tidak Setuju

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam <i>Attention Grabbers' Book</i> sesuai dengan kebutuhan guru dan siswa SMPN 8 Palopo				✓	
2.	Materi dalam <i>Attention Grabbers' Book</i> secara keseluruhan bervariasi dalam jenis-jenis <i>Attention grabbers</i> yang disajikan.				✓	
3.	Materi yang disajikan dalam <i>Attention Grabbers' Book</i> mampu membantu meningkatkan kemampuan manajemen kelas guru SMPN 8 Palopo.				✓	
4.	Materi dalam <i>Attention Grabbers' Book</i> menarik dan mudah dipahami.					✓
5.	Materi dalam <i>Attention Grabbers' Book</i> sesuai dengan kebutuhan guru dan siswa SMPN 8 Palopo.				✓	

6.	Materi dalam <i>Attention Grabbers' Book</i> mudah untuk diaplikasikan dalam proses pembelajaran.					✓
7.	Pemilihan jenis dan ukuran huruf dalam <i>Attention Grabbers' Book</i> menarik dan mudah dibaca.				✓	
8.	Pemilihan warna dalam <i>Attention Grabbers' Book</i> sesuai dan menarik minat untuk pembaca.				✓	
9.	Tampilan <i>Attention Grabbers' Book</i> pada setiap halaman menarik.				✓	
10.	Ukuran <i>Attention Grabbers' Book</i> sudah tepat, praktis, dan mudah dibawa.				✓	
11.	Sampul <i>Attention Grabbers' Book</i> menarik.					✓
12.	Desain <i>Attention Grabbers' Book</i> menarik.					✓

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Attention Grabbers' Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 11 FEBRUARI 2023

Penilai Kelayakan

WELEM PASIAKAN, S.Pd.

Nip. 19660424 199003 1 010

## Appendix 5





**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

**IZIN PENELITIAN**

NOMOR : 1139/IP/DPMTSP/IX/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama	: MUSDALIPA H. TOMBONG
Jenis Kelamin	: Perempuan
Alamat	: Link. Harapan Kab. Luwu
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 18 0202 0015

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**DESIGNING ATTENTION GRAB COLLECTION BOOK FOR ENGLISH TEACHERS" SMPN 8 PALOPO**

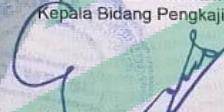
Lokasi Penelitian	: SMP NEGERI 8 PALOPO
Lamanya Penelitian	: 15 September 2022 s.d. 15 Desember 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 16 September 2022  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ERICK, K. SiGA, S.Sos**  
 Pangkat : Penata Tk.I  
 NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO**  
 Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 22921



**SURAT KETERANGAN PENELITIAN**

Nomor: 421.3/045/SMPN.8/II/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : MUSDALIPA H. TOMBONG  
 Tempat / Tgl Lahir : Padang Subur, 30 Maret 2000  
 NIM : 18 0202 0015  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswi  
 Program Studi : Pendidikan Bahasa Inggris  
 Alamat : Lingkungan Harapan

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 15 September 2022 s.d 15 Desember 2022, untuk kepentingan penulisan Skripsi dengan judul "DESIGNING ATTENTION GRAB COLLECTION BOOK FOR ENGLISH TEACHERS' SMPN 8 PALOPO".

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 15 Februari 2023  
 Kepala Sekolah  
  
 SITI HAJAH, S.Pd., M.Pd  
 NIP. 197001011997022008



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo  
Email: pbi@iainpalopo.ac.id

### Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Musdalipa H. Tombong  
NIM : 18 0202 0015  
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 27 Februari 2023



**Amalia Yahya, S.E., M.Hum**  
NIP. 19771013 200501 2006

## Appendix 6

### 1. Need Analysis with English teachers' SMPN 8 Palopo



Sir Welem Pasiakan, S.Pd

English Teacher of 9<sup>th</sup> Grade.

October 19, 2022.



Ma'am Arika Achmad, S.Pd.I

English Teacher of 8<sup>th</sup> Grade.

October 18, 2022.



Ma'am Nasrah, S.Pd.I

English Teacher of 7<sup>th</sup> and 8<sup>th</sup> Grades

October 14, 2022



## 2. Design & Development of the Product



Process Design of Book

October - December 2022

### 3. Try Out the Product



Ma'am Nasrah, S.Pd.I

English Teacher of 7<sup>th</sup> Grade.

January 12, 2023.



Ma'am Nasrah, S.Pd.I

English Teacher of 8<sup>th</sup> Grade.

January 16, 2023.



Ma'am Arika Achmad, S.Pd.I

English Teacher of 8<sup>th</sup> Grade.

February 03, 2023.



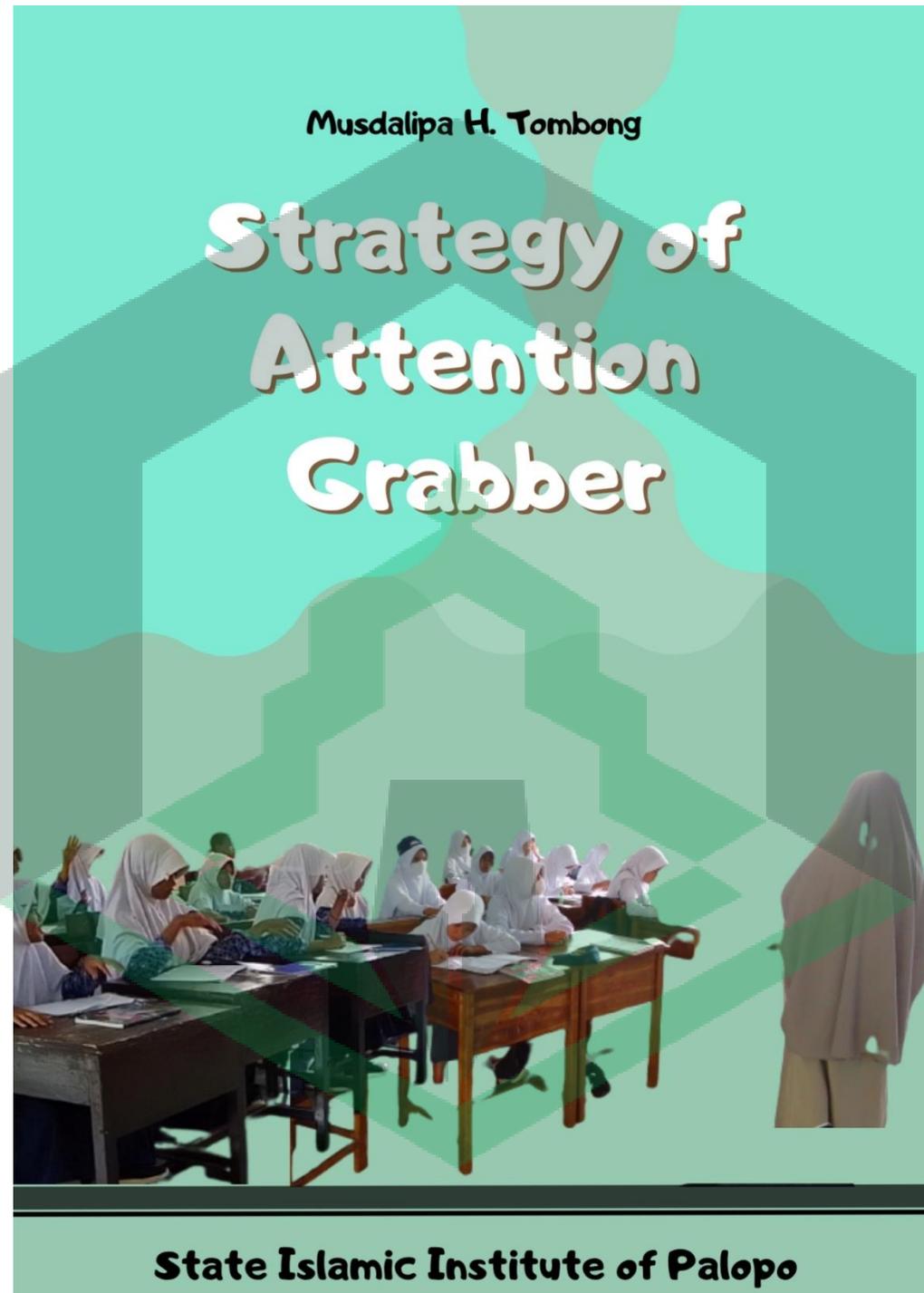
Sir Welem Pasiakan, S.Pd.

English Teacher of 9<sup>th</sup> Grade.

February 11, 2023.

**Appendix 7**

Final Draft of Product



Musdalipa H. Tombong

# Strategy of Attention Grabber

Supervised :  
Prof. Dr. Sahraini, M. Hum  
Dewi Furwana, S.Pd., M.Pd

Pages, xiv & 31 pages  
Size, 148 mm x 210 mm. (A5)

**2023**

## Kata Pengantar

Puji syukur kehadiran Allah SWT yang telah melimpahkan rahmat dan hidayahnya kepada kita sehingga penulis dapat menyelesaikan buku ini. Buku kami yang membahas "**Strategy of Attention Grabber**" disusun untuk memenuhi tugas akhir perkuliahan. Bahasa Inggris adalah pilihan pertama bahasa asing di sebagian besar negara lain di dunia, dan status itulah yang mengingat posisinya sebagai lingua franca global. Kami berharap buku ini akan berguna bagi penulis khususnya, dan bagi pembaca umumnya. Kami menyadari bahwa ini buku masih jauh dari sempurna. Oleh karena itu, kritik dan saran sangat diharapkan agar kedepannya penulis dapat menyusun buku yang lebih baik. Terima kasih dan semoga berhasil.

Palopo 2023

Musdalipa H. Tombong

## Table of Contents

PREFACE .....	iii
TABLE OF CONTENTS .....	v
INTRODUCTION .....	vii
ATTENTION GRABBER .....	xi
HOW TO USE .....	xiii
KINDS OF ATTENTION GRABBERS	
CLAPPING :	
TYPE 1 .....	2
TYPE 2 .....	3
TYPE 3 .....	4
TYPE 4 .....	5
TYPE 5 .....	6
SHOUTING :	
TYPE 1 .....	8
TYPE 2 .....	9
TYPE 3 .....	10
TYPE 4 .....	11
TYPE 5 .....	12

**PREVIEW**

SOUNDING :	
TYPE 1 .....	14
TYPE 2 .....	15
TYPE 3 .....	16
TYPE 4 .....	17
TYPE 5 .....	18
HISSING :	
TYPE 1 .....	20
TYPE 1 .....	21
TYPE 3 .....	22
TYPE 4 .....	23
FACIAL EXPRESSION :	
TYPE 1 .....	25
TYPE 2 .....	26
TYPE 3 .....	27
CONCLUSION	
ABOUT THE AUTHOR	
BIBLIOGRAPHY	

## Perkenalan

Dalam bidang pendidikan ada banyak hal yang dilakukan oleh instansi pendidikan dalam menghasilkan kegiatan yang lebih inovatif guna menghadapi persoalan yang kerap kali dihadapkan dalam proses pembelajaran. Menurut Everett M. Rogers (1983) *innovation as an idea, practice, or object that is perceived as new by an individual or another unit of adoption*. (Inovasi adalah suatu ide, gagasan, praktik atau objek/benda yang disadari dan diterima sebagai suatu hal yang baru oleh seseorang atau kelompok untuk diadopsi). Guru merupakan agen pembaharuan dimana guru dituntut untuk memiliki wawasan yang luas tentang berbagai inovasi baru, khususnya dalam bidang pendidikan.

Salah satu aspek penting yang diperankan oleh seorang guru dalam proses pembelajaran adalah pengelolaan kelas. Manajemen kelas dimaksudkan untuk menafsirkan dan membangun kontrol prestasi dan perilaku siswa secara positif.

**PREVIEW**

Menurut Froyen dan Iverson, pemberian aturan dan konsekuensi dapat mencegah perilaku buruk siswa selama pembelajaran. Dalam pengelolaan kelas, guru memainkan peran yang diperlukan dalam mengendalikan dan memfasilitasi kelas. Gaya seorang guru dalam mengontrol kelas adalah penting seperti yang dikatakan Roberts bahwa; *"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"*. Guru harus mencari tahu gaya mereka sebagai pengelola kelas. Guru perlu menemukan strategi yang berbeda untuk membuat pelajaran mereka efektif dan menarik. Strategi yang baik yang dikembangkan oleh seorang guru dapat memiliki dampak besar pada situasi kelas.

## Attention Grabbers

Attention grabbers are used to getting someone's attention, for a teacher to calm their class, grab their students' attention, and keep students focused on assignments and the teacher. Attention grabber is a classroom management strategy that most teachers use as a way to get students' attention in their classrooms. Attention grabbers can also be used as another classroom management tool to aid behavior and as a tool to enforce classroom expectations. Some of the different types of attention grabbers are: Clapping, shouting, sounding, and hissing. Examples are shouting/ calls and responses that attract attention. This attention grabber is where the teacher shouts out a phrase and students are expected to shout back the appropriate response to the call. This way, you'll know what to do when the class gets out of hand. If the teacher doesn't use any signals, tell students what you and students will do when you want their attention.

## Attention Grabbers

Attention grabber digunakan untuk mendapatkan perhatian seseorang, bagi seorang guru dapat digunakan untuk menarik perhatian siswanya, dan membuat siswa tetap fokus pada tugas dan guru. Attention grabber adalah strategi manajemen kelas yang digunakan sebagian besar guru sebagai cara untuk mendapatkan perhatian siswa di kelas mereka. Attention grabber juga dapat digunakan sebagai alat manajemen kelas lain untuk membantu perilaku atau sebagai alat untuk menjadikan kelas sesuai harapan. Beberapa jenis *Attention Grabber* yang berbeda adalah; *clapping, shouting, sounding* dan *hissing*. Contohnya adalah *shouting/call and respond* yang menarik perhatian. *Attention grabber* ini adalah di mana guru meneriakkan sebuah frase dan siswa diharapkan untuk meneriakkan kembali tanggapan yang sesuai untuk panggilan tersebut. Dengan cara ini, seorang guru akan tahu apa yang harus dilakukan ketika kelas menjadi tidak terkendali. Jika guru tidak menggunakan sinyal apa pun, beri tahu siswa apa yang akan anda dan siswa lakukan saat anda menginginkan perhatian mereka.

## How to Use

Attention grabber is used during the learning process. before starting the lesson, after opening the class the teacher will determine one type of attention grabber that will be used in one meeting that day, the teacher will tell students what the teacher will say/do when students are not focused on the learning process and also tell what response will be said/done by students when the teacher does "**Attention Grabber**".

**Note :**

(Before starting the lesson the teacher should ensure students' understanding of the use of attention grabbers during the learning process by asking "what would you say/do if I said 'one of the selected attention grabber types'?", if there are still those who don't understand the teacher will give instructions repeat).

## Cara Penggunaan

*Attention grabber* digunakan selama proses pembelajaran berlangsung. Sebelum memulai pelajaran, setelah membuka kelas guru akan menentukan satu jenis *attention grabber* yang akan digunakan dalam satu pertemuan dihari itu, guru akan memberitahukan kepada siswa apa yang akan diucapkan/dilakukan oleh guru saat siswa tidak fokus pada proses pembelajaran dan juga memberitahukan respon apa yang akan diucapkan/dilakukan oleh siswa saat guru melakukan "**Attention Grabber**".

**Catatan :**

(Sebelum memulai pembelajaran guru sebaiknya memastikan pemahaman siswa terhadap penggunaan *attention grabber* selama proses pembelajaran dengan menanyakan "apa yang akan kalian sebutkan/lakukan jika saya mengucapkan 'salah satu jenis *attention grabber* yang dipilih'?", jika masih ada yang belum paham guru akan memberi instruksi ulang).

KINDS OF ATTENTION GRABBERS



**CLAPPING**

**1**

TEACHER 3....2....1!!

STUDENTS \*Clap\*

3....2....1!!

Scan for instruction

**INSTRUCTION:**

(The teacher counts down "3....2....1!!" when the class situation is not conducive. Then the students clap their hands once in response and return to a position ready to receive lessons.)

**2**

The diagram shows a teacher on the left and students on the right. A speech bubble from the teacher says '3....2....1!!'. A speech bubble from the students says '\*Clap\*'. A large illustration of hands clapping is shown on the right. A QR code is located in the bottom right corner with the text 'Scan for instruction' above it. The background features a large green stylized letter 'A' with a fountain pen nib at its base. A horizontal double-headed arrow is positioned above the teacher and student labels, with the number '1' centered above it. At the bottom of the diagram, the number '2' is centered.

Source: <https://www.almohrot.org/2019>

## CLAPPING

2

TEACHER

Clap 1... Clap 2... Clap 3...

STUDENTS

\*Clap once\* ... \*Clap twice\* ...

\*Silent\*

Clap 1... Clap 2...  
Clap 3...



Scan for instruction

Source: <https://id.pinterest.com>

## INSTRUCTION:

(The teacher says "Clap 1" then the students will clap once, when the teacher says "Clap 2" the students will clap their hands twice, whereas when the teacher says "Clap 3" the students will be quiet again and ready to pay attention to the lesson).

3

## CLAPPING

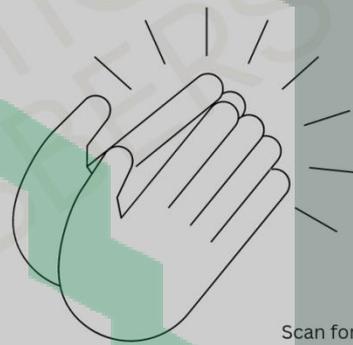
3

TEACHER

Chika, Chika

STUDENTS

Boom, Boom



Scan for instruction



## INSTRUCTION:

(The teacher says "Chicka, Chicka" by running on the spot, while the students after hearing that say "Boom, Boom" by clapping twice to the rhythm of the words spoken).

4

## CLAPPING

4

TEACHER

If you hear my voice Clap one!

STUDENTS

\*Clap once\*

If you hear my  
voice clap one!



Scan for instruction



## INSTRUCTION:

(The teacher says "if you hear my voice clap one", if students still pay attention to learning, students will clap once).

5

## CLAPPING

5

TEACHER

Are you still alive?

STUDENTS

\*clap once\* Yes

Are you still alive?

Yes

Scan for instruction



## INSTRUCTION:

(The teacher says "are you still alive?", and the students respond by clapping once and then saying "Yes").

6

## KINDS OF ATTENTION GRABBERS

A cartoon illustration of a man with brown hair, wearing a light blue shirt, a light blue tie, and dark green pants. He is holding a large blue megaphone in his right hand, and his mouth is open as if shouting. The background is a light gray with a large, faint watermark that reads 'ATTENTION GRABBERS'. The word 'SHOUTING' is written in large, bold, black capital letters across the bottom of the illustration.

**SHOUTING**

## SHOUTING

1

TEACHER

Macaroni and Cheese

STUDENTS

Everybody Freeze.

Source: <https://www.kompasiana.com>

Scan for instruction



## INSTRUCTION:

(Teacher says "Macaroni and Cheese", after that all of the students says "Everybody Freeze" and focus to the lesson again).

8

## SHOUTING

2

TEACHER

Hands on Top!!

STUDENTS

It Means Stop.



Scan for instruction



## INSTRUCTION:

(The teacher says "Hands on Top" by raising while clenching both hands above the head, after which the students say "It Means Stop" by doing the same movement as a sign to return to focus on the lesson).

## SHOUTING

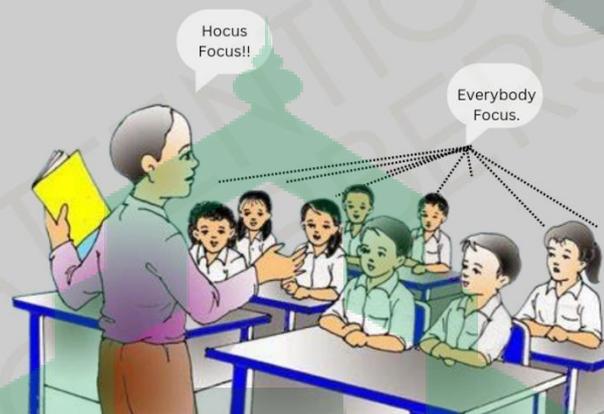
3

TEACHER

Hocus, focus!!

STUDENTS

Everybody Focus.



Scan for instruction



## INSTRUCTION:

(Teacher says "Hocus Focus!!", after that all students say "Everybody Focus" by folding both hands above and ready to pay attention to the learning process).

10

SHOUTING

4

TEACHER

Just Keep Swimming

STUDENTS

Swimming, Swimming



Scan for instruction



INSTRUCTION:

(The teacher says "Just keep swimming" by making hand movements like swimming, after that the students say "swimming, swimming" by doing the same movement in their respective seats)

SHOUTING

5

TEACHER      Class, Class  
STUDENTS     Yes, Yes

Class, Class

Yes, Yes

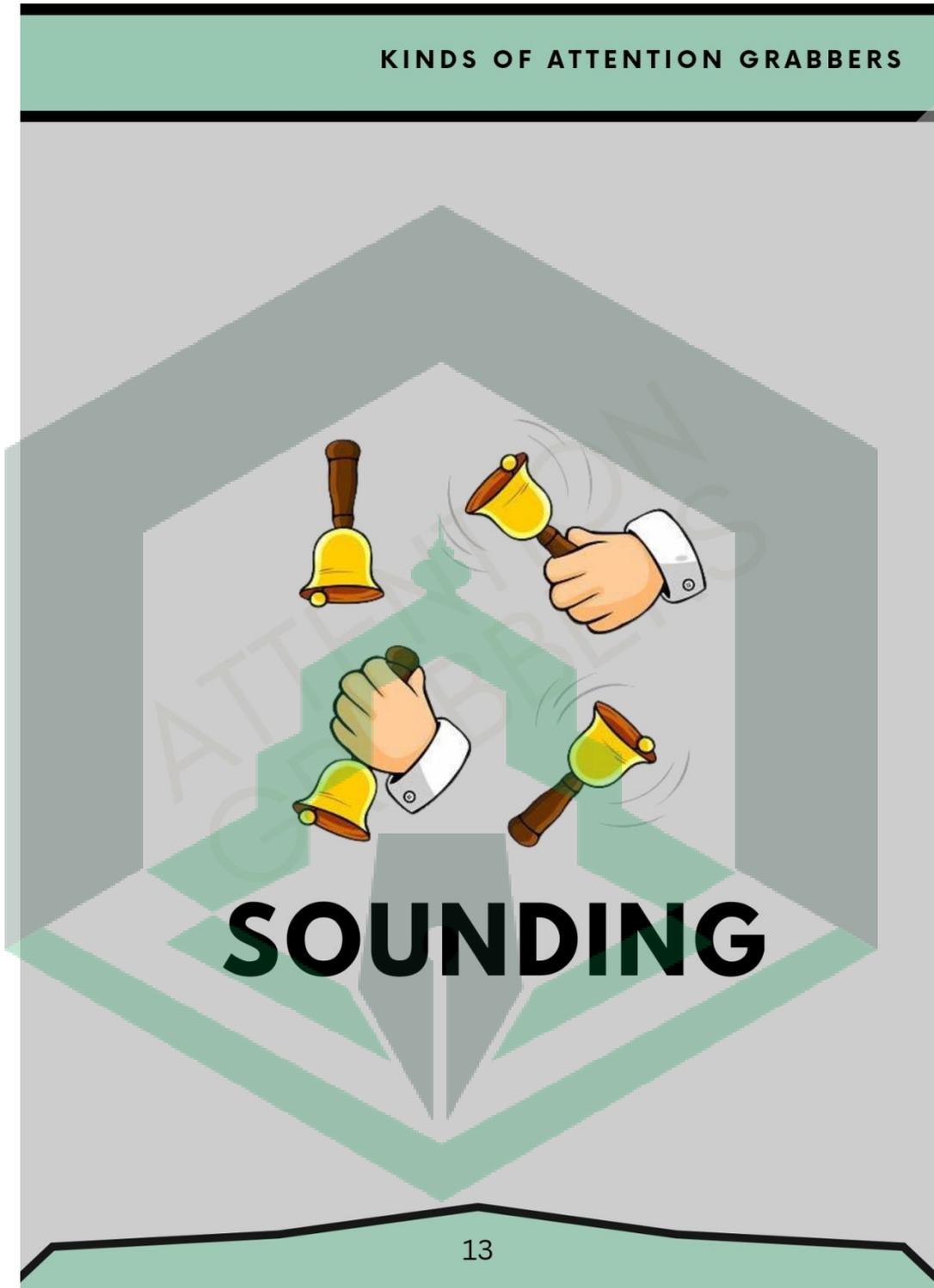
INSTRUCTION:

(The teacher says "Class, Class" and students reply by saying "Yes, Yes").

Scan for instruction



KINDS OF ATTENTION GRABBERS



## SOUNDING

1

TEACHER

\*Ring the Bell\*

STUDENTS

Yess Mam/Sir



Scan for instruction



## INSTRUCTION:

(The teacher rings the bell, after which the students will answer "Yes Mam/Sir" as a sign that they are still paying attention or paying attention to the ongoing learning process).

## SOUNDING

2

TEACHER

\*Knock the Table\*

STUDENTS

We are Ready



Scan for instruction



## INSTRUCTION:

(The teacher knocks on the table, after which the students will answer "We are Ready" as a sign that they are still paying attention or paying attention to the ongoing learning process).

## SOUNDING

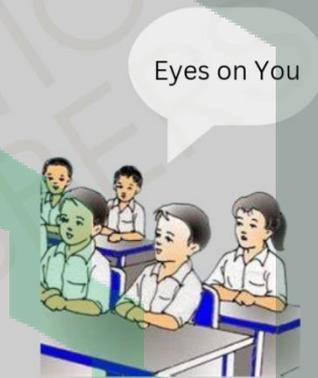
3

TEACHER

\*Knock the Table\*

STUDENTS

Eyes on You



Scan for instruction



## INSTRUCTION:

(The teacher knocks on the table, after which the students will answer "Eyes on You" as a sign they are still paying attention or paying attention to the ongoing learning process).

## SOUNDING

4

TEACHER

\*Knock the Whiteboard with  
Marker\*

STUDENTS

Talking is Done



Scan for instruction



## INSTRUCTION:

(The teacher taps the marker/eraser on the board, and in response the students will say "Talking is Done" and return to paying attention to the lesson).

## SOUNDING

5

TEACHER

\*Blow the Whistle\*

STUDENTS

Time to Focus

Time to Focus



Scan for instruction



## INSTRUCTION:

(The teacher blows the whistle, after which the students will answer "Time to Focus" as a sign they are still paying attention or paying attention to the ongoing learning process).

KINDS OF ATTENTION GRABBERS



**HISSING**

## HISSING

1

TEACHER

Snake is Coming!!

STUDENTS

Hutsssss.....

Snake is Coming!!



Scan for instruction



## INSTRUCTION:

(The teacher says "Snake is Coming", after that all students say "Hutssss..." by placing the index finger in front of the mouth).

## HISSING

2

TEACHER

Waterfall Fingers!!

STUDENTS

Hutsssss.....

Waterfall Fingers!!

Hutsssss.....



Scan for instruction



## INSTRUCTION:

(The teacher says "Waterfall Fingers", after which all students say "Hutsss .." with students raising both hands from the top of the head to the front of the body as if showing a "waterfall" movement).

## HISSING

3

TEACHER

Flat Tire

STUDENTS

Shhhhhh



Scan for instruction



## INSTRUCTION:

(The teacher says "Flat tire" and students answer "Shhh" while folding both hands on the table as a sign to return to focus on the learning process).

## HISSING

4

TEACHER

Silent Please!!

STUDENTS

Shhhhhh

A cartoon teacher with glasses and a green shirt is pointing upwards with his right hand and holding a green pointer in his left. A speech bubble above him says "Silent Please!!".

A group of five cartoon students are sitting at a desk. A speech bubble above them says "Shhhhh".

Scan for instruction



## INSTRUCTION:

(The teacher says "Silent Please!!" and the students answer "Shhhhh" while placing a finger in front of their mouth as a sign to be quiet and focus on the learning process).

KINDS OF ATTENTION GRABBERS



## FACIAL EXPRESSION

1

TEACHER

Wink

Scan for instruction



## INSTRUCTION:

(The teacher do wink to the noise student as a sign to be quiet and focus on the learning process).

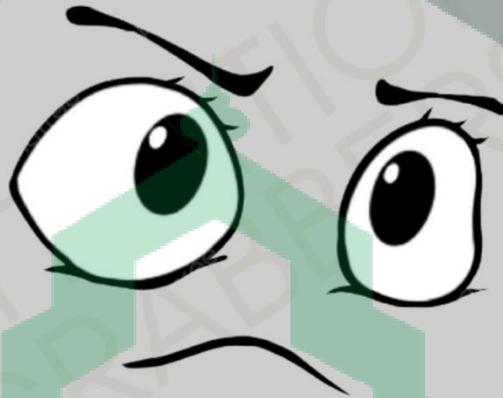
FACIAL EXPRESSION

2



TEACHER

Stare



Scan for instruction



INSTRUCTION:

(The teacher stare to the noise student as a sign to be quiet and focus on the learning process).

## FACIAL EXPRESSION

3

TEACHER

Regard



Scan for instruction

**INSTRUCTION:**

(The teacher make a facial expression pay close attention to the noise student as a sign to be quiet and focus on the learning process).

27

## CONCLUSION

One of the important aspects played by a teacher in the learning process is classroom management. Class management is intended to interpret and build control of students' achievement and behavior in a positive way, according to Froyen and Iverson.

In using an attention grabber, a teacher does not reprimand students by mentioning mistakes but does an interesting activity that can attract students' attention to stay focused on the teacher and learning process, in this case, an attention grabber is different from a strategy correcting students' errors. For example, teachers can make a 'STOP' sign in a unique and fun way, when students become noisy, which triggers students to sit and be quiet immediately (Copland et al., 2014). Shin (2006) said that a teacher is guided to create a classroom atmosphere so that students can collaborate well and be more focused on class conditions that experience events in certain aspects.

## CONCLUSION

Salah satu aspek penting yang diperankan oleh seorang guru dalam proses pembelajaran adalah manajemen kelas. Manajemen kelas dimaksudkan untuk menafsirkan dan membangun kontrol prestasi dan perilaku siswa secara positif, menurut Froyen dan Iverson.

Dalam menggunakan *attention grabber*, guru tidak menegur siswa dengan menyebutkan kesalahan tetapi melakukan aktivitas menarik yang dapat menarik perhatian siswa untuk tetap fokus pada guru dan proses pembelajaran, dalam hal ini *attention grabber* berbeda dengan strategi mengoreksi kesalahan siswa. Misalnya, guru dapat membuat tanda **STOP** dengan cara yang unik dan menyenangkan, ketika siswa menjadi ribut, yang memicu siswa untuk segera duduk dan diam (Copland et al., 2014). Shin (2006) mengatakan bahwa seorang guru dibimbing untuk menciptakan suasana kelas agar siswa dapat berkolaborasi dengan baik dan lebih fokus pada kondisi kelas yang mengalami peristiwa dalam aspek tertentu.

**ABOUT THE AUTHOR**

Musdalipa H. Tombong, born September 30, 2000 in Padang Subur, Ponrang District, Luwu Regency. Starting his lecture period in 2018 by choosing a major in English Education at one of the higher education institutions in Palopo, namely IAIN PALPO.

Musdalipa is the 5th child of 7 children from the couple H. Tombong and Agustina. This woman born in 2000 has a personality that tends to prefer a calm or lonely atmosphere or in other words prefers to be alone, that's why she has a hobby of reading novels from romance to fantasy themed novels by online.

