



Factors Affecting Students' Attention in English Classrooms: A Qualitative Study at Junior High School

Nur Jannah¹, Darmayanti², Farisatma³, Sari⁴, Nur Rahmaniar Usman⁵

^{1,3,5} Elementary School Teacher Education Study Program, Universitas Muhammadiyah Buton

² Islamic Education Study Program, Universitas Muhammadiyah Buton

⁴ Public Finance Accounting Department, Polytechnic of Saint Paul Sorong

Article Info	Abstract
Received: 2026 - 06- 01	<i>Students' attention is one of the factors that affects the overall learning process in the classroom. It facilitates the transfer of information into students' conscious awareness and engages them in reasoning, which supports the development of their desired intellectual abilities. Previous studies have examined factors affecting students' attention and teachers' strategies to maintain classroom engagement; however, limited research has investigated students' attention duration and the specific factors influencing attention in junior high school English classrooms, particularly in the context of Indonesian schools. Therefore, this study aimed to investigate the students' attention and the factors affecting students' attention during English learning in classes 8B and 9B at SMP IT Al Izzah Sorong, Papua. This study used a qualitative descriptive design. The participants consisted of 40 students from classes 8B and 9B. Data were collected through classroom observations and semi-structured interviews and were analyzed descriptively. The findings revealed that students' attention was generally maintained only during the first ten minutes of the lesson, particularly during the opening stage. After this period, many students shifted their focus to other activities to avoid boredom and sleepiness. The study also identified several factors affecting students' attention, including classroom noise, disruptive student behavior, fatigue, hunger, physical conditions, personal issues, and students' interest and understanding of the lesson. Among these factors, classroom distractions, particularly noise and student behavior, emerged as the most dominant factors contributing to students' lack of attention. These findings highlight the importance of creating a conducive learning</i>
Revised: 2026 06-18	
Accepted: 2026 06-24	
Keywords: Affecting; English Learning Process; Factors; Students' Attention	
DOI: 10.24256/ideasv14i1.10951	
Corresponding Author: Nur Jannah nurjannah9926@gmail.com Elementary School Teacher Education Study Program, Universitas Muhammadiyah Buton	

environment and designing engaging instructional activities to sustain students' attention throughout the learning process.

1. Introduction

Students' attention plays a crucial role in the learning process because it enables learners to focus on relevant information while filtering out distractions. Attention facilitates the processing of information and supports students' engagement in classroom activities, ultimately influencing learning outcomes. The attention known as the capacity for active processing of a particular piece of environmental information while tuning out other details (Cherry, 2024). Student attention becomes a component that influences learning in the whole classroom process because students must focus on instructional content before information can be processed and stored.

The relationship between attention and learning can be explained through the concept of working memory. Working memory functions as a temporary storage system that allows individuals to process and manipulate information during cognitive activities. Attention as a resource and as a selection mechanism, considering that each offers distinct conceptual implications for the relationship between attention and working memory (Oberauer, 2019). Conversely, previously formed memories exert a significant influence on the allocation and direction of

attentional resources (Cowan et al., 2024). Students with stronger attentional control are generally better able to maintain focus and process instructional information effectively. Therefore, attention is regarded as one of the key factors influencing students' learning performance.

Despite its importance, students' attention is often limited in duration. Previous studies have suggested that students' attention tends to decline after approximately 10–15 minutes of instruction (Bradbury, 2016), while the average attention span of adolescents ranges from 8 to 14 minutes (Carter, 2014). When attention decreases, students become more susceptible to distractions and less capable of processing learning materials effectively.

Several factors have been identified as influencing students' attention in classroom learning. These factors are categorized into distractions, students' interest and understanding, and instructional practices that support student engagement (Gerschler & Gerschler, 2018). Similarly, the factors affecting attention into internal factors, such as motivation, fatigue, and personal conditions, and external factors, such as classroom environment and peer influence (Le, 2021). One of the most influencing student attentions is intense high cognitive effort so that students can focus on a particular point or job for a long time (Solso, R. L., MacLin, M. K., MacLin, 2011). These findings indicate that students' attention is shaped by a combination of personal and environmental factors.

Previous studies have investigated students' attention from different perspectives. Factors that disrupt students' attention and proposed strategies to minimize these distractions (Le, 2021). Cicekci and Sadik found that teachers tended to attribute attention problems mainly to students, whereas students associated such problems with multiple sources, including peers, teachers, and classroom environments (Cicekci & Sadik, 2019). In addition, the teachers' strategies for attracting students' attention in EFL classrooms and reported positive effects of classroom management techniques such as clapping, eye contact, and verbal cues on students' attentiveness (Purwanti & Salija, 2017). Collectively, these studies demonstrate that students' attention is influenced by multiple factors and can be enhanced through effective instructional practices.

However, existing studies have primarily focused on general factors affecting attention, perceptions of attention problems, or teachers' strategies for gaining students' attention. Limited research has examined students' actual attention duration during classroom learning while simultaneously investigating the factors contributing to attention loss in gender-separated classroom settings. This issue is particularly relevant in schools implementing separate classes for male and female students, as differences in classroom interaction patterns, behavior, and learning engagement may influence students' attentional processes. Furthermore, few studies have explored this issue within the context of Indonesian junior high schools, especially in Islamic school settings.

Preliminary observations conducted at SMP IT Al Izzah Sorong revealed that

many students experienced difficulties maintaining attention during English lessons. Some students were observed talking with peers, leaving their seats, lying on desks, or engaging in activities unrelated to the lesson. These behaviors suggest that attention-related challenges remain a significant issue that may affect learning effectiveness. Therefore, further investigation is needed to identify the duration of students' attention and the factors contributing to attention loss in classroom learning.

Based on the background, this study aims to investigate the students' attention and the factors affecting students' attention during English learning among 8th and 9th grade students at SMP IT Al Izzah Sorong, Papua.

2. Method

Design

The design of this research is qualitative descriptive, allowing the researcher to observe and interpret naturally occurring phenomena in the classroom without manipulating variables. The main focus is to identify and describe the duration of students' attention and the factors that influence their attention during English learning process.

Participant

The sample is selected purposively, involving 40 students consisting of 20 students from Class VIII B and 20 students from Class IX B, as well as their English teacher. These classes were chosen due to observable attention-related issues during classroom instruction and they could provide relevant insights into students' attention during classroom learning.

Instruments

The main instruments used in this study are:

1. Observation guidelines

Classroom observations were conducted to identify students' attention duration and behaviors during English learning lesson.

Observation Focus:

- a. Student Attention Duration
 - 1) Duration of students' full attention.
 - 2) Time when students began to lose focus.
 - 3) Activities performed when students were no longer attentive.
- b. Behavioral Indicators

Table 1. Behavioral Indicators

Aspect	Observed Behavior
Active Listening	Students listen, take notes, respond to teacher

Distraction (Hunger)	Students appear tired, restless, or mention hunger
Noise/Peer Interaction	Talking, gossiping, joking, or disturbing peers
Physical Fatigue	Yawning, lying down, resting head on desk
Off-task Behavior	Doing homework from other subjects, playing, using phone

- c. Environmental Factors
 - 1) Noise level in the classroom
 - 2) Temperature or comfort level
 - 3) Seating arrangement and visibility
2. Semi-structured interview guidelines

Semi-structured interviews were conducted with the English teacher to obtain deeper insights into factors affecting students' attention during classroom learning. The interview included questions related to:

 - a. Students' attention patterns during lessons.
 - b. Factors contributing to attention loss.
 - c. Strategies used by the teacher to maintain students' attention.

Data Collecting Technique

Data were collected using two primary techniques:

1. Classroom Observation

The researcher conducted 4 observation sessions in Classes VIII B and IX B. Each observation lasted approximately 45 minutes, corresponding to one complete English lesson. During observations, the researcher acted as a non-participant observer, observing classroom activities without intervening in the teaching and learning process. Field notes were used to document students' behaviors, classroom interactions, and environmental conditions related to students' attention.

2. Interviews

Following the observations, two interview sessions were conducted with the English teacher. Each interview lasted approximately 15-20 minutes. The interviews were audio-recorded with the participant's permission and subsequently transcribed verbatim for analysis. The transcripts were reviewed several times to ensure the accuracy and completeness of the data.

Data Analysis Technique

The data analysis was carried out using the model developed by Miles, Huberman, and Saldana (2014). It consist of (Matthew B. Miles, A. Michael Huberman, 2014):

1. Data condensation

Data condensation is the process of simplifying and focusing on important information from things like notes, interview transcripts, and documents. Researchers select key points, organize the data, and adjust it to fit the research needs. In short, after gathering information in the field, researchers sort and extract the most relevant data related to their research focus.

2. Data display

Data display is about organizing and showing information clearly. It's not just about arranging the data, but also explaining what it means and how it connects to the research. This helps to provide a better understanding of the research topic.

3. Conclusion drawing

Conclusion drawing starts when researchers collect data and look for patterns and explanations. In the final step, they put everything together to form conclusions based on the data they've gathered.

Trustworthiness of the Study

To enhance the credibility and trustworthiness of the findings, several strategies were employed:

1. Triangulation

Method triangulation was conducted by comparing findings obtained from classroom observations and teacher interviews. This process helped verify the consistency of the collected data.

2. Member Checking

After transcription and preliminary analysis, the interview results were shared with the teacher participant to confirm the accuracy of interpretations and ensure that the findings reflected the participant's perspectives.

3. Peer Debriefing

The researchers discussed the coding process and emerging themes with academic colleagues to minimize researcher bias and strengthen analytical rigor.

4. Audit Trail

The researchers maintained detailed records of observation notes, interview transcripts, coding procedures, and analytical decisions throughout the study to ensure transparency and dependability.

Ethical Considerations

Prior to data collection, permission was obtained from the principal of SMP IT Al Izzah Sorong. Participants were informed about the purpose of the study and

their voluntary participation. Informed consent was obtained from the teacher and from students through school-approved procedures. To protect participants' privacy, all data were kept confidential, and pseudonyms were used during data analysis and reporting. Participants were also informed that they could withdraw from the study at any time without any consequences.

3. Result

In this section, the researchers show the results of the durations and factors affecting students' attention in the classroom of 8B and 9B of SMP IT AL IZZAH, Sorong, Papua. The analysis of classroom observations and teacher interviews generated four major themes: (1) limited attention duration during classroom learning, (2) internal factors affecting students' attention, (3) external factors affecting students' attention, and (4) differences between female and male students' attention patterns.

Limited Attention Duration During Classroom Learning

Researchers did the observations in class 8B (Female) and 9B (Male) in order to investigate how students pay attention to the learning process in class. The results of the researchers' observations in the classroom showed that in the first 10 minutes the students focused their attention on the learning content explained by the teacher. During the opening activities, including greetings, attendance checking, and prior knowledge activation, students actively responded to the teacher and followed classroom instructions.

However, after approximately ten minutes, students gradually shifted their attention away from the lesson. Observation data showed that students began engaging in off-task behaviors such as talking with peers, eating snacks, lying on desks, completing assignments from other subjects, joking with classmates, and sleeping.



Figure 1. The students eating

Figure 1 shows students eating snacks during the learning process. The behavior indicates that some students prioritized their physiological needs over

classroom activities. Based on the observation and teacher interview, hunger emerged as one of the factors affecting students' attention. Students who had not eaten breakfast appeared to have difficulty maintaining concentration on the lesson and were more likely to engage in activities unrelated to learning. This finding suggests that physical conditions, particularly hunger, may reduce students' readiness to participate actively in classroom instruction.



Figure 2. The students talking and gossiping on the floor

Figure 2 describes students engaging in conversations unrelated to the lesson while the teacher was conducting classroom instruction. Such behavior reflects a shift of attention from the learning content to peer interaction. The observation indicates that classroom noise and social interaction among students were significant external factors contributing to attention loss. The tendency to engage in gossiping and casual conversations suggests that students sought alternative forms of engagement when they lost interest in the instructional activities.



Figure 3. Students lay on the desk

Figure 3 indicates students resting their heads on the desk during the lesson. This behavior may indicate boredom, fatigue, lack of motivation, or reduced engagement with the learning material. The observation revealed that students

who displayed this behavior rarely participated in classroom activities and often appeared disconnected from the ongoing lesson. This finding suggests that declining attention may be manifested through passive disengagement rather than overt disruptive behavior.

Likewise with class 9B (Male Students), after passing the initial 10 minutes some of them chose to play pranks on their friends, finish work from other subjects, until they fell asleep.



Figure 4. Students are sleepy

Figure 4 shows students falling asleep or appearing drowsy during classroom instruction. According to the teacher's interview, some students experienced sleepiness because they stayed up late the previous night. Sleepiness emerged as an important internal factor affecting students' attention because it limited their ability to process information, respond to classroom activities, and sustain concentration. The finding highlights the influence of students' physical conditions outside school on their classroom learning experiences.

The researchers also conducted interviews with the teacher to find out whether students' attention only occurred at certain moments, or continued every time learning began.

Extract 1: Students' attention

Interviewer : "don't you mind to explain the situation in the learning process?"

Teacher: "Based on my experience during i teach in these both classes, the students only take their attention in the first learning process, like the opening stage, class attendance, and prior knowledge check, when i start to explain the new material, one by one of them start to lose their attention and look for another activity so that they are not sleepy and bored".

The results above show a lack of attention by students. There are several studies that synergize with this result. A number of previous studies indicate that students' attention tends to decline significantly after the first 10–15 minutes of a

learning session (Bradbury, 2016). This finding suggests that beyond this time frame, students generally lose focus, become more susceptible to distractions, or exhibit a decrease in their ability to process the material being presented. Nevertheless, Bradbury emphasizes that these findings should be re-examined, as the measurement methods employed in some of the earlier studies were often inconsistent or lacked validity. However, from a practical standpoint, educators should recognize that students' attention levels tend to be higher at the beginning of a lesson.

Another study show that the average attention among young adolescents, including junior high school students, is estimated to range from 8 to 14 minutes (Carter, 2014). This indicates that students are generally able to maintain focus on the learning material only within this timeframe before their attention levels begin to decline. Accordingly, after the initial 8–14 minutes of instruction, students' attention becomes more susceptible to various distractions, both internal (such as boredom or fatigue) and external (such as peer interaction, noise, or social media use). This finding also described that instructional sessions that are too lengthy without sufficient variation in teaching methods or adequate interaction may lead to a decrease in students' learning interest and difficulties in effectively understanding the material presented.

Internal Factors Affecting Students' Attention

The researchers found several internal factors that affecting students' attention in the class of 8B and 9B of SMP IT AL IZZAH, Sorong, Papua.

a. Hunger

The teacher identified hunger as a common issue among female students. Several students appeared restless and frequently requested permission to eat during class.

Extract 2: Hunger

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "most of them it is because they have not had breakfast yet in the morning. Like Intan, she is the most often rest on the back, evidently, she has not had breakfast yet."

In extract 2, the teacher said that one of the factors affecting the students' attention in the class is hunger. Most students do not have breakfast before going to school. Therefore, they feel hungry in the class and cannot focus on the lesson. In this case, hunger is the physical issue of the students and one of the unmanageable factors of students' attention. Therefore, the teacher or instructor cannot control them.

b. Fatigue and Sleepiness

Among male students, fatigue and sleepiness emerged as dominant factors affecting attention.

Extract 3: Fatigue

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "Usually there are other things, like they are tired because doing other activities. For example, before entering the class, they do something or play with friends, so that they are tired in the learning."

Extract 4: Sleepiness

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "Usually, students are sleepy in the class, they stayed up to watch football, then they are sleepy in the class."

Observations confirmed that several students rested their heads on desks, yawned repeatedly, and showed limited participation in classroom activities. One of the reason students' fatigue and sleepiness is because they stayed up late to watch football. These behaviors indicate that physical conditions outside school may directly influence classroom engagement.

c. Limited Understanding of Learning Materials

The student's interest and understanding of the subject affects to student's ability to concentrate in class. A lack of understanding or direction can cause annoyance, which will make students lose interest in a material, thereby shortening attention span and breaking concentration. Both female and male students demonstrated difficulties understanding English instructions and learning content.

Extract 5: Limited Understanding of Learning Materials

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "maybe they do not understand, they lack of understand, when i speak English, suddenly they ask, what does it mean?"

Extract 6: Limited Understanding of Learning Materials

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "Because their disability in that subject, if they have a good ability then they will focus, but if they are not, they cannot understand the lesson, or their cognitive cannot reach the subject."

The teacher said that they do not understand the material because they do not know what their teacher said in English and also, they suddenly asked the meaning of the words. Students who experienced comprehension difficulties tended to disengage from classroom activities more quickly. Rather than attempting to participate, they shifted their attention toward unrelated activities, suggesting a relationship between understanding and sustained attention.

External Factors Affecting Students' Attention

Besides internal factors, external classroom conditions also contributed to attention loss.

a. Classroom Noise

One of the most frequently observed distractions was classroom noise. Students often initiated conversations unrelated to the lesson while the teacher was explaining the material.

Extract 7: Classroom noise

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "they always talk each other, like they talked about scrub making, they must talk about that in the middle of my explanation, so that they do not focus with the material. Sometimes, i want them to be focused, but they want to talk."

Observational data showed that classroom conversations often spread from one student to another, creating a chain reaction that reduced overall classroom attention. Therefore, classroom noise appeared to be one of the most influential external factors affecting students' focus. This problem can be handled by the teacher or instructor by taking a break or brainstorming in the class to take back the students' attention in the learning process.

b. Disruptive Student Behavior

Particularly in the male classroom, students frequently disturbed one another through jokes, physical teasing, and unrelated activities.

Extract 8: Student behavior

Interviewer: "What are factors influence so that students' attention is not focused in the class?"

Teacher: "Usually they disturb each other, example, their friends are silent, then

other start to poke their friends again so that they do not focus anymore. There are also memorize Qur'an in the class."

In this case, most students distracted from other friends, and memorizing Qur'an. Such behaviors not only distracted the students involved but also affected nearby classmates, resulting in a broader decline in classroom attention.

Differences Between Female and Male Students' Attention Patterns

Although both groups demonstrated limited attention spans, the forms of distraction differed between female and male students. Female students tended to display passive forms of disengagement, including eating snacks, gossiping, and resting on desks. Their attention loss was often associated with boredom, hunger, and social interaction.

In contrast, male students exhibited more active forms of distraction, such as disturbing peers, joking, completing tasks from other subjects, and sleeping. Their attention loss appeared to be associated with physical fatigue and disruptive peer behavior. These findings suggest that while the duration of attention was relatively similar across both groups, the manifestation of attention loss differed according to classroom dynamics and student behavior patterns.

4. Discussion

The findings indicate that students' attention in both female and male classrooms was concentrated during the opening phase of the lesson and declined substantially after approximately ten minutes. While previous studies have reported similar limitations in adolescent attention spans, the present study suggests that attention loss is not solely a cognitive issue but also a contextual classroom phenomenon. The decline in attention appeared to emerge when classroom activities shifted from interactive routines, such as greetings and attendance checking, to teacher-centered explanations of new material. This finding implies that students were more engaged when actively participating than when passively receiving information.

This pattern is consistent with previous research showing that sustained attention among school-age students is limited and highly variable. Attentional capacity develops throughout adolescence, students still experience challenges in maintaining sustained attention for extended periods (Weng et al., 2024). Similarly, students' attention tends to be strongest at the beginning of learning sessions and gradually decreases as instruction continues (Simon et al., 2023). The present study extends these findings by demonstrating how this decline is manifested in actual classroom behaviors, including eating, gossiping, lying on desks, disturbing peers, completing unrelated tasks, and sleeping during lessons.

An important contribution of this study is the identification of different patterns of attention loss between female and male students. Although both groups demonstrated limited attention duration, the ways in which they expressed disengagement differed. Female students tended to display passive forms of distraction, such as eating snacks, gossiping, and resting on desks. In contrast, male students exhibited more active and disruptive behaviors, including disturbing classmates, playing pranks, and engaging in unrelated activities. These differences may reflect variations in classroom social dynamics rather than differences in attention capacity itself. Therefore, the findings suggest that gender-separated classrooms do not necessarily eliminate attention problems; instead, they may shape how attention loss is manifested in classroom behavior.

The findings should also be interpreted within the context of SMP IT Al Izzah as an Islamic junior high school. The teacher reported that some students memorized Qur'anic verses during classroom instruction, particularly among male students. While this behavior may be viewed positively from a religious perspective, it created competition for students' attentional resources during English lessons. This suggests that students' attention is influenced not only by cognitive and environmental factors but also by the coexistence of multiple educational priorities within the school setting. Consequently, attention management in such contexts requires balancing academic and religious activities without compromising engagement in classroom learning.

Another noteworthy finding concerns the role of instructional practices. Observation data indicated that students were most attentive during interactive classroom activities but gradually disengaged when lessons became more explanation-oriented. This pattern may indicate that the issue is not simply students' inability to focus but also the degree to which instructional methods maintain students' engagement. Students who did not understand English explanations quickly shifted their attention to alternative activities, suggesting that comprehension difficulties contributed to attention loss. Students who perceived learning materials as irrelevant or difficult to understand tended to lose attention more quickly (Karim & Khairuddin, 2025). Therefore, attention should be viewed as closely connected to students' understanding of the lesson. When instructional content exceeds students' current language proficiency, disengagement becomes more likely.

The study also highlights the influence of physiological factors, including hunger, fatigue, and sleepiness. However, these factors should not be interpreted as independent causes of attention loss. Nutritional studies have shown that skipping breakfast is associated with reduced cognitive functioning, mood regulation, and academic performance (Frongillo et al., 2024). An alternative explanation is that physical conditions interact with classroom engagement. For example, students who are tired may remain attentive when participating in highly interactive activities but become disengaged during extended teacher explanations. Similarly,

students who skip breakfast may experience greater difficulty maintaining concentration when learning tasks require sustained cognitive effort. This suggests that attention is shaped by the interaction between students' physical conditions and classroom instructional practices rather than by a single factor alone.

Furthermore, classroom noise and peer interaction emerged as significant contributors to attention loss. However, the findings suggest that peer interaction should not always be viewed negatively. This observation aligns with research suggesting that task relevance and instructional variety are strong predictors of behavioral engagement (Hobbiss & Lavie, 2024). The frequent conversations observed among students may indicate a need for greater social engagement during learning. Rather than attempting to eliminate peer interaction entirely, teachers may benefit from incorporating collaborative learning activities that channel students' social tendencies into productive academic engagement. Such an approach may be particularly effective in maintaining attention beyond the initial ten minutes of instruction.

Overall, the findings demonstrate that students' attention is influenced by a complex interaction of individual, instructional, and contextual factors. The study extends previous research by showing that attention loss in gender-separated classrooms is expressed differently between female and male students and that attention problems cannot be explained solely by cognitive limitations. Instead, attention should be understood as a dynamic process shaped by classroom interaction patterns, instructional practices, students' physical conditions, and the broader educational context in which learning occurs.

5. Conclusion

Students' attention in a lesson will help students in receiving a whole information and knowledge. However, the biggest obstacle students face is attention itself. After conducting research at SMP IT AL IZZA grades 8B (Female) and 9B (Male) through observation and interviews, it was found that in class students' attention was only maintained in the first 10 minutes of learning, especially at the opening stage, the rest of the students were either female or male are looking for another focus so as not to get bored and sleepy. In addition, based on follow-up interviews conducted by the researchers with the teachers, several factors were found that caused students' lack of attention including distraction (classroom noise level, student behavior, student fatigue, hunger, physical issue, and personal issues), and interest and understanding. Some of these factors are manageable factors and some of them are unmanageable factors. Besides that, there is one factor that is not affecting the students' attention in the classroom, namely: using learning preferences to maximize student focus. Based on the observation, both of the English teachers have been applied the optimal learning methods, such as inviting them to watch videos, reviewing materials, question and answer, and motivating them, etc. When students do not focus, both teachers

confirmed the problem that experienced by the students. Researchers hope this research can improve the quality of education and can be used as well as possible. Furthermore, the learning process can run as well. In the future, the researchers hope that this concern in students' attention can be developed with different instruments and paths to improve classroom management for both teachers and students.

7. References

- Bradbury, N. A. (2016). Attention span during lectures: 8 seconds, 10 minutes, or more? *Advances in Physiology Education*, 40(4), 509–513. <https://doi.org/10.1152/advan.00109.2016>
- Carter, N. (2014). Keeping Students Engaged with Mini-Lessons. *Association for Middle Level Education*. <https://www.amle.org/keeping-students-engaged-with-mini-lessons/>
- Cherry, K. (2024). *What Attention Means in Psychology*. Verywellmind. <https://www.verywellmind.com/what-is-attention-2795009>
- Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. *Journal of Education and Learning*, 8(6), 15. <https://doi.org/10.5539/jel.v8n6p15>
- Cowan, N., Bao, C., Bishop-Chrzanowski, B. M., Costa, A. N., Greene, N. R., Guitard, D., Li, C., Musich, M. L., & Ünal, Z. E. (2024). The Relation Between Attention and Memory. *Annual Review of Psychology*, 75, 183–214. <https://doi.org/10.1146/annurev-psych-040723-012736>
- Frongillo, E. A., Adebisi, V. O., & Boncyk, M. (2024). Meta-review of child and adolescent experiences and consequences of food insecurity. *Global Food Security*, 41(October 2023), 100767. <https://doi.org/10.1016/j.gfs.2024.100767>
- Furwana, D., Muin, F. R., Zainuddin, A. A., & Mulyani, A. G. (2024). Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 653-662.
- Gerschler, J., & Gerschler, J. J. (2018). Classroom Strategies for Maintaining Student Focus. *ResearchGate*. <https://www.researchgate.net/publication/326066230>
- Hobbiss, M. H., & Lavie, N. (2024). Sustained selective attention in adolescence: Cognitive development and predictors of distractibility at school. *Journal of Experimental Child Psychology*, 238, 105784. <https://doi.org/10.1016/j.jecp.2023.105784>
- Husnaini, H. (2022). Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 538-560.
- Karim, A. A., & Khairuddin, K. F. (2025). *The impact of classroom acoustic*

- environments on the behaviour of special needs students: a systematic literature review.* 22(2).
<https://doi.org/https://doi.org/10.17576/ebangi.2025.2202.42>
- Le, H. V. (2021). Journal of English Language Teaching and Applied Linguistics An Investigation into Factors Affecting Concentration of University Students. *Journal of English Language Teaching and Applied Linguistics*, 3(6).
<https://doi.org/10.32996/jeltal>
- Matthew B. Miles, A. Michael Huberman, J. S. (2014). *Qualitative Data Analysis* (Third edit). SAGE Publications.
- Oberauer, K. (2019). Working memory and attention - A conceptual analysis and review. *Journal of Cognition*, 2(1), 1–23. <https://doi.org/10.5334/joc.58>
- Purwanti, E., & Saliya, K. (2017). *Teachers' Strategies in Getting Students' Attention During Transition in EFL Classroom (A Case Study on English Teacher in a Junior High School)*.
- Simon, A. J., Gallen, C. L., Ziegler, D. A., Mishra, J., Marco, E. J., Anguera, J. A., & Gazzaley, A. (2023). *Quantifying attention span across the lifespan*. *Frontiers in Cognition*. <https://doi.org/10.3389/fcogn.2023.1207428>
- Solso, R. L., MacLin, M. K., MacLin, O. H. (2011). *Bilişsel psikoloji (Çev. Ayşe Ayçiçeği-Dinn)*. Kitapevi Yayınları.
- Weng, Y., Kruschwitz, J., Rueda-Delgado, L. M., Ruddy, K. L., Boyle, R., Franzen, L., Serin, E., Nweze, T., Hanson, J., Smyth, A., Farnan, T., Banaschewski, T., Bokde, A. L., Desrivières, S., Flor, H., Grigis, A., Garavan, H., Gowland, P. A., Heinz, A., ... Whelan, R. (2024). A robust brain network for sustained attention from adolescence to adulthood that predicts later substance use. *ELife*, 13. <https://doi.org/10.7554/elife.97150.3>