

CHAPTER I

INTRODUCTION

1.1. Research Background

In Christian education, school becomes one of the agents beside family and church, in nurturing the students to be committed to God and glorifying God by developing their abilities, capacities, and knowledge (Van Brummelen, 1998). School is a place where the process of teaching and learning happens formally to educate students. Van Brummelen said to educate means to develop the capacities, skills, and insight of the students (1998). Teacher as the one who educate the students is responsible to develop students' capacities the same as the students as the learner also responsible to develop their own capacities and knowledge. Nevertheless, Huda (2014) said that the role of a teacher is to teach which means delivering information and the role of student is to learn which means processing what they receive. However, Christian education go beyond than that. It is not student centered nor teacher centered but God centered education (Estep, Anthony, & Allison, 2008) because God is the beginning of all creation and the ultimate purpose of all creation. As Christian educator, it should be clear that equipping the students become knowledgeable and competent disciple of Christ is the greatest goal of the teaching and learning process (Van Dyk, 2013). Namely, the role of a teacher is more than just delivering information, he/she should bring up the students to be thankful to God and glorifying God by developing their talent and knowledge.

There are two parties in a classroom, teacher as an educator and students as learner, both teacher and students have their own responsibility in learning process. In this case, teacher cannot work individually, both teacher's role and students' role are needed. Thus, the responsibility of teacher and students as two parties in classroom community is to work cooperatively to develop students' capacities, abilities, and knowledge as the goal of learning. Van Brummelen convinces that one of the roles of a teacher is as a facilitator who is responsible to provide a comfortable environment and motivation for students in learning (1998). In other word, it is possible for teacher to overcome problems that happen in classroom by making the class comfortable during learning to support the students. Therefore, a comfortable atmosphere for learning cannot exist instantly, but should be pursued by both the teacher and students.

Teacher has a responsibility to facilitate the students in learning, meanwhile students responsible to develop their capacities and achieve academic achievement by performing behavioral engagement in learning activity (Berg, 2007; Gooetz et al., 2010; Lipnevich and Roberts, 2012 as cited in Macklem, 2015). In addition, Finn & Zimmer (2012 as cited in Ng, Bartlett, & Elliott, 2018) said that students could only give their best in their learning through being engaged with the learning activity. In other word, without the presence of behavioral engagement, it is impossible for students to give their best achievement. Their behavioral engagement in learning activity can be seen through their action such as: paying attention, giving their best effort to do what they are doing and persistence in doing a learning activity until finish it (O'Donnell, Reeve, & Smith, 2009). In the same way, when the students performing behavioral engagement such as paying

attention, showing effort in finishing the activity and persistence in learning activity (Boykin & Noguera, 2011), they could achieve the best result of learning. Consequently, behavioral engagement is important, it becomes a bridge for the students to their achievement outcomes.

Undoubtedly, each student has a responsibility in the classroom, they are free to choose what they will do yet accountable for every behavior and the work they do (Fennema, 1977 as cited in Van Brummelen, 1998). Similarly, when the students are paying attention in learning and focus on it then they will achieve a good result in learning. In contrast, if the students ignore the learning then they will miss something important and cannot achieve their best result. Particularly, it is said in the Bible that everyone will reap whatever they sowed (2 Cor. 9:6). Hence, every decision made by the students will have its consequences for them.

In fact, classroom will never serve as a perfect community (Van Brummelen, 1998) because of the differences and uniqueness of each student, teacher, and the complexity of teaching. Moreover, Christians believe that all men have sinned (Rom 3:23). In this case, Graham (2009) said that sin makes everything corrupted and not functioned as it should be. The manifestation of sin, specifically in the classroom, can be seen through students' behavior such as ignore and disrespect their teacher and friends by not listening to them, interrupting the teacher, do not follow procedure, and do not do their role in class activity. Hence, there is no such perfect classroom because the reality of sin, problems will always be there and need to be solved day by day.

Take the case of grade 1 students at one of Christian schools in Tangerang, especially in English class, consisted of 18 students in the lowest level of English

writing and reading skills among other three parallel classes. The researcher found a problem of students' behavioral engagement during English class within four meetings. The problems were some students did not obey the procedure, ignored the teacher's explanation by not listening and hardly to sit still during teacher explanation, having unnecessary conversation during class activity and playing while in reading activity. Those behavior were contradicted with expected behavior. Ultimately, the researcher concluded that the problem of grade 1 students in English class from this specific school is low behavioral engagement.

One of the tools to enhance behavioral engagement of grade 1 students in English class offered by the researcher is Running Dictation because it is suitable for students who are learning to read and write at the moment. It is another variation of dictation where the steps requires students to work in pair or in a group, one student will be the runner who read a text, hold it in his mind and run to another place where his partner is waiting to write the text dictated by him (Smith, 2018). According to Smith (2018) this activity is suitable for those students who are restless, it is also interesting yet competitive, and students will have fun during learning. Indeed, learning in a fun and challenging way will engage the students to participate, keep on task and give their best effort. In addition, it is suitable for elementary students to be presented with the task within their own capacities, teacher gives them achievement yet encouraging self-competition and cooperation (Snowman & Biehler, 2008 as cited in Cruickshank, Jenkins, & Metcalf, 2012). Running Dictation encourages the students to finish certain expectation and to keep focus on doing their role by following certain procedure until they finish. This class is learning short /i/ sound words. Teacher consistently gives traditional dictation by

pronounce it and students write it. The words that will be used in Running Dictation are familiar words for the students, which are short /i/ words. Each step of Running Dictation will also involve the students so that the students not only sit and listen but will do something more such as dictate a word to their friend. Thus, through the implementation of Running Dictation it will enhance students' behavioral engagement which later will bring an academic success for the students.

1.2. Research Questions

This research is conducted to answer questions on the implementation of Running Dictation to enhance students' behavioral engagement. The questions are:

- a. Does the Running Dictation enhance behavioral engagement of grade 1 students at one of Christian Schools in Tangerang?
- b. How does the implementation of Running Dictation enhance behavioral engagement of grade 1 students at one of Christian Schools in Tangerang?

1.3. Research Purpose

These are the purpose of the researcher in conducting this Classroom Action Research:

- a. To know whether Running Dictation enhances behavioral engagement of grade 1 students at one of Christian Schools in Tangerang.
- b. To know how the implementation of Running Dictation in enhancing behavioral engagement of grade 1 students at one of Christian Schools in Tangerang.

1.4. Explanation of Term

a. Behavioral Engagement

Behavioral engagement is “the extent to which a student displays on-task attention, strong effort and enduring persistence on a learning activity” (O'Donnell, Reeve, & Smith, 2009, p. 369). Further, it is explained by Boykin & Noguera (2011, p.42) that behavioral engagement expresses the existence of prevalent on-task behavior which require “effort and persistence along with paying attention, asking pointed questions, seeking help that enables one to accomplish the task in hand (rather than being given the answer), and participating in class discussions”. Thus, from the definition above, the researcher concluded that the indicators of behavioral engagement are on-task, participation, and effort.

Further, each indicator of this behavioral engagement expanded by the researcher into six (6) statements that are observable during class activity, such as:

1. Focus on doing the task in given time
2. Follow procedure on doing the task
3. Do the role in class activity properly
4. Ask question/giving opinion
5. Try to finish the task
6. Try to do the task correctly

b. Running Dictation

Running dictation is another technique of dictation but with physical movement because students need to move from one place to another place

to dictate the text. The students work in pairs, one partner student will dictate a text that pinned on a wall to the other partner who sit on different area as a secretary to write down the text (Smith, 2018). Teacher is not the one who dictate the text to the whole class, but student will dictate it to another student.

Further, the researcher modified the steps of running dictation into 6 steps:

1. Students choose their own partner
2. Students decide who will be the runner and writer or play both roles alternately (researcher gives name label according to the role of each student with different term to call the role of runner and writer)
3. The runner and the writer are separated on two different places (runner in front of the board, writer on their own chair)
4. The runner reads the text and memorize
5. The runner goes to the writer and dictate the word
6. The writer listens to the runner and write what he heard

The steps are repeated from number 4-6 until all students finished the text for dictation.