

CHAPTER I

INTRODUCTION

1.1 Background

As a Christian we should be responsive in order to obey God's command. This responsive action is a form of our submission to Christ which is essentially the goal of teaching (Graham, 2009). Therefore, to achieve this teaching goal, as a disciple of Christ we need to reflect on the life submission to God's command which can only accomplish if we have responsive action towards God's grace.

In the school context, students need to be educated for life of responsive discipleship in Jesus Christ through the engagement in the learning process.

Students need to show engagement behavior in the classroom and teacher also needs to provide a way for students to engage. Therefore, students and teacher could serve the Lord and practice the responsiveness action in the classroom (Brummelen, 2009).

According to Hardy & Bryson (2010) engagement is the quality of students' effort dedicate to learning activities that contribute directly to the desired outcomes and is related to the effort of institutions devote to using effective educational practices. In the other words, engagement required students' effort and supported by teacher educational practice. Practically, O'Donnell, Reeve, & Smith (2009) describe engagement is when students highly engaged, students are active and display strong and enduring effort. This action can be seen if students don't interrupt the teacher by raising hand before talking, follows the instruction, and invest their effort over time. Moreover, student could be more engaged if there is

peer interaction (Parke & Gauvain, 2009), and students' behavioral engagement can be observed when students are cooperative in group discussion, listen to their friends (Parke & Gauvain, 2009). During learning activities, students express their behavioral engagement through on-task attention, strong effort, and enduring persistence (O'Donnell, Reeve, & Smith, 2009). In conclusion, as a responsive disciple in the classroom, students can show engagement through positive conduct (absence of disruptive behavior), involvement in learning task, show on-task attention, and enduring persistence.

But the reality happened in the classroom was different. Based on the mentor interview (look Table 4.2) and researcher's reflection journal (look Table 4.1), students often show disruptive behavior, did not involve in learning task, did not show on-task attention by doing other things that have no relation to the subject, and did not endure persistently in the learning process. Therefore, the conclusion is the students in grade III are disengaged behaviorally.

The way that researcher found to solve the behavioral engagement issue in the classroom is by using Numbered Heads Together method. This method can facilitate students to engage behaviorally in the classroom. Hunter, Dieker, & Whitney, (2016) said that NHT is a cooperative learning strategy that integrates teacher-questioning strategy that actively involves students and increase behavioral outcome. Moreover, Hunter, Dieker, & Whitney, (2016) said that, in the steps of NHT can help students to stay on-task both in the group discussion and when the individual answering time, and this can be an answer for the grade III behavior disengagement issue. Through this method, students will have a group responsibility and will be eager in the learning process. This also linked to the NHT

method which in its step students required to discuss in the group to find the final answer that will engage each group to answer it correctly. Then when the teacher calls one member of each group to answer, students will have a social group responsibility that required them to answer correctly, or else they will not be able to answer, and they will not give a contribution to the group and the group will not learning.

1.2 Research Question

1.2.1 Does Numbered Heads Together (NHT) improve Grade III students' behavior engagement in a Christian School at Bogor?

1.2.2 How does Numbered Heads Together (NHT) improve Grade III students' behavior engagement in a Christian School at Bogor?

1.3 Research Purposes

1.3.1 To find out whether Numbered Heads Together (NHT) can improve Grade III students' behavioral engagement in a Christian School at Bogor?

1.3.2 To find out how Numbered Heads Together (NHT) can improve grade III students' behavioral engagement in a Christian School at Bogor.

1.4 Explanation of Terms

1.4.1 Numbered Heads Together

Numbered Heads Together is one of the teaching method in cooperative learning strategy that consists of some steps:

1. Grouping and Numbering. Teacher divides students into some groups, and teacher gives different numbers in each

member of group (Widyaningtyas, Winarni, & Murwaningsih., 2018).

2. Questioning. Teacher gives questions or problems to the class. (W. Hunter & Haydon, 2013).
3. Thinking and answering individually. The students think about the question and then answer the question given by the teacher individually (Widyaningtyas, Winarni, & Murwaningsih, 2018).
4. Heads together. The students put their heads together and discuss to make sure that everyone in the group has the same answer (W. Hunter & Haydon, 2013).
5. Answering. The teacher calls a number randomly and the students with that number should raise their hand and explain their group answer (Haydon, Maheady, & Hunter, 2010).

1.4.2 Students' Behavioral Engagement

Student behavior engagement is “the quality of students’ participation in the classroom and school community” (Davis, Summers, & Miller, 2012). Practically, the students’ behavioral engagement can be indicated through positive conduct, involvement in learning, show on-task attention, and enduring persistence (Jang, Kim & Reeve, 2016)

1. Positive conduct means students follow the classroom rules.
2. Involvement in learning task means students give effort while doing the learning activity.

3. Show on-task attention means students show concentration and on-task focus in the learning activity such listen to the teacher and friends do not digress or doing other things that's not related to the lesson.
4. Enduring persistence means student gives effort over time from beginning of the lesson until the end, either it is easy or hard.

