

CHAPTER I

INTRODUCTION

1.1 Background

Human beings were created by God in His image as social beings. In Genesis 2:18, “And the LORD God said, it is not good that the man should be alone; I will make him a help meet for him.” Therefore, every human being has relationships and interact and communicate with others including students. Nobody can interact only with themselves. It has to happen in a community. One of the places for the students to have a community is at school.

Schools are educational institutions that focus on educational aims and also are prime agencies of socialization for the students to learn to interact with others according to certain behavior standards and patterns (Van Brummelen, 1998, p. 20).

At school, the students can get and have many experiences about learning. Actually, learning can happen both in and out of school because according to Ihsan (2005, p. 7) education is an activity or human effort to improve his or her personality by training his or her personal potential, which are spiritual (thinking, intension, feeling, creation, and conscience), and physically (five senses and skills) and Knight (2006, p. 10) said that, “People can learn in a school but they can also learn if they have never seen a school because learning is a lifelong process that may occur at any time and any place,” and also teaching intends to promote learning, but learning also takes place through experience and individual study (Van Brummelen, 1998, p. 12)

Classroom is a place where the students can grow together as a community. According to Van Brummelen (1998, p. 62), “Ideally your classroom is a place

where students learn to accept and use their abilities in relation to themselves and others.” When the students come into the classroom, it does not mean the students just come to sit, listen, and then move to another class. But the students have to be engaged in the teaching learning process to show that they are following every step in the teaching learning process.

“Engagement is being understood as a process or outcome and conceptualized on a single continuum or two continua of engagement and disengagement/disaffection; the differentiation of the constructs of motivation and engagement; and technical and related conceptual issues in the measurement of student engagement” (Reschly & Christenson, 2012, p. 4). Engagement itself is divided into three types, which are behavioral, cognitive, and emotional (Mahatmya, Lohman, Matjasko, & Farb, 2012, p. 55)

Student engagement in the classroom is a crucial matter. The engagement/disengagement perspective is helpful to educators searching for strategies to reduce the likelihood of school failure; for these reasons:

- a. Engagement behaviors are easily understood by practitioners as being essential to learning. Further, the relationship between engagement behavior and academic performance is confirmed repeatedly by empirical research.
- b. Engagement behaviors can be seen in parallel forms in early and later years. As a result, dropping out of school can be understood as an end point of a process of withdrawal that may have had its beginnings in the elementary or middle school grades. Students at risk of school failure or dropping out can be identified earlier rather than later.
- c. Remaining engaged-persistence is an important outcome of schooling. Forms of persistence range from continuing to work on a difficult class problem to graduating from high school to entering and completing postsecondary studies.
- d. Engagement behaviors are responsive to teachers’ and schools’ practices, allowing for the possibility of improving achievement and attainment for students experiencing difficulties along the way (Finn & Zimmer, 2012, p. 99)

When Jesus taught many people by using parable of the sower, Jesus expected His people to hear the word of the Kingdom of God just like when the seeds sowed in the good soil. It means when someone hears the word and understand it, he indeed bears fruit and yields. Jesus does not want His people to only hear the word and forget it right after they heard it, but Jesus want the people to take action based on the gospel (Matthew 13).

When the researcher did her internship for 15 weeks at a school in Jakarta, the researcher found that from the first day of school there was a class which consisted of 26 students who seemed more quiet then other classes. There was only a little interaction between the teacher and the students. The teacher asked them to give opinion, but they were just quiet. The teacher asked them to come forward, nobody wanted to be a volunteer. Then the teacher asked the students by taking the *job stick* (job stick: a collection of stick which consist of students' names or students' number) to ask one student to come forward to solve the problem on the white board. When the teacher asked them to do so, the students did it at the time. Sometimes the students complained about the difficult problem, but students did not want to ask questions related to it. The students seemed shy and doubt to give their opinion or asked the teacher.

When the researcher began to teach, the mentor teacher assigned the researcher to teach four classes. And during three weeks, the researcher found that all of the classes engaged in the teaching learning process, except one class. Therefore, the researcher decided to focus more on that class. That was the most difficult condition that the researcher found during the teaching learning process. The condition when the mentor teacher was teaching the students and the condition when the researcher

was teaching the same class was the same. The students in that classroom were very quiet. The students did not have any problems with making noise, with their scores, and when the researcher gave them a problem to solve almost all of the students could solve it correctly. When the researcher asked the students to raise their hands for anybody who had already finished the problem, most of the students raised their hands. But when the researcher asked them to solve the problem on the whiteboard, nobody wanted to. The researcher also gave them opportunities to ask her about certain topics if they did not understand it yet, but even though in their minds there were some questions to ask, they did not want to ask the researcher. The students liked to ask some questions right after the class sessions was over rather than to ask in the classroom when the class discussion was opened. The students seemed to be worried that their friends would laugh at them when they had questions or gave any opinion that was not the same with the teacher's opinion. The students did not show very much engagement in the classroom. That was why the researcher decided to explained about students' behavioral engagement.

The researcher then tried to find the solution of the problem. The researcher read some books about student's engagement and about teaching method. Then the researcher chose Numbered Heads Together (NHT) as the solution of the problem. It seemed could help the students to improve their engagement in the teaching learning process. "The present study provides a third replication for the positive effects of NHT on pupils' academic performance and active engagement in class discussions" (Haydon, Maheady, & Hunter, 2010). NHT method also seemed to enable every student in taking part and participating in the teaching learning process. It also seemed like it could prevent one student dominating the discussion,

instead could help one another in one group. The researcher also thought that all of the steps of the NHT method seemed could encourage the students to be engaged in the class. That was why the researcher chose NHT as the solution of students' behavioral engagement.

1.2 Research Question

According to the background that the researcher described above, the researcher is more interested in investigating about two questions below:

- 1) Can the Numbered Heads Together (NHT) method improve the students' behavioral engagement during the teaching learning process?
- 2) How does the Numbered Heads Together (NHT) method improve the students' behavioral engagement during the teaching learning process?

1.3 Purpose of the Study

Based on the research questions above, the purposes of the study are:

- 1) To investigate whether or not the Numbered Heads Together (NHT) method can improve the students' behavioral engagement during the teaching learning process.
- 2) To see the correct implementation of the Numbered Heads Together (NHT) method in improving the students' behavioral engagement during the teaching learning process.

1.4 Benefits of the Study

The benefit of the study for the teachers is they can compare the Numbered Heads Together (NHT) method with other methods to see which one is more effective during a lesson.

The benefit of this study for the students are:

- 1) The students can feel the new circumstances of teaching learning process through the Numbered Heads Together (NHT) method.
- 2) The students can improve their engagement through the steps of the Numbered Heads Together (NHT) method.
- 3) The students can improve their social skill through the steps of the Numbered Heads Together (NHT) method.

For other researchers, the benefit of the study is that they can use this as the reference for their research if they get the same problem in the classroom.

1.5 Terminology

1.5.1 Behavioral Engagement

Behavioral engagement is defined by participation in academic, social, or extracurricular activities (Reschly & Christenson, 2012, p. 10). In addition, behavioral engagement is consistently defined as time on task, study behaviors, school and class attendance, and participation in class discussion (Mahatmya, Lohman, Matjasko, & Farb, 2012, p. 55).

The indicators are:

1. Students focus on the teacher's explanation by taking notes and write down in the worksheet that are given.
2. Students work on the exercises during the time that is given.
3. Students give their opinions.
4. Students answer the questions
5. Students ask questions

1.5.2 Numbered Heads Together (NHT)

Numbered heads together is one of cooperative learning methods that can be used in for exercise time in the classroom. Numbered heads together is an approach that was developed by Spencer Kagan to engage more students in reviewing many topics that were explained in a lesson and for checking the students understanding in that subject (Arends, 2008). And the important steps in the NHT process are:

1. Students are divided into several groups.
2. Students are given different numbers in one group.
3. Students are given problems to solve.
4. Students are asked to put their heads together. At the time, the students discuss and express their opinions or ideas with their group members.
5. Students are called by number to answer the questions.

1.5.3 Cooperative Learning

Cooperative learning is one of teaching style that refers to variety of teaching methods where the students work together in small groups to help one and other in learning the material (Slavin, Cooperative Learning, 2010, p. 4). It is one of the most popular instructional innovations in U.S. education (Marzano, Norford, Paynter, Pickering, & Gaddy, 2001)