CHAPTER I

INTRODUCTION

A. Background

In early 21st century, globalization has becoming hottest issue phenomena as its impact which all aspects of life are changing such as economical, technological, and science aspects (Green *et.al* in Nitko *et.al*, 2007). Because of that so many competition and challenge for human that be ready to face this phenomenon. So every country in the world should preparing human resources to develop more in economics, technology, and science aspects.

Based on Permendikbud Nomor 68 about the curriculum 2013. In external challenges that related with globalization and several issues such as environmental issues, information technology, creative skills, and also the improvement level in education. Based on Munandar, (2009) the improvement level in education has an important role to determine individual skills that responsible for improving the talents and optimal abilities that related with creative skills. It will fully functional if personal needs and society that already fullfilled.

Creativity is one aspect that support human resourses too face in 21st centuries. Creativity that will be taken from some skills from process and result. So creative skills for students that needed to support learning process to reach our educational system outcomes for development in the era of globalization. Therefore, it takes a lot of aspects that support each individual students' to be able to understand the concept of the learning process in the classroom such as teaching method that involves many students' to participate actively in the learning process.

According to Patterson, *et al* (2012) said that learning method is one aspect that knowing students' achievement during learning process. Because students' achievement are not only the final cognitive scores obtained in

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students' learning but also capable trained students' for creative, logical, systematic, and objective outcomes so that support students' to think from abstract concepts to the facts. Therefore students' should be consider as social skills and ability high skills as result in students' achievement. Because students' who have social skills and ability high skills will be able to answer the challenge in real life that require students' to interact with others and answer the problems that exist in daily life.

In the learning process especially for junior high school in science class usually sometimes students' feel not enjoy, it was becoming less effective to constraint learning in the classroom. Some causes that make students' boring in the class, because of learning process that make students' lack to involve, it only one way communication that makes students' didn't want to follow the learning process in class. So, it should have a lot of things needed to make the students' understand and fun to learn science that can make learning process for students' to become more effective (Graves, 2008).

In learning science actually not only the result in cognitive students' achievement but also students' should have some skills in the learning process, students' are able to develop ways to learn by theirself, students' participate in plan and implement learning activities. Learning science that be able to do assessment that more priority to students' experiences and make students' enyoyfull and meaningfull in learning. Therefore according to Mc Sharry & Jones, (2000), one the alternative method that support active learning in science class for students that can involve in learning process is role playing.

Role playing as an alternative method provide a powerful way to develop social skills and creative skills (Craciun, 2010). So, students' should have hands on experience to understand the concept. Scenario design is also one of the alternative indicators to improve creative skills. Because the scenario based design belongs to these complementary approaches that learners are given the opportunity to construct their own meaning by way of creativity based on their experience participating in the scenario. Because

scenario design that make students' will have the ability to   illustrates that how people make the design as a representation of the result of think creatively (Rosson & Carroll, 2002).

According to the explanation above, creative skills is one of higher order thinking skills stated in 21st century skills to help these young people be prepared for dealing with the challenges (Ananiadou *et al,* 2009). Students' should be prepare to develop their creative skills, because learning in 21st century should have tendence to students' center, collaborative dan cooperative learning, emphasize in skill dan practice, oriented to process minded, discussion in the group and learning for future. So, In order to fullfill creative skills of students' in the 21st century the best way to develop the skills of creativity, initiative, communication, problem solving, self awareness, and working cooperatively in a team is to play the role (Craciun 2010).

In this research, reasercher using symbiosis in ecosystem is one science content in learning science because symbiosis concept an understanding of the concepts that necessary to understand more deeply. Therefore, in the teaching and learning process, students' are encouraged to think of how to build an understanding and creativity. So this concept, students' can explore their ideas, their imagination to understand the concept easier, and also gives students' the opportunity to develop their skills and awareness to make their own conclusions to understand that the importance of this concept in daily life situation.

Based on the various description above, resercher decided to observe the impact of role playing with scenario design on creative skills and students' achievement in symbiosis concept.

B. Research Problem

According to the explanation in background that has been described, problem that is stated in this following question: "How does the impact of role playing with scenario design on creative skills and students' achievement

in symbiosis concept?". Further, the research problem will formulate and state as the following questions:

1. How does the implementation role playing with scenario design on learning process?

2. How does the impact of role playing with scenario design on students' creative skills in symbiosis concept ?

3. How does the impact of role playing with scenario design on students' achievement in symbiosis concept?

4. How does the students' response and impression after implementing role playing with scenario design on creative skills and students' achievement in symbiosis concept?

C. Research Objective

According to the research problem proposed, therefore the aim of this research is arranged as follows:

1. To indentify the implementation of role playing with scenario design on creative skills and students' achievement in symbiosis concept

2. To investigate the impact of role playing with scenario design on creative skills and students' achievement in symbiosis concept

3. To analyze creative skills and students' achievement after implementation role playing with scenario design

4. To identify students' response and impression after implementing role playing with scenario design in symbiosis concept.

D. Limitation of Research

In this research, in order to avoid missunderstanding and misconception some of term will used therefore some of the term need to be explained as folowing explanation:

1. Role Playing with scenario design in this study as alternative method is measured creative skills and students' achivement. Role playing as process of learning method in science class while scenario design as product of learning.

2. Creative skills in this study is measured to analysis based on William (in Munandar 2009), there are aspect in creative skills such as affective aspect such as dare to take a risk, feel the challenge, curiousity and imagination as process of creative skills and cognitive aspect as a product of creative skills such as fluency, flexibility originality and elaboration as a product of creative skills.

3. Students' achievement in cognitive aspect is measured from objective test. So it will to know how far students' understand about the concept of in symbiosis concept. While measuring affective and psycomotor aspect is measured by a process during teaching learning process.

4. The concept only described the meaning, the type, the example and the role in symbiosis concept such as mutualism, commensalism, and parasitism.

E. Significant of Research

This research is expected to be advantageous and give the contribution to meet the needs of these following:

1. For students': Through the implementation of role playing with scenario design is expected that students' will be able to build interest in learning, giving impact positive to develop students' attitude and build students' creative skill, students' are able to reach meaningful and enjoyfull in learning process and also be aware that the concept influence in daily life situation

2. For teacher: This activities can give new perception and knowledge to develop teaching learning process and one of alternative method to measure students' creative skills in teaching learning process as well as the innovative material which is appropiate with students' competence expectation that will apply in teaching learning process in science class.

3. For other researcher who has the same focus of study, it is expected to give refference for further study.

F. Structure of Research Paper

In order to get systematic structure of paper, this research paper is arranged based on the following organization structure:

1. Chapter I Introduction

   This chapter consists of sub chapter which include: background, research problem, research question, research objective, limitation of research, significant of research and structure of research paper.

2. Chapter II Literature Review, and Hypothesis

   This chapter consists of result of literature review from the experts about the concept related with the research, including: Role playing with scenario design, creative skills, students' achievement, and symbiosis concept, assumptions and hypothesis.

3. Chapter III Methodology

   This chapter is composed by the arrangement of research methodology and the hierarchy of research which describes about: location, population and sample of study, research design and method, operational definition, research instruments, research procedure, data collection and data analysis

4. Chapter IV Results and Discussions

   This chapter reports the result of research implementation. It is divided into parts which generally describe about: results and discussions

5. Chapter V Conclusions and Recommendations

   This chapter consists of two parts including conclusions, and recommendations