

## CHAPTER I

### INTRODUCTION

#### A. Background

Knowledge and technology increasing rapidly in this era, the main goal of the educational system should be provide students with acquisition skills insted of directly providing them with the information they need. Based on Taylor, the theory behind the use of role-playing in science teaching and learning as with 'active', 'experiential' and 'child-centred' learning which the children are encouraged to be physically and intelectually involved in their lessons to allow the students to both express themselves in a scientific context and develop an understanding of difficult concepts being learned in school. Many role-plays are based upon analogy, which helps children to conceptualise and greatly increase learning (Lawson, 1993) for example in the learning process of cardiac circulation, respiration, solar system and antibody-antigen interactions.

Based on what the writer experienced during her school days and according to the class observation during observational stages of her teaching practices, many science teachers commonly prefered their students to watch and listen during science lessons, rather than make the student taking part in the physical and intelectual activity which has 'hands on' and 'minds on' activities on it to make student easier to catch the point of the material being learn. This was happen because teachers are used to learn science that way in the past or maybe it is because they cannot understand student needs to actively gain their own understanding and think that the activities such as role-playing is wasting too much time and energy in the implementation. But for junior high school students which is still has a strong ability to quickly catch the main point of the subject by build their own understanding by 'hands-on' and 'minds-on' activities which included in practical aids mentioned in Piaget theory of children development, there is formal

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Efektifitas Metode Role-Playing Dalam Meningkatkan Hasil Belajar Dan Sikap Siswa Pada Pembelajaran Psicotropik Dan Zat Adiktif Di Sekolah Menengah Pertama  
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operational stage (from age 11-16 and onwards) according to Piaget in this stage, children is started to develop abstract reasoning and a learning model like role-playing considering as an effective teaching model for them in learning science that can improve their achievement in learning biology concept at this matter, psychotropic and addictive substances concept.

Based on Lori and Dana Craciun (2010), there are many advantages of learning using role-playing. Some of role-playing types encourage students to create their own reality, develop the ability to interact with people. Increase students motivation on learning, engage shy students in class activities, gain students self-confidence, help students to identify and correct misunderstandings, and shows students that the real world is complex and problems that appear in the real world cannot be solved by simple memorizing information. Therefore from the role-playing learning implementation experienced by the students hopefully it can give the student some advantages from learning by using role-playing itself including the improvement of students achievement in the learning process.

Meanwhile discussion as stated by Philipsen (1993), that classroom discussions are important vehicle for learning and continues to be the main alternative that often used for lecturing in classrooms was another learning method which can also play an important role in contributing responsibility for learning and remembering new idea in the peers discussions in the classrooms, discussion method is also an interaction centred and in the implementation there are two possibilities might be occurred, it can be teacher or student centered, discussion also can be used to solve problems and develop interest in the topic and same as role-playing method, the students in the class or group can be involved in the discussion process.

Students attitude as stated by McLeon (1992) student confidence correlates positively with achievement, and the relationship was quite strong. Overall, therefore, there was a clear evidence to show that attitudes was integrally linked to learning and achievement. The nature of the link between attitudes and learning has been described by Ajzen & Fishbein (2000) in their 'theory of personal action' which states that attitudes influence intentions, which in turn influence behaviour. Behaviour then leads to personal experiences which in turn have an effect on attitudes. In other words when the students stimulated by the achievement they got from the learning experiences, it will affect their attitude toward the learning material itself because it was influence their behaviour.

Psychotropic and addictive substances chapter taken because the phenomenon about teenagers and drugs were very common to find nowadays, that's why it was important for teenagers to learn about psychotropic and addictive substances considering the effect of psychotropic and addictive substances itself for students. Considering that the learning implementation about psychotropic and addictive substances being learned by students in text book and memorizing concept only in almost public school, so role-playing and others interesting method in learning rarely done although by learning some concept by contextual learning as role-playing which has conceptualise learning experience and give students some real condition or situation that may happen in the daily life in a real condition can make the learning process itself more meaningful.

Considering those framework, researcher decided to observe some role-playing method that implemented in an experimental class they are presentation, theater in education and simulation to determine the effectiveness of role-playing to improve student's achievement and attitude in learning psychotropic and addictive substances chapter.

## **B. Research Problem**

According to the explanatory background that has been described, problem that raised in this research is stated in this following question:

“Is role-playing as a method to learn psychotropic and addictive substances can improve student’s achievement and attitude?”

Further, the research problem formulated and stated as the following questions:

1. How the role-playing learning instruments designed by writer can improve student’s achievement and attitude comparison in learning psychotropic and addictive substances?
2. How does the student’s respond to the learning process of psychotropic and addictive substances using role-playing?

## **C. Research Objective**

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

1. To determine the effectiveness of role-playing to improve student’s achievement and attitude in learning psychotropic and addictive substances.
2. To design the learning instruments of psychotropic and addictive substances for 8<sup>th</sup> grade of junior high school.
3. To identify the responses of the student and teacher about learning psychotropic and addictive substances learning experience using role-playing.

#### **D. Research Limitation**

In order to prevent missinterpretation and missconception in understanding some of the term used in this research paper, therefore some of the terms need to be explained as the following explanation:

The improvement of student's achievement stated on this paper is the improvement of student's score which is measured from student's pretest and posttest result from both experimental group and control group. The result of pretest were compared to make sure the student's ability were nearly in the same starting point before the implementation being done, and the posttest result were compared to see the improvement of each students in each groups the expected result of the normalize gain were in high criteria based on Hake N-Gain interpretation.

The improvement of student's attitude stated on this paper were observed from the attitude scale score result which is given once in the end of the learning session. The average of the attitude scale score were compared between control group and experiment group.

#### **E. Research Benefit**

This research is expected to be advantageous and give contribution for some party, they are:

1. For teacher
  - a. This research can give example to the teachers to give psychotropic and addictive substances learning experience by using role-playing.
  - b. Teacher can give new preciption and knowledge in using role-playing as a method in learning.

2. For student
  - a. This research give students a new learning experience in learning about psychotropic and addictive substances using role-playing.
  - b. In the end of the learning process students can decided their attitude toward psychotropic and addictive substances.
3. For Other Researcher
  - a. As the reference for the other researcher in doing research with the same focus of study.

#### **F. Paper Structure**

This research paper consist of five chapters. In chapter I, the background of this research taken was determined, the summarize of the research problem being observe, the objective of the reasearch taken, the research methodology that used in the experiment process and the benefit or the signification of the research also this research paper whole structure were elaborated.

On chapter II writer determine the source of the framework taken as the background of why this whole experiment consist on this paper taken and hypothesis of the result of the research.

Chapter III mainly elaborated more about who were the research subject is, how the research design and method taken, the operational definition and what kind of research instrument needed in the research needed, the process which is done in order to make the instruments were used in the research/experiment implementation, how the data collecting process taken and the last was the explanation about what were analyzed from the data to got the final result of the research.

For chapter IV, the whole data processing and the finding from the experiment related with the research problem was elaborated, research questions, hypothesis, and also the research objectives also stated.

On the last chapter, writer conclude the conclusion of the whole result of the experiment being done according to the true result and make some suggestion for the similar writer in the future commonly consist of do's and don't suggestions.

