

**ROUND TABLE COOPERATIVE LEARNING TOWARDS
STUDENTS' CONCEPT MASTERY AND SCIENCE ANXIETY
IN LEARNING GLOBAL WARMING**

RESEARCH PAPER

Submitted as Requirement to Obtain Degree of *Sarjana Pendidikan* in
International Program on Science Education (IPSE) Study Program



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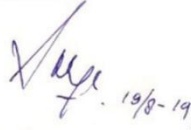
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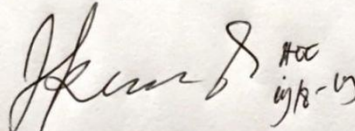
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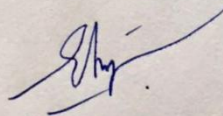


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DECLARATION

I do hereby declare that the research paper entitled “Round Table Cooperative Learning towards Students’ Concept Mastery and Science Anxiety in Learning Global Warming” and all of its content is genuinely pure result of my original ideas, effort, research, and work. This is not copied or plagiarized inappropriate ways from other papers. The opinions and findings of others which is contained in this research paper have been quoted and referenced based on scientific code of conduct and accordance with ethical science that applies in scholarly society. This declaration is created truthfully and consciously. When it is found an infringement towards scientific ethics, or if there is a claim of any others towards the authenticity of this research paper, hence I am willing to responsible and accept academical sanctions correspond to applicable rules.

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ABSTRACT

Government choose cooperative learning as the strategy to gain concept mastery because of its student-centered activities. However, cooperative learning affect students' anxiety because they should have some interactions. There are so many types of cooperative learning, but Round Table is only used to learn language. So, this research investigated the effect of Round Table to students' concept mastery and science anxiety in learning global warming. In line with this objective, for the research, 48 7th grade students from one junior high school in Bandung were chosen into 2 groups, 24 students into experiment group with implementing Round Table and 26 students into control group with lecturing method. Pretest, post test, and science anxiety questionnaire were used as the data collection tools. The data analysis indicated that the students in the experiment groups showed greater gain of concept mastery than control group with N-Gain score from experiment group is 40.03 which categorized as medium improvement and control group is 18.2 which categorized as low improvement. But there is no significant difference between two group in science anxiety. Experiment group had an average rank of 25.56, while control had an average rank of 25.44. Therefore, Round Table is recommended to be used in learning global warming especially had a good implementation in grouping and writing stage to gain students' concept mastery, but there is needed continues research to decrease science anxiety.

Keywords: Round Table Cooperative Learning, Students' Concept Mastery, Science Anxiety

PEMBELAJARAN KOOPERATIF *ROUND TABLE* TERHADAP PENGUASAAN KONSEP SISWA DAN KECEMASAN SAINS DALAM PEMBELAJARAN PEMANASAN GLOBAL

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ABSTRAK

Pemerintah memilih pembelajaran kooperatif sebagai strategi untuk mendapatkan penguasaan konsep karena kegiatannya yang berpusat pada siswa. Namun, pembelajaran kooperatif mempengaruhi kecemasan siswa karena mereka harus melakukan beberapa interaksi. Ada begitu banyak jenis pembelajaran kooperatif, tetapi Round Table hanya digunakan untuk belajar bahasa. Jadi, penelitian ini menyelidiki efek Round Table terhadap penguasaan konsep siswa dan kecemasan sains dalam mempelajari pemanasan global. Sejalan dengan tujuan ini, dalam penelitian ini, 48 siswa kelas 7 dari satu SMP di Bandung dipilih menjadi 2 kelompok, 24 siswa menjadi kelompok eksperimen dengan menerapkan Round Table dan 26 siswa menjadi kelompok kontrol dengan metode ceramah. Pretest, post test, dan angket kecemasan sains digunakan sebagai alat pengumpulan data. Analisis data menunjukkan bahwa siswa dalam kelompok eksperimen menunjukkan peningkatan penguasaan konsep yang lebih besar daripada kelompok kontrol dengan skor N-Gain dari kelompok eksperimen adalah 40,03 yang dikategorikan sebagai peningkatan sedang dan kelompok kontrol adalah 18,2 yang dikategorikan sebagai peningkatan rendah. Tetapi tidak ada perbedaan yang signifikan antara dua kelompok dalam kecemasan sains. Kelompok eksperimen memiliki peringkat rata-rata 25,56, sedangkan kontrol memiliki peringkat rata-rata 25,44. Oleh karena itu, Round Table direkomendasikan untuk digunakan dalam mempelajari pemanasan global terutama yang memiliki implementasi yang baik dalam tahap pengelompokan dan penulisan untuk mendapatkan penguasaan konsep siswa, tetapi diperlukan penelitian berkelanjutan untuk mengurangi kecemasan sains.

Kata kunci: Pembelajaran Kooperatif *Round Table*, Penguasaan konsep, Kecemasan Sains

PREFACE

Assalamu'alaikum, wr. wb.

All the praises to the most merciful Allah SWT who has blessed us. Because of Him, the author can finish this research paper. Not only to Allah SWT, but also shalawat and salaam to our prophet Muhammad SAW and his family.

This research paper entitled "Round Table Cooperative Learning towards Students' Concept Mastery and Science Anxiety in Learning Global Warming" is submitted to fulfill one of the requirements in accomplishing S1 Degree in International Program on Science Education FPMIPA Universitas Pendidikan Indonesia.

The author hopes this research paper can provide benefits and insight for the readers. Aamiin.

Wassalamu'alaikum wr. wb.

Bandung, August 2019

Author

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