CHAPTER I
INTRODUCTION

1.1 Background

There was one of private school in Bandung that students have difficulty to raise their score in certain subject especially in Biology subject. But the school itself did not know what the cause is. So, the researcher should look for the cause of the problem first. It started by there were classes which the students passively participated during the learning process. Passively here means students only listening to what their teacher explained and only pay attention through the lecturing from their teacher, totally. Unless the teacher gives them instruction what they have to do.

Many of Indonesian students have been found lack of interest of the lesson on their school during the learning activity and it is influencing their ability to mastery the concept (Azra, 2002). This has been observed by Bjork (2005) and ascribed to the long tradition of the way of teaching learning and rote learning in the Indonesian Classroom. In our modern society, science and technology plays central role various method for education or education method were developed for teaching science in a school to create scientific knowledge, understanding of the impacts to society and its underling social process (Önkal, et al., 2012). Role play activity is one of method for teaching science which is unique, new, and revolutionary. Beside that there are rarely researchers focused on the scope of role play which is used by real people in real situation (Daniau, 2016).

Teaching method which are used in Indonesia commonly are not varieties and tends to be teacher-centered. It makes students less interested, feel bored, and do not engaged into teaching learning process that is why students consider human circulatory as difficult subject. Students have difficulties in imagining biology phenomena in real life, so they just remember the phenomena without knowing what is really happen there. Students tend to be passive and just listen to what their teacher explains. Students' attitude toward biology lesson should not be that passive, students should be more active since attitudes are integrally linked to learning achievement (Freire et al., 2016).Role play activities are able to develop students are able to develop students' visualization through a range of modalities,

which included embodied sensation and andromorphic metaphors. The essence of science role play at school is to shape a contextualization for science and technology with the aim to trigger imagination, raise questions and stimulate debate among students to increase the science concept mastery (Brom et al., 2016).

Drama typed activities such a role play can support learning of cognitive, affective and technical objective especially higher order thinking skills related to analysis, synthesis and evaluation and it has been claimed (Harvard Project Zero, 2001; Wagner, 1998). Role play can enable meaningful learning and it is already suggested by experimental studies (Chiu et al., 2016). A central characteristic of these activities is that they are seen to promote opportunities for "interactive dialogue" (Wilson et al., 2005), dialogic teaching (Edmiston et al., 1998), and students centered discourse (Somers, 1994). Furthermore, the literature consistently highlights findings of high motivation among students, imbued in part of their perception of empowerment and ownership during these events (Odegard, 2003).

Teachers need to pay attention to the method of learning because the learning method is the key to the implementation of the learning process in the classroom. The purpose of applying the learning method that refers to the 2013 curriculum is that the learning process is weightier, more meaningful. It is time for Master to abandon traditional learning and apply good learning methods so that the classroom atmosphere becomes alive.

Students as a component that is treated, able to do learning activities with pleasure, cheerful and happy without leaving the meaning of seriousness of learning. Students follow learning without pressure and also without coercion. Learning becomes more interesting for students in particular and for schools in general so that the learning objectives that have been formulated from each basic competence can be achieved and students are able to do complete learning through several learning methods.

Although this method was proved to be successful, there is a possibility that students personally do not to be able to gasp the material maximally through this method, since each student has their own characteristic and because of they are unique they their different attitude and characteristics toward role play. Some of the students are well to learn by role play method and some of they are not. One of students' learning characteristics those are measurable is students' multiple

intelligence. Based on multiple intelligence theory written by Gardner (1999), identifying each student's intelligence has strong ramifications in the classroom. If a child's intelligence can be identified, then teachers can accommodate different children more successfully according to their orientation to learning. Teachers in traditional classroom primarily teach to the verbal/linguistic and mathematical/logical intelligences.

Based on the above background, the authors want to improve the creative skill of students with the method of role play, so that there will be mutual interaction between teachers with students and students with students and students better understand the concept of the material being studied. The method that the author considers appropriate if used to improve student creative skill is a simulation method using Role Play learning technique. It has been claimed that drama or drama typed activities such as role plays, can support learning cognitive, affective and technical objective, especially higher order thinking skills related to analysis, synthesis and evaluation (Yagmuret et al., 2012).

Considered about those frameworks, researcher decided to do the research about the implementation of role-play to determine the effect of role-play learning method to improve student's achievement in circulatory system topic.

1.2 Research Problems

According the background of this research, the research problem is "How could the role-play learning method improve the student's concept mastery and students' creative skill in human circulatory system topic?"

There are following more detailed questions according to the problem of this research that researcher stated and formulated:

1) How is the effect of roleplay to students' concept mastery in learning human circulatory system topic?
2) How is the effect of role play to students' creative skill in learning human circulatory system?

1.3 Limitation of Problems

The limitations of this research are examined in order to define the research. Furthermore, this research defined based on these limitations:

a. Roleplay is one of learning method that involved students to move and play some scenario or drama during the learning activity based on the topic as the scenario (Blatneret al., 1995)
b. Students' concept mastery is the ability of students to comprehend the topic of the human circulatory system by applying the role playing as the learning method. According to Bloom's taxonomy revised cognitive aspects are consist of C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C6 (Creating). For the affective aspects are receiving, responding, valuing, organization and characterization that will measured during the process of role playing and for the psychomotor aspects consist of imitation, manipulation precision, articulation and naturalization that will measure during implementing the role playing (Krathwohl, 2001).
c. Students' creative skill is how much students' creativity while making the scenario as the source to do the role play about human circulatory system. Creative skill for this study is measured to analysis based on William (1987), there are some aspects in creative skills such as affective aspect as students' who dare to take a risk, feel the challenge, curiosity and imagination as process of creative skills and cognitive aspects as product of creative thinking such as fluency, flexibility originality and elaboration as a product of creative skill.
d. Human circulatory system is one of 8th grade topic in Biology subject.

1.4 Research Objectives

According to the researcher problem that proposed, therefore the aim of this research is to investigate the answer of those following questions:

1) To analyze the effect of students' concept mastery through the role play about human circulatory system topic.
2) To analyze the effect of students' creative skill towardthe roleplay, in learning human circulatory system.

1.5 Research Benefits

The results of this study are expected to provide the following benefits:

1) For teachers, this research should externalize the learning process in the classroom with a fun way or fun activity, so that through role play implementation will be comprehending better.
2) For students, this research should enhance students' creative skill in communicate the concept and increase the comprehension in learning human circulatory system.
3) For other researchers, this research should inspire other researchers to continue the research in other approaches. It will produce the research is useful to student in improvement their skill and ability to create science to be easy to understand and more fun way to learn.

1.6 Organization 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 contains background, research problems, research objectives, research benefits and organization structure of research paper.
2) Chapter II. Role Play, Students' Concept Mastery, Students' Creative Skills, this chapter contains literature review about role play, students' concept mastery students' creative skills, human circulatory system as the topic and relevant research.
3) Chapter III. Research Methodology, this chapter contains about the method that used in this research begin from research method and research design, assumption hypothesis, research procedures, instructional tools, research instrument, instrument analysis research and data processing
4) Chapter IV. Result and discussion, this chapter contains the result of students' concept mastery, students' creative skills in learning human circulatory system by implementing the role play.

Conclusion and recommendation, this chapter contains about conclusion based on research problems and research objectives moreover given recommendation for the next research.