THE INFLUENCE OF APPLIED THE CONTEXTUAL TEACHING LEARNING (CTL) APPROACH LABORATORY EXPERIMENT TO INCREASE STUDENT’S ACHIEVEMENT ON TOPIC SALT HYDROLYSIS

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ABSTRACT

This thesis explains about the influence of applied the contextual teaching learning (CTL) approach laboratory experiment to increase student’s achievement on topic of salt hydrolysis. The aimed of this research is determined the student’s achievement on topic salt hydrolysis is learned by contextual teaching learning approach laboratory experiment.

The population of this research is all of students in SMA Negeri 3 Medan grade XI Science. The samples are 2 class from students in SMA Negeri 3 Medan by purposive random sampling methods. The experimental class is learned by contextual teaching learning approach laboratory experiment and control class is learned by conventional method. The instruments are using multiple choice tests to see the student’s achievement. The instrument of research is standardized by expert validators and empiric validity. Data is analysis by Microsoft Excel for Windows 2007. The result of test is standardized and there is obtained 25 valid items with reliability 0,604.

The influence of applied contextual teaching learning (CTL) approach laboratory experiment to increase student’s achievement is obtained from student’s ability to answer the questions before teaching treatment (pretest) and after teaching treatment (posttest) and the data are used to know normalized gain. The research result showed that the data are normal distribution and sample are homogeneous. Experimental class is learned by contextual teaching learning approach laboratory experiment in high category, the average value of gain is (0,825 ± 0,101) and control class which learned by conventional method can increase student’s achievement in medium category, the average value of gain is (0,603 ± 0,122).

The statistic analysis shows significant difference $t_{count} > t_{table}$ (1,939 > 1,667). So, it shows can conclude that student’s achievement which learned by contextual teaching learning approach laboratory experiment is higher than conventional method. In addition, the cognitive aspect which improved by the implementation of contextual teaching learning approach laboratory experiment is C1, C2, C3, and C4. The must level of cognitive aspect improved are C2 (comprehension), C3 (application), and C4 (analysis): C1 is 0,71 (high category), C2 is 0,82 (high category), C3 is 0,90 (high category), and C4 is 0,79 (high category).