List of Table

Table 2.1 Syntax of Scientific Inquiry Learning Model	45
Table 2.2 Learning Process of Scientific Inquiry Based on Conceptual Change	51
Table 2.3 Comparison Between Conventional and Constructivist Learning	53
Table 2.4 Relevant Research	54
Table 3.1 The Two Group Pre-test Post-test Design	65
Table 3.2 Specification of Students' Physics Cognitive Competence	69
Table 3.3 Assessment Guideline of SPS	69
Table 3.4 Validity of Instrument Problem Item	73
Table 3.5 Reliability of Instrument Problems Item	74
Table 4.1 Pre-test Data of Physics Cognitive in Experimental and Control Class	80
Table 4.2 Normality Test of Physics Cognitive Competence Pre-test	81
Table 4.3 Homogeneity Test of Physics Cognitive Competence Pre-test	82
Table 4.4 Initial Ability Test of Students' Physics Cognitive Competence	83
Table 4.5 Post-test Data of Students' Cognitive in Experimental and Control Class	84
Table 4.6 Cognitive Data of Understand (C2) Category	85
Table 4.7 Cognitive Data of Apply (C3) Category	85
Table 4.8 Cognitive Data of Evaluate (C5) Category	86
Table 4.9 Cognitive Data of Create (C6) Category	86
Table 4.10 The Percentage Data of Each Category in Physics Cognitive Competence	87
Table 4.11 The Observation Result Data of Students' Science Process Skill	89
Table 4.12 Data of SPS Observation of Each Indicator I Experimental Class	90
Table 4.13 Data of SPS Observation of Each Indicator in Control Class	92
Table 4.14 The Description of Students' Physics Cognitive Competence Post-test	94
Table 4.15 The Description of Students' Science Process Skill	95
Table 4.16 The Post-test Normality Test of Students' Physics Cognitive Competence	95
Table 4.17 The Post-test Normality Test of Students' Science Process Skill	96
Table 4.18 The Post-test Homogeneity Test of Students' Physics Cognitive	97
Table 4.19 The Post-test Homogeneity Test of Students' SPS	97
Table 4.20The Hypothesis Testing of Students' Physics Cognitive Competence	98
Table 4.21The Hypothesis Testing o Students' Science Process Skill	98

Page