

**THE DIFFERENCE IN LEARNING ACHIEVEMENT BETWEEN
STUDENTS TAUGHT USING CONCEPT TEACHING MODEL
AND CONVENTIONAL TEACHING MODEL IN PHYSICS
ON THE SUBTOPIC OF SYSTEM AND PROCESS
IN THE EXCELLENT CLASSES OF XI IPA OF
SMA NEGERI 1 BERASTAGI**

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ABSTRACT

The aims of this research are to know the learning achievement of students taught using the concept teaching model and the conventional teaching model and the difference in learning achievement between students taught using concept teaching model and conventional teaching model in physics on the subtopic of system and process.

Type of the research was the quasi-experiment. Population of the research was the students of the two excellent classes of XI IPA of SMA Negeri 1 Berastagi. Taken using random cluster sampling method, the experimental group was XI IPA 1 and control group was XI IPA 2. Total of students of each group was 32. The instrument used to collect data was 14 multiple choice items with five options which at the end only 11 items were used to measure students' learning achievement.

Due to normality issue, it was the Mann-Whitney test used in testing the difference between pretests and in hypothesis testing. From the pretest testing, it was found that the difference between the pretests of both groups was significant.

The average of gain scores of the students in the experimental group was 32.12 while the average of gain scores of the students in the control group was 26.72.

From the hypothesis testing using the Mann-Whitney test on the gain scores, the observed z value was 1.30 which did not exceed or equal to the z critical value of 1.96 for a two tailed test at the level of significance (α) of 0.05. There is no difference in learning achievement between students taught using concept teaching model and conventional teaching model in physics on the subtopic of system and process in the excellent classes of XI IPA of SMA Negeri 1 Berastagi in the academic year of 2011/ 2012.