

**DIFFERENCES IN STUDENTS' LEARNING OUTCOMES AND RETENTION WHO
ARE ASSIGNED WITH CONCEPT MAP AT THE END OF THE TEACHING
PROCESS IN SMAN 3 MEDAN ACADEMIC YEAR 2013/2014**

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ABSTRACT

The objectives of this study are to find out whether : (1) assigning with concept map at the end of teaching process affect students' learning outcomes (2) assigning with concept map at the end of teaching process affect students' retention. This research is a quasi experimental study. In conduct of research, involved two different treatments and then see the differences of the result of the treatment on student's learning outcomes and student's retention. This research included in the experimental research is cluster sampling. The sample in this research is class X MIA 4 (SMAN 3) which totaled 32 students who are assigned with concept map in the end of teaching process (experiment class) and class X MIA 5 (SMAN 3) with 32 students as the control class. The Instrument used for data collection were multiple choice. The data were analyzed by applying Independent t-test and Ms Excel with the level of significance $\alpha = 0.05$. The result of hypothesis test showed that : (1) assigning with concept map at the end of teaching process significantly affect students' learning outcomes ($t_{\text{calculate}} = 4,341 > t_{\text{table}} = 1.998$) it can be concluded that learning outcome class which used concept map higher than the class without used concept map. (2) assigning with concept map at the end of teaching process significantly affect students' retention ($t_{\text{calculate}} = 5,324 > t_{\text{table}} = 1.998$) it can be concluded that retention score in which the students were assigned with concept map was significantly higher than students' score in control class.

Keywords: Differences, assigning with concept map, study result, retention.