

CHAPTER I

INTRODUCTION

1.1 Background

Educational field has a fundamental role in human resource development process. Human resource is one of important element in the achievement of the goal of national development. Education is defined as a human being historically from generation to generation, who feel compelled to seek the truth or perfection of life (Salim in Cahyo, 2013:17).

Physics is one branch of science that studies the natural phenomena empirically and logically, systematically and rationally involving process and scientific attitude. Physics as a science that was considered quite an important role, both in shaping the patterns of thought and qualified students into its application in everyday life, because physics is a means to study something to think logically and systematically. Therefore it is considered important that physics can be controlled as soon as possible by the students. Physics ideally be interesting lessons and more in need of understanding the concept of natural phenomena rather than remembering the formula. In fact, many students are not interested in physics. Furthermore, even students are less able to determine the problem and formulate (Trianto, 2014:23)

In the preliminary study in SMA Negeri 3Siantar by using interview instrument to a physics teacher in SMA Negeri 3Siantar, i.e. Drs. Johny Sirait, the result of observation is: if student taught in theory, the interest of student to the physics is lower, while if student learn in Physics Laboratory there is an interest of student to the physics. But in fact, the teacher did not always take the student to the laboratory because the lack of available apparatus and limited time.

The minimum competency completeness in school for physics is 70 while the average score for daily exams is 65. The student said that the physics lesson is difficult because they found more mathematic equation or formula in which

physics identified to number and formula. The concept and principle of physics is difficult for understood and it cause the lower of interest of student to learn physics. This is a classic issue that found by physics teacher. This condition influences the attitude of the students to their physics teacher. The lower of physics score assume that teacher is failure either for students or parents.

In fact, there is a trend that teacher use the conventional learning. For the various learning, the researcher does the other learning using learning model in achievement of concept.

“Learning model of Concept Attainment is design to take the students into scientific process directly through the selected and organized data to provide the accurate examples with inaccurate examples of any categories. Its objective is to train the student to be more effective in concept development” (Joyce, 2010:125).

“The learning model of Concept Attainment provide possibility in analyze the thinking process of the students” (Joyce 2010:128). Based on the statement of Joyce it indicates that the learning model of Concept Attainment focus to the thinking skill of student.

The learning model of Concept Attainment had reviewed by researcher: Amalia Febri Aristi (2010) on topic of Static electricity in Grade IX Semester I at SMP Negeri 9 Tanjung Balai Medan in Academic Year of 2010/2011 who found that “the activity of student is increase significantly. On the first meeting, the score of activity of student is 50.5 with the lower activity where the asking activity with only three student who asking. On the second meeting, there is significant increasing of activity of student with the score 79.0. In fact, the activity of student are linearly dependent with the increasing of learning achievement of student for 73.3. In this sense, the activity of student has significant influence to the learning achievement. The weakness in this research is the researcher found any obstacles in which the students are not interest to the concept learning because they just accustomed to solve the mathematic problem in physics learning. Therefore, it need model that stimulate students to be more effective such as practical method, experiment and simulation method. And it is important

to be more pay attention and lead the students either in experiment or do an experiment.” (Amalia,2010:46–47).

The difference of the previous researcher and this researcher is place of research, sample of research, material of research. Based on the background, the research do a research entitled : **“The Influence of Concept Attainment Learning Model on Student’s Achievement inStatic FluidTopic of Class XI SMAN 3 SiantarA.Y 2015/2016”**

1.2 Problem Identification

Based on results of preliminary research on the aforementioned background, the identified problem are:

1. The learning achievement of students in Physics is low
2. The learning process focus to the formula
3. The teacher has not yet applies the various learning model
4. The lower interaction of student in physics learning

1.3 ProblemLimitation

In order to avoid the various interpretations in this research and for the limitation of the capability, the available time and matter, the scope of problem in this research are:

1. The subject were students of class XI SMAN 3 Siantar.
2. Application of learning model of Concept Attainment Learning Model in experiment class.
3. The result of student learning at Static Fluid topic.

1.4 Problem Formulation

The problem formulations in this research are:

1. How is student’s achievement which is taught by using Conventional Learning at Static FluidTopic?
2. How is student’s achievement which is taught by using Concept Attainment Learning Model at Static FluidTopic?

3. Is influence of Concept Attainment Learning Model at Static Fluid Topic?

1.5 Research Objective

There are some research objective items, namely:

1. Student's achievement by using Conventional Learning.
2. Student's achievement by using Concept Attainment Learning Model.
3. The influence of Concept Attainment Learning Model on student's learning outcome.

1.6 Research Benefits

The benefits of research are:

1. As information of learning achievement by using Concept Attainment Learning Model in SMA Negeri 3 Siantar at Static Fluid Topic.
2. As information on using the alternative of learning model
3. As light reference for the next research
4. To provide the writer as candidate of teacher with any experiences in a real condition.