

ABSTRAK

HEPPI NIWER SINAGA: Pengaruh *Advance Organizer* dan Minat Belajar Siswa Terhadap Kemampuan Menulis dan Retensi Siswa di SMP Methodist 3 Medan. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, Maret 2014.

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh pembelajaran dengan *advance organizer* terhadap kemampuan menulis biologi siswa; (2) pengaruh minat belajar biologi terhadap kemampuan menulis biologi siswa; (3) pengaruh pembelajaran dengan *advance organizer* terhadap nilai retensi biologi siswa; (4) pengaruh minat belajar biologi terhadap retensi siswa; (5) interaksi antara pembelajaran *advance organizer* dan minat belajar dalam memengaruhi kemampuan menulis siswa; dan (6) interaksi antara pembelajaran *advance organizer* dan minat belajar dalam memengaruhi retensi siswa.

Populasi penelitian adalah seluruh siswa kelas VIII SMP Methodist 3 Medan yang belajar dari jam 07.00-12.00 WIB sebanyak 211 orang. Sampel penelitian ini sebanyak 2 kelas sebanyak 108 yang dipilih dengan teknik cluster random sampling. Data dikumpulkan menggunakan tes dan angket untuk minat belajar. Instrumen digunakan setelah divalidasi oleh validator dan uji coba instrumen. Hasil uji persyaratan menunjukkan sebaran data hasil kemampuan menulis dan retensi siswa adalah berdistribusi normal dan homogen.

Hipotesis penelitian diuji dengan menggunakan uji MANOVA dilanjutkan dengan uji Benferroni. Hasil penelitian menunjukkan: (1) Terdapat pengaruh *advance organizer* terhadap kemampuan menulis siswa ($P=0,045 < 0,050$); (2) Terdapat pengaruh minat belajar siswa terhadap kemampuan menulis siswa ($P=0,000 < 0,050$); (3) Tidak terdapat pengaruh *advance organizer* terhadap retensi siswa ($P=0,460 > 0,050$); (4) Terdapat pengaruh minat belajar siswa terhadap retensi siswa ($P=0,029 < 0,050$); (5) Terdapat interaksi *advance organizer* dan minat belajar siswa dalam memengaruhi kemampuan menulis siswa ($P=0,000 < 0,050$); dan (6) Tidak terdapat interaksi *advance organizer* dan minat belajar siswa dalam memengaruhi retensi siswa ($P=0,390 > 0,005$).



ABSTRACT

HEPPI NIWER SINAGA: Effects of Advance Organizer and Interest of Learning On Biology Student's Writing Ability and Retention at SMP Methodist 3 Medan. *Thesis. Medan: The State University of Medan School of Postgraduate Studies, March 2014*

This research was aims to determine: (1) effects of advance organizer on biology student's writing ability; (2) effects of interest of learning biology on biology student's writing ability; (3) effects of advance organizer on student's retention; (4) effects interest of learning biology on student's retention; (5) effects of interaction advance organizer and interest of learning on biology student's writing ability; and (6) effects of interaction advance organizer and interest of learning on biology student's retention.

Population of this study were all students in grade VIII SMP Methodist 3 Medan that start 07.00am until 12.00am by 211 students. Samples of this research were 2 classes and 108 students were selected by using cluster random sampling. Date were collected by using test and questionnaires about interest of learning. Instruments used after validated by validator and test instruments. The test results show the distribution of the writing ability and retention test is normal distribution and homogeneous.

Hypotheses of this research were tested by using MANOVA test continued by Benferroni test. It was found out that: (1) there was effects of advance organizer on biology student's writing ability ($P=0,045 < 0,050$); (2) there was effects of interest of learning biology on biology student's writing ability ($P=0,000 < 0,050$); (3) there was not effects of advance organizer on student's retention ($P=0,460 > 0,050$); (4) there was effects interest of learning biology on student's retention ($P=0,029 < 0,050$); (5) there was effects of interaction advance organizer and interest of learning on biology student's writing ability ($P=0,000 < 0,050$); and (6) there was not effects of interaction advance organizer and interest of learning on biology student's retention ($P=0,390 > 0,005$).

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