

**THE EFFECTIVENESS OF TEACHING MODEL TO INDUCE THE CONCEPTUAL  
CHANGE (M3PK) SIMSON TARIGAN TO INCREASE STUDENT'S  
ACHIEVEMENT ON TEACHING SOLUBILITY AND  
SOLUBILITY PRODUCT**

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**ABSTRACT**

The main objective in this research is to know the student's achievement by using teaching model to induce the conceptual change (M3PK) Simson Tarigan on the teaching solubility and solubility product. This research was conducted in SMAN 1 Sidikalang. The samples are two classes from XI grade, one class as an experimental class and one class as a control class. The research instrument that used in this research is instrument test (evaluation test). The instrument test was already validated. Based on validity, there are 24 questions are valid and  $r_{\text{count}}$  for reliability test is 0.78. It means that the questions are reliable with high categories. Pretest was given to both of class to know the prior knowledge of students and then given different teaching treatment. From the research result, the average posttest in experimental class is  $82.16 \pm 6.39$  with gain 0.74 (high), while for the average of posttest in control class is  $77.83 \pm 5.36$  with gain 0.70 (high). The percentage of student's achievement in experiment class is 74% while the percentage of student's achievement in control class is 70%. The pretest and posttest data of this research had been analyzed by using normality test and homogeneity test. It is a requirement to do hypothesis test. Based on hypothesis test using t-test was gotten value of significance  $r_{\text{count}}$  (0,019) < significant level (0.05), so the  $H_a$  is accepted and  $H_o$  is rejected. It means that there is significant differences in student's achievement that taught by M3PK with student's achievement that is taught by conventional method on solubility and solubility product.

**Keyword:** M3PK, solubility and solubility product, student's achievement.