

ABSTRAK

**PERBEDAAN PENGARUH PENERAPAN METODE PENEMUAN
DENGAN METODE CERAMAH TARHADAP MINAT, KEAKTIFAN,
KEMAMPUAN KLASIFIKASI DAN PRESTASI BELAJAR PADA MATA
PELAJARAN IPA DI SD KANISIUS MINGGIR**

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Tujuan dari penelitian ini adalah untuk mengetahui perbedaan pengaruh penerapan metode penemuan dengan metode ceramah pada mata pelajaran IPA terhadap minat, keaktifan, kemampuan klasifikasi dan prestasi siswa kelas V di SDK Minggir pada semester genap 2011/2012.

Penelitian ini menggunakan metode penemuan dengan jenis penelitian kuantitatif yaitu *tipe pretest posttest control group design*. Dalam penelitian ini terdapat dua kelompok yang dipilih secara *random*, yaitu kelompok eksperimen dan kelompok kontrol. Teknik analisis data yang digunakan yaitu uji formalitas dan uji statistik yang meliputi uji homogenitas, uji perbedaan *pretest* ke *posttest*, dan uji pengaruh perlakuan. Pengumpulan data dalam penelitian ini dilakukan dengan cara memberikan *pretest* dan *posttest* pada kelas kontrol dan kelas eksperimen dengan soal pilihan ganda yang berjumlah 10, soal esai yang berjumlah 2 nomor untuk mengukur ketrampilan proses (kemampuan klasifikasi) dan 20 pernyataan untuk mengukur minat IPA secara umum maupun spesifik kompetensi dasar dan lembar pengamatan keaktifan siswa selama pembelajaran.

Dari analisis data yang dilakukan, Kenaikan yang signifikan terjadi pada minat IPA secara spesifik. Perbandingan skor minat IPA dari *pre-test* ke *post-test* maupun perbandingan skor *post-test* mengalami kenaikan dengan harga *sig. (2-tailed)* $< 0,05$. Keaktifan siswa pun mengalami kenaikan yaitu terdapat perbedaan yang signifikan antara kelompok kontrol dengan eksperimen yaitu harga *sig. (2-tailed)* yang diperoleh sebesar 0,000 yang berarti kurang dari 0,05. Dalam kemampuan klasifikasi, kenaikan signifikan terjadi pada kelompok eksperimen dengan harga *sig. (2-tailed)* sebesar $0,000 < 0,05$. Prestasi siswa juga mengalami kenaikan di mana pada uji perbandingan skor *post-test* antara kelompok kontrol dengan eksperimen, diperoleh hasil *sig. (2-tailed)* $< 0,05$ yaitu 0,000.

ABSTRACT

**THE INFLUENCE DIFFERENT OF THE APPLICATION OF
DISCOVERY METHOD THROUGH EXPLANATION TOWARD
STUDENT'S MOTIVATION, ACTIVE PARTICIPATION, CLASSIFYING
SKILL AND STUDY ACHIEVEMENT IN SCIENCE CLASS IN KANISIUS
MINGGIR ELEMENTARY SCHOOL.**

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The aim of the study is to find out the influence difference of the application finding method through explanation in Science class towards student's motivation, class participation, classifying skill and the study achievement in grade V Kanisius Minggir Elementary School during the second semester of the academic year 2011/2012.

The study employed finding method which the research is quantitative in which pre-test and post-test on controlled group were carried out. There were two groups as the object of the study who were chosen randomly. They were experimental and control group. To analyze the data formality and statistic test were done. It covered: homogeneity test, the different of pre-test and post-test, and influence treatment test. The data was gained by giving pre-test and post-test to both the controlled group and experimental group.

The test consisted of 10 multiple choices, 2 essays and 20 statements. The essays aimed to measure the skill of qualifying whereas the statements to measure the basic competence of the students' motivation in learning science. Class participation rubric was also employed to know the student's participation during learning process.

The data analysis showed there was significant progress of student's motivation in learning science specifically. The comparison of score from pre-test to post-test showed the progress in a value of sig. (2-tailed) < 0.05. The student's participation was also in progress. It could be seen from comparing between the controlled group and the experimental group. It was value sig. (2-tailed) 0.000 that meant less than 0.05. the significant progress was also showed in classifying skill. The experimental group showed progress significantly with the value sig. (2-tailed) $0.000 < 0.05$. the student's achievement was also in progress where the result of the post-test's score between the controlled and the experimental group in value sig. (2-tailed) < 0.05 was 0.005. it showed that the application of the finding method influenced significantly for the experimental group rather than the controlled group in which explanation was carried out fully in learning process.