

TABLE OF CONTENT

ABSTRACT	v
FOREWORD	vi
TABLE OF CONTENT	x
TABLE OF FIGURE	xiv
DIAGRAM LIST	xv
TABLE LIST	xvi
APPENDICES	xvii
CHAPTER 1	1
1.1 Science and Christian Perspective.....	1
1.2 Statement of the Problems.....	5
1.3 The Purpose of the Study	5
1.4 The Benefits of the Research.....	5
1.5 Definition of terms	6
CHAPTER 2	7
2.1 Constructivism in Learning	7
2.1.1 Social Constructivism by Vygotsky	8
2.2 The Learner Characteristic	9
2.2.1 Cognitive development by Piaget.....	9
2.3 Cooperative learning	11
2.3.1 Cooperative Learning concept.....	11
2.3.2 Characteristics of Cooperative Learning	13

x

2.3.3 Effects of Cooperative Learning.....	15
2.3 Student Teams Achievement Division (STAD)	16
2.4 Chemistry Concept	17
2.4.1 Naming compounds	18
2.4.1.1 Naming Ionic Compounds	18
2.4.1.2 Naming Acid Compound	20
2.4.1.3 Naming Bases Compound.....	21
2.4.1.4 Naming Binary Molecular Compounds	22
2.5 Action Research	24
2.6 Students achievement	26
2.6.1 Cognitive Achievement	27
CHAPTER III	29
3.1 Research Method.....	29
3.2 Research Subject, Place and Time.....	30
3.3 Research procedure	31
3.3.1 Planning	31
3.3.2 Action.....	31
3.3.2.1 Cycle One (Lesson Plan I)	32
3.3.2.1.2 Materials, Resources and Visual Aids.....	33
3.3.2.1.3 Teaching and learning process and principles (Scenario)	33
3.3.2.1.4 Evaluation of the learning	39
3.3.2.2 Cycle two (Lesson Plan II).....	40
3.3.2.2.2 Materials, Resources and Visual Aids.....	41
3.3.2.2.3 Teaching and learning process and principles.....	41

3.3.2.2.4 Evaluation of the learning	46
3.3.2.3 Cycle three (Lesson Plan III)	48
3.3.2.3.2 Materials, Resources and Visual Aids.....	48
3.3.2.2.3 Teaching and learning process and principles.....	49
3.3.2.2.4 Evaluation of the learning	54
3.4 Research instruments.....	55
3.4.1 Testing	55
3.4.2 Observation.....	55
3.4.3 Questionnaire.....	56
3.4.4 Reflective Journal	56
3.4.5 Documentation.....	56
3.5 Data analysis.....	57
CHAPTER IV	58
4.1 Presenting the data and analysis	58
4.1.1 Result of the Study in Cycle One	58
4.1.1.1 Test result.....	58
4.1.1.2 Observation	61
4.1.1.3 Reflection	62
4.2.1 Result of the Study in Cycle Two.....	63
4.2.1.1 Test Result.....	63
4.2.1.2 Observation	67
4.2.1.3 Reflection	67
4.3.1 Result of the Study in Cycle Three.....	69
4.3.1.1 Test.....	70

4.3.1.2 Observation	73
4.3.1.3 Reflection	74
4.4.1 The result of summative test	75
4.4.2 Questionnaire	78
4.2 Discussion.....	81
4.2.1 Teaching and Learning Procedure	81
4.2.1.1 Cycle one	81
4.2.1.2 Cycle two	83
4.2.1.3 Cycle three	85
4.2.2 The Increasing of Students Achievement	87
4.2.3 The Use of Student Teams Achievement Division to increase chemistry learning achievement	90
4.2.4 The constraints of Using Student Teams Achievement Division in Learning Chemistry	91
4.2.5 Reflection.....	95
4.2.6 Finding	95
CHAPTER 5	97
5.1 The limitation of the research.....	98
5.2 Research Methodology	99
5.3 Recommendation.....	99
5.4 Direction for further study	100
REFERENCE.....	101

TABLE OF FIGURE

Figure 1. 1 Teacher, child and science relationship.....	2
Figure 2.1 Combination of cation and anion.....	19
Figure 2.2 Action Research Model	25
Figure 3.1 Steps in doing classroom action research.....	29



DIAGRAM LIST

Diagram 4. 1 Test result in cycle one.....	60
Diagram 4. 2 Test result in cycle two	66
Diagram 4. 3 Test result in cycle three	73
Diagram 4.4 Summative test results.....	77
Diagram 4. 5 Students tests result in cycle one, cycle two and cycle three	89



TABLE LIST

Table 2. 1 Comparisons of Four Approaches to Cooperative Learning (Arends, 2007, p. 356).....	13
Table 2. 2 Cation and Anion (Purba, 2006, p. 108-109).....	19
Table 2. 3 Binary acids.....	21
Table 2. 4 Oxoacids (Masterton & Hurley 2009, p. 42)	21
Table 2. 5 Some bases compounds of metal atoms in group A	22
Table 2. 6 Some bases compounds of transition or post transition metals	22
Table 2. 7 Greek Prefixes used in nomenclature.....	24
Table 4. 1 Test Result in first cycle.....	59
Table 4. 2 Test result in cycle one based on category.....	60
Table 4. 3 Test Result in second cycle	64
Table 4. 4 Test result in cycle two based on category	65
Table 4. 5 Test Result in first cycle.....	71
Table 4. 6 Test result in cycle two based on category	72
Table 4. 7 Summative test result	76
Table 4. 8 Summative Test result in cycle two based on category	77
Table 4. 9 Students Questionnaire	79
Table 4. 10 Test result in three cycles of learning	88

APPENDICES

Appendix A	Lesson Plans and Feedbacks
Appendix B	Students Worksheet
Appendix C	Summative Test Question
Appendix D	Students Grade Report
Appendix E	Students Questionnaire

