

ABSTRACT

The Effect of Scientific Approach and Learning Motivation toward Students' Skill in Writing Experimental Report on The Fourth Grade Students at SDN 15 Ulu Gadut Padang City

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The background of this research is about problem in some aspects of students' skill in writing experimental report on the fourth grade students at SDN 15 Ulu Gadut Padang city. Problems that being observed are: (1) students hesitate about the learning goals and systematics of the writing experiment report; (2) learning of writing experimental report more accentuated on the results in the form of writing, not on what should be done when students wrote; (3) the less teacher learning methods vary. This research aimed to clarify the influence of learning motivation and the scientific approach towards students' skill in writing experimental report on the fourth grade students at SDN 15 Ulu Gadut Padang city.

The type of this research was quantitative with 2x2 factorial experimental designs. Population of this research was the fourth grade students at SDN 15 Ulu Gadut Padang city. Sampel collection was 48 students and collected by purposive sampling. Data was obtained by questionnare and test. Questionnare was taken to observe stedents' learning motivation and test was coonducted to find out students' skill in writing experimental report. Analysis and discussion were conducted by descriptive-analysis according to experimental research concept.

Based on this research, there are four conclusions that can be revealed. *First*, students' skill in writing experimental report teaching by scientific approach is better than students' skill in writing experimental report teaching by conventional approach, with average of two classes are 81,63 and 74,83. *Second*, students' skill in writing experimental report with good learning motivation teaching by scientific approach is better than students' skill in writing experimental report with good learning motivation teaching by conventional approach, with average of two classes are 85,67 and 78,00. *Third*, students' skill in writing experimental report with poor learning motivation teaching by scientific approach is better than students' skill in writing experimental report with poor learning motivation teaching by conventional approach, with average of two classes are 77,58 and 71,67. *Fourth*, there is no interaction between learning approach and learning motivation in order to influence students' skill in writing experimental report.

ABSTRAK

Pengaruh Pendekatan Saintifik dan Motivasi Belajar Terhadap Keterampilan Menulis Laporan Percobaan Siswa Kelas IV SDN 15 Ulu Gadut Kota Padang

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Penelitian ini dilatarbelakangi oleh permasalahan pada aspek keterampilan menulis laporan percobaan siswa kelas IV SDN 15 Ulu Gadut Kota Padang. Permasalahan tersebut yaitu (1) siswa kurang mengetahui tujuan dan sistematika laporan percobaan; (2) pembelajaran menulis laporan percobaan lebih ditekankan pada hasil tulisan, tidak pada apa yang seharusnya dikerjakan siswa ketika menulis; (3) metode pembelajaran kurang bervariasi. Penelitian ini bertujuan untuk menjelaskan pengaruh pendekatan saintifik dan motivasi belajar terhadap keterampilan menulis laporan percobaan siswa kelas IV SDN 15 Ulu Gadut Kota Padang.

Jenis penelitian ini kuantitatif dengan desain eksperimen faktorial 2x2.

Populasi penelitian adalah siswa kelas IV SDN 15 Ulu Gadut Kota Padang. Sampel berjumlah 48 siswa, pengambilan dilakukan dengan cara *purposive sampling*. Data dikumpulkan melalui angket dan tes. Angket digunakan untuk melihat motivasi belajar siswa dan tes dilakukan untuk mengetahui keterampilan menulis laporan percobaan siswa. Analisis dan pembahasan data dilakukan secara deskriptif-analisis sesuai dengan konsep penelitian eksperimen.

Berdasarkan hasil penelitian dapat disimpulkan empat hal sebagai berikut.

Pertama, keterampilan menulis laporan percobaan siswa yang diajar dengan menggunakan pendekatan saintifik lebih tinggi daripada siswa yang diajar dengan pendekatan konvensional, dengan perbandingan rata-rata kedua kelas yaitu 81,63 dan 74,83. *Kedua*, keterampilan menulis laporan percobaan siswa yang memiliki motivasi belajar tinggi yang diajar menggunakan pendekatan saintifik lebih tinggi daripada yang diajar menggunakan pendekatan konvensional dengan rata-rata masing-masing kelas yaitu 85,67 dan 78,00. *Ketiga*, keterampilan menulis laporan percobaan siswa yang memiliki motivasi belajar rendah yang diajar menggunakan pendekatan saintifik lebih tinggi daripada yang diajar menggunakan pendekatan konvensional dengan rata-rata masing-masing kelas yaitu 77,58 dan 71,67.

Keempat, tidak terdapat interaksi antara pendekatan pembelajaran dengan motivasi belajar dalam mempengaruhi kemampuan menulis laporan percobaan siswa.