

ABSTRACT

THE DIFFERENCE OF SCIENCE LEARNING OUTCOMES THROUGH GUIDED INQUIRY LEARNING AND *PROBLEM BASED LEARNING* WITH INITIAL ABILITY TO PRIMARY V STUDENTS OF SD NEGERI 1 GUNUNG TERANG BANDAR LAMPUNG

By
Dwi Ervina Winata

The aims of this reseach are to analyse: (1) interaction between learning guided inquiry and *Problem Based Learnig* (PBL) with initial ability student toward Science learning outcomes; (2) the mean difference of Science learning outcomes to students that use guided inquiry learning and PBL; (3) the mean difference of Science learning outcomes that use guided inquiry learning and PBL to high initial ability student; (4) the mean difference of Science learning outcomes that use guided inquiry learning and PBL to low initial ability student.

This research uses experimental method with 2x2 factorial design. The sample of this research is 50 students of primary 5. The sampling technique which used in this research is total sampling. The data which is received will be processed by using analysis of variant two ways and mean difference test.

The result shows that: (1) there is an interaction between learning guided inquiry and PBL with student initial ability toward Science learning outcomes ($F_{AB} = 14.274$ with $p < 0.05$); (2) overall, Science learning outcomes to students who learn by guided inquiry learning are higher than the students who learn by PBL $\mu_{A_1} = (65,6) > \mu_{A_2} = (64,2)$; (3) for students who have high initial ability, the Science learning outcomes to students who learn by PBL are higher than the students who learn by guided inquiry learning $\mu_{A_2B_1} = (80,4) > \mu_{A_1B_1} = (68,8)$; (4) for students who have low initial ebility, the Science learning outcomes to students who learn by guided inquiry learning are higher than the students who learn by PBL $\mu_{A_1B_2} = (62,4) > \mu_{A_2B_2} = (48,8)$.

Key words: guided inquiry, PBL, prior knowledge