ABSTRACT

THE INFLUENCE ARGUMENTATION SKILL USING PROBLEM BASED LEARNING (PBL) TO SCIENCE LITERACY OF STUDENT JUNIOR HIGH SCHOOL

By

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Learning process in schools today less attention to scientific literacy of students. This resulted Indonesian students have scientific literacy is still low. Efforts to develop scientific literacy of students is done by applying learning invites students to learn science by confirming something by reason, facts, and consideration of the arguments. This learning process invites students to hone their skills so that the argument that science is able to solve the problems existing in the environment. The learning process of Problem Based Learning (PBL) can be used to stimulate the students to use problem-solving skills in the argument. This study aims: (1) to describe the influence of argumentation skills to junior high students' science literacy, and (2) Knowing increase science literacy junior high school students by using argumentation skills. The research was conducted at SMP Negeri 1 Bangunrejo, using a class that VIII_B class with 32 students and the number of samples using the One-Group Pretest design - posttest. The results showed that: (1) there is a positive linear influence and significant correlation
between skill argument against science literacy school students with a
contribution of 53.7% and the regression equation is `Y = 38.133 + 0.607 X, and
(2) a significant increase scientific literacy of students from SMP by using
argumentation skills, the value of N-average gain of 0.61 is included in the
medium category.

Keywords: argumentation skills, science literacy.