THE DIFFERENCES OF ACADEMIC ACHIEVEMENT AND SCIENCE PROCESS SKILLS IN SCIENCE PHYSICS SUBJECT USING CONVENTIONAL PRACTICE AND COMPUTER SIMULATION BASED ON STUDENT ENTRY BEHAVIOR OF SMP MA'ARIF (LEVEL-7).

The purpose of this research to analyze and find (1) the difference the performance of academic discrepancy based on laboratory techniques, (2)the difference the difference the performance of academic discrepancy based on entry behavior, (3) the interaction between the practice and entry behavior on student achievement, (4) the difference in science process skills based on variety of techniques, (5) the difference in science process skills based on entry behavior student and, (6) the interaction between the lab and the entry behavior based on science process skills.

The study was conducted in junior high school (SMP Ma'arif 12 Terbanggi Besar, Lampung tengah). The research method used observation technique and questionnaires, also all data being analyzed factotial design. The results showed that (1) there was difference in academic achievement of sciences based on practice technique because value sig,000 < 0,05 so H_1 received, (2) there was difference academic achievement of sciences based on entry behavior, because value sig 0,048 < 0,05 so H_1 received, (3) there is no interaction practice technique and entry behavior student based on academic achievement, because value sig 466 > 0,05 so Ho received, (4) there was difference science process skills student based on practical technique, sig 0,000 < 0,05 so H_1 received, (5) there was no difference science process skills based on entry behavior student because value sig 0,597 > 0,05 so H_o received and, (6)) there is no interaction between the lab and the entry behavior based on science process skills student, value 0,932> 0,05 so Ho received.

Keywords : practice, entry behavior student, academic achievement, science process skills