

CONTENTS

	Page
SHEET OF LEGITIMATION.....	i
DECLARATION.....	ii
ABSTRACT.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT.....	v
CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	xi
LIST OF APPENDIX	xii
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Problem Identification.....	3
C. Research Problem.....	3
D. Aim of Research.....	3
E. Significance of Research	3
F. Organization and Structure of Research Paper	6
CHAPTER II MULTIPLE REPRESENTATION BASED INSTRUCTION AND CONCEPTUAL MASTERY	
A. Representation and Multiple Representations.....	7
B. Internal and External Representation.....	8
C. MR Based Instruction in Science Learning.....	9
D. Representation Involved in the Research.....	12
E. Knowledge Construction	13
F. Conceptual Mastery.....	14
G. Light Reflection Concept in Indonesian	16

	Curriculum	26
H.	Hypothesis.....	27
I.	Assumption.....	
CHAPTER III	RESEARCH METHOD	28
A.	Location and Population Subject.....	28
B.	Research Design	29
C.	Research Method.....	27
D.	Operational Definition.....	29
E.	Research Instrument.....	38
F.	Instrument Development Process.....	44
G.	Data Analysis.....	50
H.	Research Step and Scheme.....	
CHAPTER IV	RESULT AND DISCUSSION	51
A.	Research Implementation	53
B.	Research Result	53
1.	Result of Students Conceptual Mastery.....	54
2.	Result of Improvement in Conceptual Mastery	
3.	Student Profile of Conceptual Mastery According to Bloom Taxonomy in Cognitive Domain.....	51
4.	Profile of Students' Multiple Representations Skill.....	56
5.	Profile of Students Engagement	58
6.	Profile of Students Ability to Communicate Scientific Ideas.....	60
7.	Profile of Students Ability to Collect and Analyze Experimental Data	62
C.	Research Discussion	
1.	The Implementation of Multiple Representation Based Instruction in Light Reflection	

Concept.....	64
2. The Improvement of Students Conceptual Mastery through Multiple Representation Based Instruction in Light Reflection Concept.....	72
3. The Influence of Multiple Representation based Instruction towards Students Conceptual Mastery.....	76
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	
A. Conclusions.....	79
B. Recommendation	80
REFERENCES.....	81
APPENDIX.....	84

LIST OF TABLES

	Page
Table 3.1 Research Design: One Group of Pre-test Post-test Design.....	29
Table 3.2 Blue Print of Objective Test Items.....	32
Table 3.3 Blueprint of Objective Test after Instrument Analysis.....	33
Table 3.4 Rubric for Measuring Multiple Representation Skill.....	34
Table 3.5 Rubric for Measuring Multiple Representation Skill (Representation that Students can make).....	35
Table 3.6 Students Engagement Survey.....	37
Table 3.7 Recapitulation of Pretest and Posttest.....	38

Table 3.8 Validity Interpretation.....	40
Table 3.9 Realibility Value of Question.....	41
Table 3.10 Criteria of Difficulty Level.....	41
Table 3.11 Criteria of Test Item Discriminating Power.....	42
Table 3.12 Recapitulation of Validation Test Instrument.....	43
Table 3.13 Category of Students Understanding	44
Table 3.14 Criteria of N-Gain Improvement.....	45
Table 3.15 Calculation for Rubric	47
Table 3.16 Scoring Guideline of Likert Scale.....	47
Table 4.1 Time and Teaching Material of Each Meeting	52
Table 4.2 Statistical Result of One Sample Statistic	53
Table 4.3 One Sample T-Test	53
Table 4.4 One Sample Kolmogorov-Smirnov Test	54
Table 4.5 Recapitulation of Pretest and Posttest Score in Cognitive Aspect...	55
Table 4.6 Recapitulation Students Conceptual Mastery Based on Revised- Bloom's Taxonomy.....	56
Table 4.7 Students Profile of Ability to Communicate Scientific Ideas...	61
Table 4.6 Students Profile of Ability to Collect and Analyze Experimental Data.....	62

LIST OF FIGURES

	Page
Figure 2.1 Sequence of Multiple Representation Based Instruction.....	11
Figure 2.2 The angle of reflection and incident measured with respect to the normal line.....	17
Figure 2.3 The Image formed by two Mirrors which Formed angle 45°	18
Figure 2.4 The Parts of Concave Mirror.....	19
Figure 2.5 The Ray Comes Parallel to Main Axis.....	20
Figure 2.6 The Ray Comes Through Focal Point (F).....	20
Figure 2.7 The Ray Comes Parallel to Main Axis.....	21
Figure 2.8 The Ray Comes With Any Direction.....	21
Figure 2.9 The Parts of Convex Mirror.....	21
Figure 2.10 The Ray Comes Parallel to Main Axis in Convex Mirror.....	22
Figure 2.11 The Ray Comes to the Focal Point	22
Figure 2.12 The Ray Comes Towards the Center of Curvature.....	46
Figure 2.13 The Ray Comes Towards the Center of Curvature.....	47
Figure 2.14 Optical Image Formed in Convex Mirror	50
Figure 3.1 Research Scheme	58
Figure 4.1 Profile of Students' Multiple Representation Skill	59
Figure 4.2 Profile of Students' Cognitive Engagement.....	59
Figure 4.3 Profile of Students Behavioral Engagement	60

LIST OF APPENDICES

	Page
A. INSTRUCTIONAL TOOLS	
Appendix A.1 Lesson Plan	84
Appendix A.2 Group' Worksheet	107

B. RESEARCH INSTRUMENT	
Appendix B.1 Objective Test ..	128
Appendix B.2 Student Engagement Survey ..	135
Appendix B.3 Multiple Representation Rubric.....	136
Appendix B.4 Scientific Communication Rubric.....	137
Appendix B.5 Instrument of Students' Impression.....	138
C. INSTRUMENT ANALYSIS	
Appendix C.1 Instrument Analysis of Objective Test ..	139
Appendix C.2 Judgment Result ..	144
D. DATA CALCULATION	
Appendix D.1 Pretest and Posttest Result.....	151
Appendix D.2 Normalized Gain Result.....	154
Appendix D.3 Multiple Representation Result.....	155
Appendix D.3 Students Engagement Result.....	156
Appendix D.3 Judgement of Objective Test Result.....	160
E. RESEARCH ADMINISTRATION	
Appendix F.1 Research Administration ..	170
F. DOCUMENTATION ..	180
G. AUTOBIOGRAPHY	181