

TABLE OF CONTENT

APPROVAL SHEET	i
DECLARATION OF ORIGINALITY	i
PREFACE	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
TABLE OF CONTENT	vii
TABLE LIST	ix
FIGURE LIST	x
APPENDIX LIST	xi
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Research Problem	3
C. Research Question	3
D. Research Objective	3
E. Limitation of Problem.....	4
F. Research Benefit	5
G. Research Paper Structure	6
CHAPTER II TEAM ASSISTED INDIVIDUALIZED, VARK LEARNING STYLE, CONCEPTUAL UNDERSTANDING AND OPTIC CONCEPT	7
A. Team Assisted Individualized.....	7
B. Learning Style	10
C. Analysis of Student Conceptual Understanding in Learning Optics	14
D. Optics Concept.....	16
E. Relevant Research.....	21
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Method	23
B. Research Design.....	23
C. Population and Sample	25
D. Operational Definition	25
E. Assumption	26
F. Hypothesis.....	26
G. Research Instrument.....	27
H. Instrument Analysis Result	33
I. Data Processing Technique	35
J. Research Procedure.....	38

CHAPTER IV RESULT AND DISCUSSION.....	41
A. The Profile of Students' Learning Style	41
B. Implementation of Team Assisted Individualized	43
C. Students' Improvement based on Learning Style and Conceptual Understanding	50
CHAPTER V CONCLUSION AND RECOMMENDATION.....	56
A. Conclusion.....	56
B. Recommendation	57
REFERENCES	58
APPENDICES	61

TABLE LIST

Table 2.1 Meeting Activity	12
.....
Table 2.2 Revised Bloom Taxonomy.....	14
.....
Table 2.3 Analysis of Core Competence, Basic Competence and Learning Dimension on Optics	15
.....
Table 3.1 One-Group Pre-test-Post Test Design.....	23
.....
Table 3.2 Table of Instrument Needs of Research.....	27
.....
Table 3.3 Observation Sheet of TAI Learning Model	27
.....
Table 3.4 Blue Print of Optic Concept Objective Test	29
.....
Table 3.5 Interpretation of Validity	30
.....
Table 3.6 Interpretation of Reability	31
.....
Table 3.7 Interpretation of Difficulty Level.....	32
.....

Table 3.8 Interpretation of Discriminant Power	33
Table 3.9 Recapitulation of Test Item for Students' Conceptual Understanding	34
Table 3.10 Interpretation of Normalized Gain Score.....	36
Table 3.11 Interpretation of Precenta.....	38
Table 4.1 Profile of Students Learning Style	41
Table 4.2 Group Determination based on Learning Style and Rate of Learning	43
Table 4.3 Results of Observation Sheet during TAI Implementation.....	44
Table 4.4 Group Activity Scoring	45
Table 4.5 Result of T-test Paired Sample Test.....	49
Table 4.6 Result of Students' Pre Test and Post Test Conceptual Understanding	

.....
49

Table 4.7 Result of Students' Pre Test and Post Test Conceptual
Understanding based on Sub Concept and Learning Style

.....

50

LIST OF FIGURE

Figure 2.1. Schematic representation of (a) specular reflection, where the reflected rays are all parallel to one another, and (b) diffuse reflection, where the reflected rays travel in random directions. (c, d) Photographs of specular and diffuse reflection, made with laser light	17
Figure 2.2 The wave under reflection model	18
Figure 2.3 (a) The wave under refraction model. (b) Light incident on the Lucite block refracts both when it enters the block and when it leaves the block (b) moves from glass into air.....	18
Figure 2.4 The refraction of Light as it (a) move from air into glass and (b) moves from glass into air.....	19
Figure 2.5. An image formed by reflection from a flat mirror. The image at point I is virtual. q must be taken as negative for virtual images: the object distance p, therefore, equals the absolute value of the image distance q	19
Figure 2.6 A geometric construction to locate the image of an object placed in front of a flat mirror. Images Formed by Concave Mirrors.....	20
Figure 2.7 (a) A concave mirror of radius R. The center of curvature, C, is located on the principal axis. (b) A point object placed at O in front of a concave spherical mirror of radius R, where O is any point on the principal axis farther than R from the surface of the mirror, forms a real image at I.	20
Figure 2.8 Ray diagrams for spherical mirrors and corresponding photographs of the images of candles	21
Figure 3.1 One-Group Pretest-Posttest Research Design	24
Figure 3.2 Research Flowchart	40

APPENDIX LIST

Appendix A.1 Lesso n Plan Experimental Class	61
Appendix A.2 Students's Worksheet	99
Appendix B.1 Instrument Test Before Validation	117
Appendix B.2 Objective Test Judgement Sheet.....	133
Appendix B.3 Learning Style Questionnaire Judgement Sheet.....	146
Appendix B.4 Instrument Validation Result.....	155
Appendix B.5 Instrument Test After Validation.....	165
Appendix B.6 TAI Observation Sheet	168
Appendix C.1 Determination of Students' Learning Style	180
Appendix C.2 Determination of Students' Rate of Learning.....	181
Appendix C.3 Grouping based on Learning Style and Rate of Learning ...	182
Appendix C.4 Recapitulation of Whole Students' Pre-test and Post-test Result	183
Appendix C.5 Recapitulation of Visual Students' Pre-test and Post-test Result	184
Appendix C.6 Recapitulation of Aural/Auditory Students' Pre-test and Post-test Result.....	185
Appendix C.7 Recapitulation of Read/Write Students' Pre-test and Post- test Result.....	186
Appendix C.8 Recapitulation of Kinesthetic Students' Pre-test and Post- test Result.....	187
Appendix D.1 Documentation in Class.....	189
Appendix D.2 Autobiography	190
Appendix D.3 Documentation of students' worksheet	191
Appendix D.4 Important Letter	195
Appendix D.5 Documentation of Instrument Judgement Result	200