

TABLE OF CONTENTS

AUTHORIZATION PAGE	ii
COPY RIGHT	iii
STATEMENT OF AUTHORIZATION	iv
ABSTRACT	v
PREFACE	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER 1 INTRODUCTION	1
A. Background	1
B. Statement of Problem.....	6
C. Purposes of the Study	7
D. Problem Limitation.....	7
E. Significance of the Study.....	9
F. Organization of the Writing.....	10
CHAPTER 2 LITERATURE	11
A. Interdisciplinary Thinking Skill	11
B. Argumentation as Representation of Thinking Process	14
C. STEM-Based Instruction.....	21
D. Characteristics of Plant Reproduction Topic.....	26
E. Relevant Research.....	34
CHAPTER 3 RESEARCH METHOD	36
A. Operational Definition.....	36
B. Data Source.....	36
C. Research Design.....	37
D. Developing Instruments.....	39

E. Data Processing.....	45
F. Data Analysis.....	48
G. Procedure of the Research.....	48
CHAPTER 4 FINDING, ANALYSIS AND DISCUSSION.....	55
A. Finding and Analysis.....	55
1. Interdisciplinary Thinking Skill of Students in STEM-based Instruction.....	56
a. Disciplinary Grounding	58
b. Advancement through Integration and Critical Awareness.....	62
2. Students' Argumentation Level about Plant Reproduction in STEM-Based Instruction.....	64
3. Correlation between the Component of Interdisciplinary Thinking Skill.....	65
a. Correlation between N-gain Biology Grounding and Argumentation Level.....	67
b. Correlation between N-gain Mathematics Grounding and Argumentation Level.....	68
B. Discussion.....	69
1. Students' Interdisciplinary Thinking Skill in STEM-Based Instruction..	69
2. Students' Argumentation Level in STEM-Based Instruction.....	80
3. Correlation Between Students' Interdisciplinary Thinking Skill and Argumentation Level in STEM-Based Instruction.....	83
CHAPTER 5 CONCLUSION, RECOMMENDATION AND LIMITEDNESS OF THE RESEARCH.....	87
A. Conclusion.....	87
B. Recommendation.....	88
C. Limitedness of The Research.....	89
BIBLIOGRAPHY	90

APPENDICES

LIST OF TABLES

Table 2.1 Construct Map for Scientific Argumentation.....	20
Table 2.2 HS-LS1 From Molecules to Organisms: Structures and Processes	29
Table 3.1 One Group Pretest Posttest Design	36
Table 3.2 Instruments of the Study.....	40
Table 3.3 Instrument Blue Print.....	41
Table 3.4 The Questionnaire Blue Print.....	42
Table 3.5 Result of Factor Analysis for the Three-tier Diagnostic Test.....	44
Table 3.6 Result of Factor Analysis for the Essay Questions	45
Table 3.7 Categorization of Students' Answer on Three-tier Diagnostic Test	45
Table 3.8 Value Category Normalized-Gain.....	46
Table 3.9 Rubrics of Essay Test.....	47
Table 3.10 Description of STEM-Based Instruction.....	51
Table 4.1 Average value Pretest, Posttest, and N-gain.....	56
Table 4.2 Result of Interdisciplinary Thinking Skill Normality Test.....	57
Table 4.3 Result of Significant Test of Interdisciplinary Thinking Skill.....	57
Table 4.4 Result of Normality Test of Pretest Disciplinary Grounding.....	58
Table 4.5 Result of Significant Value Pretest Disciplinary Grounding	59
Table 4.6 Result of Normality Test of Posttest Disciplinary Grounding.....	60
Table 4.7 Result of Significant Test of Posttest Disciplinary Grounding.....	60
Table 4.8 Result of Normality Test of N-Gain Disciplinary Grounding.....	61
Table 4.9 Result of Significant Test of N-Gain Disciplinary Grounding.....	62
Table 4.10 Result of Normality Test of Advancement through Integration and critical awareness.....	63
Table 4.11 Result of Significance Test Value Advancement through Integration and critical awareness.....	63
Table 4.12 Result of Correlation Test N-gain <i>Disciplinary Grounding</i> and <i>Argumentation Level</i>	66

Table 4.13 Result of Correlation Test N-Gain <i>Biology Grounding</i> and <i>Argumentation Level</i>	67
Table 4.14 Result of Regression Test N-Gain <i>Biology Grounding</i> and <i>Argumentation Level</i>	68
Table 4.15 Result of Correlation Test N-Gain <i>Mathematics Grounding</i> with <i>Argumentation Level</i>	69
Table 4.16 Students' Argumentation on Plant Reproduction.....	82

LIST OF FIGURES

Figure 2.1 The Illustration of an argument and its first three element (claim, grounds, and warrant)	19
Figure 2.2 All six elements in an argument about water pollution	19
Figure 2.3 STEM-based stages	24
Figure 2.4 The Types of Asexual Propagation.....	31
Figure 2.5 Categorization of Asexual Propagation Based on the Plant's Part	32
Figure 2.6 The Types of Cutting Media	33
Figure 3.1 Research Design.....	38
Figure 3.2 Model of STEM-based Instruction	50
Figure 3.3 Overall Research Procedures.....	54
Figure 4.1 The Comparison of Students' Argumentation Level Between Pretest and Posttest... ..	65
Figure 4.2 The Interdisciplinary Process.....	75