DAFTAR PUSTAKA

Arief, M.A.A. & Suyono. (2012). Penerapan Strategi Konflik Kognitif dalam Mengatasi Miskonsepsi Siswa pada Materi Pokok Larutan Elektrolit dan Non Elektrolit Siswa Kelas X SMA Khadijah Surabaya. *Prosiding Seminar Nasional Kimia Unesa.* Hlm. 171-178

Arikunto, S. (2006). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara

Bonello, M. (2008). Sixth Grade Students' Mental Models of Physical Education Concepts: A Framework Theory Perspective. (Disertasi). *The Faculty of the Graduate School of the University of Maryland*: tidak diterbitkan

Brown, T.L. dkk. (2012). *Chemistry: The Central Science 12th Edition.* United States of America: Pearson Prentice Hall

Calyk, M., Ayas, A., & Ebenezer, J. V. (2005). A Review of Solution Chemistry Studies:Insights into Students' Conceptions. *Journal of Science Education and Technology, 14*(1), hlm. 29-40

Chang, R. & Overby, J. (2011). *General Chemistry: The Essential Concepts, Sixth Edition.* New York: Mc Graw Hill

Chin, C. (2011). Eliciting Students' Ideas and Understanding in Science: Diagnostic Assesment Strategiesdo Teacher. *Teach Learn, 21*(2), hlm. 72-85

Chittleborough, G. D. (2004). The Role of Teaching Models and Chemical Representations in Developing Students' Mental Models of Chemical Phenomena. (Disertasi). *Science and Mathematics Education Centre*: tidak diterbitkan

Chittleborough, G. D. dan Treagust, D.F. (2007). The Modelling Ability of Non-major Chemistry Students and Their Understanding of the Sub-microscopic Level. *Chemistry Education Research and Practice*, *8*(3), hlm. 274-292

Cin, M. (2013). Undergraduate Students' Mental Models of Hailstone Formation. *International Journal of Environmental and Science Education. 8*(1), hlm. 163-174

Departemen Pendidikan Nasional. (2007). *Tes Diagnostik*. Jakarta: Depdiknas

Devetak, I. & Glazar, S. A. (2010). The Influence of 16-Year-Old Students' Gender, Mental Abilities, and Motivation on Their Reading and Drawing Submicrorepresentations Achievements. *International Journal of Science Education*, *32*(12), hlm. 1561-1563

Dewi, R., Supriyanti, F.M.T., & Dwiyanti, G. (2016). Analisis Penguasaan Konsep Larutan Elektrolit-Nonelektrolit Siswa Menggunakan Siklus Belajar Hipotesis Deduktif. *Jurnal Kimia dan Pendidikan,1*(2), hlm. 98-109

Divisi Meriam-Webster. (2006). *Webster's New Explorer Envyclopedic Dictionary*. United States: Federal Street Press

Dwiyanti, G. & Tresnawati, R. (2013). Pengembangan Prosedur Praktikum Kimia SMA pada Topik Larutan Elektrolit dan Nonelektrolit. *Jurnal Riset dan Praktik Pendidikan Kimia, 1*(1), hlm. 37-43

Eilam, B. (2004). Drops of Water of Soap Solution: Students' Constraining Mental Models of the Nature of Matter. *Journal of Research in Science Teaching*, *41*(10), hlm. 970-993

Handayanti, Y., Setiabudi, A., & Nahadi. (2015). Analisis Profil Model Mental Siswa SMA pada Materi Laju Reaksi. *Jurnal Penelitian dan Pembelajaran IPA, 1*(1), hlm. 107-122

Gentner, D. (2012). Mental models, Psychology of. Dalam N. J. Smelser & P. B. Bates (Ed.) *International Encyclopedia of the Social and Behavioral Sciences*, hlm. 9683-9687

Jansoon, N. dkk. (2009). Understanding Mental Models of Dilution in Thai Students. *International Journal of Environmental and Science Education. 4*(2), hlm. 147-168

Jespersen, N. D., Brady, J.E, & Hyslop, A. (2012). *Chemistry: The Molecular Nature of Matter*. United States of America: John Wiley and Sons

Kala, N., Yaman, F. & Ayas, A. (2012). The Effectiveness of Predict-Observe-Explain Technique in Probing Students' Understanding about Acid-Base Chemistry: A Case for The Concepts of pH, pOH, and Strength. *International Journal of Science and Mathematics Education*. 11, hlm. 555-574

Karamustafaoglu, S. dkk. (2015). Understanding Electrochemistry Concepts Using The Predict-Observe-Explain Strategy. *International Society of Educational Research, 11*(5). 923-936

Kozma, R. & Russell, J. (2005). Students Becoming Chemists: Developing Representational Competence. Dalam J. Gilbert (Ed.). *Visualisation in Science Education. Dordrecht: Springer*

Lu, S. & Bi, H. (2016). Development of a Measurement Instrument to Assess Students' Electrolyte Conceptual Understanding. *Chemistry Education Research and Practice, 17,* hlm. 1030-1040

McMurry, J. & R. C. Fay. (2003). *Chemistry: Fourth Edition*. New York: Pearson Prentice Hall

Mulyani, S. & Hendrawan. (2005). *Kimia Fisika 2*. Malang: UM Press

Myers, R. (2003). *The Basics of Chemistry*. London: Greenwood Press

Nahum, T. L. dkk. (2004). Can Final Examinations Amplify Students' Misconceptions in Chemistry?. *Chemistry Education: Research and Practice, 5(*3*),* hlm. 301-325

Petrucci, R. H. dkk. (2011). *General Chemistry: Principles and Modern Application, Tenth Edition.* Toronto: Pearson Canada Inc.

Ramnarain, U. & Joseph, A. (2012). Learning difficulties experienced by grade 12 South African students in the chemical representation of phenomena. *Chemistry Education Research and Practice*, *4(*13), hlm. 462–470

Sesen, B. A. (2013). Diagnosing Pre-service Science Teachers' Understanding pf Chemistry Concepts by Using Computer-mediated Predict-Observe-Explain Tasks. *Chemistry Education Research and Practice, 14*, hlm. 239-246

Sirhan, G. (2007). Learning Difficulties in Chemistry: An Overview. *Journal of* Turkish Science Education, *4*(2), hlm. 2-20

Siswaningsih, W., Firman, H., & Rofifah, R. (2015). Pengembangan Tes Diagnostik *Two-Tier* Berbasis Piktorial untuk Mengidentifikasi Miskonsepsi Siswa pada Materi Larutan Elektrolit dan Nonelektrolit. *Jurnal Pengajaran MIPA*, *20*(2), hlm. 144-149

Sukmadinata, N. S. (2012). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya

Sukardi. (2004). *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. Jakarta: Sinar Grafika Offset

Teerasong, S. dkk. (2011). Development of a Predict-Observe-Explain Strategy for Teaching Flow Injection at Undergraduated Chemistry. *The International Journal of Learning, 17*(8), hlm. 137-148

Tim Penyusun Kamus Pusat Bahasa. (2008). *Kamus Bahasa Indonesia*. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional

Treagust, D. F., Chittleborough, G. & Mamiala, T. (2003). The Role of Submicroscopic and Symbolic Representations in Chemical Explanations. *International Journal of Science Education, 25*(11), hlm.1353-1368

Treagust, D. F., Mthembu, Z., & Chandrasegaran, A. L. (2014). Evaluation of the Predict-Observe-Explain Instructional Strategy to Enhance Students' Understanding of Redox Reactions. *Springer*,hlm. 265-286

Tumay, H. (2014). Prospective Chemistry Teachers' Mental Models of Vapor Pressure. *Chemistry Education Research and Practice, 15,* hlm.366-379

Wang, C. Y. (2007). The Role of Mental-Modeling Ability, Content Knowledge, and Mental Models in General Chemistry Students' Understanding about Molecular Polarity. (Disertasi). *The Faculty of the Graduate School University of Missouri*: tidak diterbitkan

Wang, C.Y. & Barrow, L.H. (2011). Characteristics and Levels of Sophistication: An Analysis of Chemistry Students' Ability to Think with Mental Model. *Science Education Center*, *8*(3), hlm. 274-292

Wangi, L. L. H. (2013). Proses Penerapan Model Pembelajaran STAD dengan Media Alat Peraga Sederhana dan Media Flash terhadap Pemahaman Konsep Larutan Elektrolit dan Nonelektrolit Siswa Kelas X MAN Gerung. *Jurnal Kependidikan Kimia "Hydrogen", 1*(1), hlm. 63-73

Wu, H. K. (2003). Linking the Microscopic View of Chemistry to Real-Life Experiences: Intertextuality in a High-School Science Classroom. *Wiley Periodicals, Inc.*hlm. 868-891

Whitten, K.W., dkk. (2014). *Chemistry, Tenth Edition*. United States of America: Cengage Learning