

**PROFIL KEMAMPUAN ARGUMENTASI SISWA SMA DALAM MATERI
SISTEM PENCERNAAN MAKANAN MELALUI PERAN BERTANYA
GURU TIPE *DISPENSER***

SKRIPSI

diajukan untuk memenuhi sebagian dari syarat memperoleh gelar
Sarjana Pendidikan Biologi



oleh

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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ABSTRAK

Sri Dewi Nur Rani

Siswa membutuhkan keterampilan untuk terlibat dalam menyampaikan argumentasi baik secara lisan dan tulisan dalam suatu kegiatan pembelajaran. Guru perlu keahlian dalam memfasilitasi siswa untuk terlibat argumentasi, yaitu dengan kemampuan guru dalam bertanya, salah satunya dengan peran guru tipe *dispenser*. Penelitian ini bertujuan menganalisis kemampuan argumentasi siswa SMA dalam materi sistem pencernaan makanan melalui peran bertanya guru tipe *dispenser*. Subjek pada penelitian ini adalah siswa kelas XI MIPA 7 SMAN X Bandung. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik *purposive sampling* berdasarkan kriteria rekomendasi guru yang menyatakan siswa kelas tersebut sering terlibat aktif dalam diskusi saat pembelajaran dibandingkan dengan siswa dari kelas lain. Argumentasi pada penelitian ini diamati dalam dua bentuk, yaitu argumentasi oral dan tertulis. Peneliti mengumpulkan data dengan cara mengobservasi dan mendokumentasikan seluruh argumen yang diberikan siswa di dalam kelas saat pembelajaran dengan tipe *dispenser* berlangsung. Kemampuan argumentasi diidentifikasi berdasarkan karakteristik indikator argumentasi Toulmin yaitu *claim*, *data*, *warrant*, *backing*, *qualifier* dan *rebuttal*. Level kemampuan argumentasi diklasifikasikan berdasarkan kemunculan indikator argumentasi tersebut di dalam argumentasi siswa. Kemampuan argumentasi siswa juga diidentifikasi berdasarkan tingkat kognitif siswa. Hasil dari penelitian ini diperoleh profil kemampuan argumentasi yang dimunculkan siswa secara oral melalui peran bertanya guru tipe *dispenser* masih berada di level 2 (*claim*, *data*, *warrant*) dan argumentasi tertulis siswa sudah berada di level 3 (*claim*, *data*, *warrant*, *backing*). Siswa dengan tingkat kognitif tinggi kemampuan argumentasi secara oral mencapai level 2 (*claim*, *data*, *warrant*) dan argumentasi tertulis mencapai level 3 (*claim*, *data*, *warrant*, dan *backing*) sedangkan kelompok siswa tingkat kognitif rendah kemampuan argumentasi secara oral hanya mampu mencapai level 1 (*claim*) dan argumentasi tertulis mencapai level 2 (*claim* dan *data*).

Kata kunci : Kemampuan Argumentasi, Peran Bertanya Guru, Peran Guru Tipe *Dispenser*, Sistem Pencernaan Makanan

HIGH SCHOOL STUDENTS' ARGUMENTATION ABILITY PROFILE ON THE MATERIALS OF DIGESTIVE SYSTEM THROUGH TEACHER'S QUESTIONING IN THE ROLE OF DISPENSER

ABSTRACT

Sri Dewi Nur Rani

High school students need skills to be involved in presenting their arguments, both orally and written in learning activity. Teachers need qualification in facilitating students to engage in their argumentations, by means of using teachers' questioning ability in the role of dispenser type. The study aims to analyze the ability profile of high school students' argumentation on digestive system materials through teacher's questioning in the role of dispenser type. The subjects in this study were students of class XI MIPA 7 SMAN X Bandung. The research method used in this research is descriptive qualitative with purposive sampling technique based on teacher recommendations that stated that students in the class were most active compared to students from other classes. The argumentation in this study was observed in two forms, oral and written argumentation. Researchers collected data by observing and documentating all the arguments given by students in the class when learning with the dispenser type role of questionig. The ability of argumentation is identified based on Toulmin's argumentation components : claim, data, warrant, backing, qualifier, and rebuttal. The level of argumentation ability is classified based on the appearance of these components in the student's arguments. Students' argumentation abilities are also identified based on their cognitive level. The result of this study obtained the profile ability of students' oral argumentation through teacher's questioning in the role of dispenser type is still at level 2 (claim, data, warrant) and the profile ability of students' written argumentation is at level 3 (claim, data, warrant, backing). Students with high cognitive levels are able to provide their oral argumentation up to level 2 (claim, data, warrant) and their written argumentation are able to reach up to level 3 (claim, data, warrant, and backing) whereas students with low cognitive level are only able to convey their oral argumentation up to level 1 (claim) while their written argumentation ability are able to reach up to level 2 (claim and data).

Keyword : Ability of Argumentation, Teacher's Questioning, The Role of Dispenser Type, Digestive System

DAFTAR ISI

PERNYATAAN.....	i
UCAPAN TERIMA KASIH.....	ii
ABSTRAK.....	iv
ABSTRACT.....	v
DAFTAR ISI.....	vi
DAFTAR TABEL.....	viii
DAFTAR GAMBAR	ix
DAFTAR LAMPIRAN	x
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang	1
1.2 Rumusan Masalah	4
1.3 Batasan Masalah	4
1.4 Tujuan Penelitian	5
1.5 Manfaat Penelitian	5
1.6 Struktur Organisasi Skripsi	5
BAB II KAJIAN PUSTAKA	7
2.1 Kemampuan Berargumentasi	7
2.2 Kemampuan Bertanya Guru	13
2.3 Kemampuan Penalaran Formal	17
2.4 Analisis Materi Sistem Pencernaan Makanan.....	19
BAB III METODE PENELITIAN.....	24
3.1 Definisi Operasional	24
3.2 Metode Penelitian	25
3.3 Subjek dan Tempat Penelitian.....	25
3.4 Prosedur Penelitian	26
3.5 Instrumen Penelitian	29
3.6 Analisis Data.....	44
BAB IV TEMUAN DAN PEMBAHASAN.....	46
4.1 Temuan	46

4.1.1 Data TOLT (<i>Test of Logical Thinking</i>) yang digunakan untuk menganalisis kemampuan penalaran siswa.....	46
4.1.2 Profil kemampuan argumentasi siswa secara oral dan tertulis berdasarkan pola argumentasi Toulmin melalui peran bertanya guru tipe <i>dispenser</i>	47
4.1.3 Profil kemampuan argumentasi siswa berdasarkan tingkat kognitif siswa melalui peran bertanya guru tipe <i>dispenser</i>	50
4.2 Pembahasan.....	52
4.2.1 Tingkat Kemampuan Penalaran Siswa Berdasarkan TOLT (<i>Test of Logical Thinking</i>)	52
4.2.2 Profil kemampuan argumentasi siswa secara oral dan tertulis berdasarkan pola argumentasi Toulmin melalui peran bertanya guru tipe <i>dispenser</i>	52
4.2.3 Profil kemampuan argumentasi siswa berdasarkan tingkat kognitif siswa melalui peran bertanya guru tipe <i>dispenser</i>	59
BAB V SIMPULAN, IMPLIKASI, REKOMENDASI.....	64
5.1 Simpulan	64
5.2 Implikasi	64
5.3 Rekomendasi.....	64
DAFTAR PUSTAKA	66
LAMPIRAN	69

DAFTAR PUSTAKA

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