

DAFTAR PUSTAKA

- Acar, O. & Patton. (2012). *Argumentation and formal reasoning skills in an argumentation-based guided inquiry course*. Procedia - Social and Behavioral Sciences V (46): 4756 – 4760.
- Akarsu, B., Bayram, K. Slisko, J. & Cruz, A. C. (2013). *Understanding Elementary Students' Argumentation Skills through Discrepant Event "Marbles in the Jar"*. International Journal of Scientific Research in Education, 6(3), 221-232.
- Alwasilah, A. Chaedar. (2005). *Pokoknya Menulis. Cetakan Pertama*. Bandung: PT Kiblat Buku Utama.
- Anderson W. Lorin and Krathwohl R. david. (2001). *A Taxonomi for Learning, Teaching and Asessing. A Revision of Bloom's Taxonomy of Educational Objectives*. USA: Addison Wesley Longman.
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, S. (2013). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Bashiruddin, J. (2011). *Filsafat Ilmu Pengetahuan: Dasar-Dasar Pengetahuan*. Tersedia:
<http://repository.ui.ac.id/content/koleksi/11/0bc9489e480cf064ab8d9238c2733e61e3e12bac.pdf>. (24 Desember 2014).
- Billig, M. (1996) *Arguing and thinking* (2nd edn). Cambridge: Cambridge University Press.
- Bloom, Benjamin S. et al. (1979). *Taxonomy of Educational Objectives Book I Cognitive Domain*. London: Longman Group LTD.
- Bricker, L. & Bell, P. (2008). *Conceptualizations of argumentation from science studies and the learning sciences and their implications for the practices of science education*. Science Education, 92(3), 473–498.
- Burke, K. A., Greenbowe, T. J. & Hand, B. M. (2006). *Implementing the Science Writing Heuristic in the chemistry laboratory*. Journal of Chemical Education. 83(7), 1032-1038.

Fauzia Nur Huda, 2017

PENERAPAN MODEL PEMBANGKIT AGRUMEN DENGAN PENDEKATAN SCIENCE WRITING HEURISTIC (SWH) UNTUK MENINGKATKAN KEMAMPUAN MEMAHAMI DAN PENALARAN ILMIAH SISWA PADA MATERI DINAMIKA GERAK

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Choi, Aeran. (2010). *Argument Structure in the Science Writing Heuristic (SWH) Approach*. J Korea Assoc. Sci. Edu, Vol. 30, No. 3, pp. 323-336(2010. 5).
- Christine, V. (2010). *The Nature of Science and The Scientific Method*. Durham: The Geological Society of America.
- Daud. (2004). *Bahasa dan Sastra Indonesia*. Jakarta: Erlangga.
- Depdiknas. (2006). *Kurikulum 2006 Mata Pelajaran Fisika SMA/MA*. Jakarta.
- Dolan, E. & Grady, J. (2010). Recognizing students' scientific reasoning: A tool for categorizing complexity of reasoning during teaching by inquiry. *Journal of Science Teacher Education*, 21, 31–55.
- Driver, R., Newton, P., & Osborne, J. (2000). *Establishing the norms of scientific argumentation in classrooms. Science Education*.
- Duschl, R. (2008). *Science Education in Three-Part Harmony: Balancing Conceptual, Epistemic, and Social Learning Goals*. Review of Research in Education, 32, 268-291.
- Erduran, S., & Jimenez-Aleixandre, M.P. (2007). *Argumentation in Science Education*. Florida State University-USA: Springer.
- Erkol, M., Kisoglu, M., Buyukkasap, E. (2010). *The effect of implementation of science writing heuristic on students' achievement and attitudes toward laboratory in introductory physics laboratory*. Procedia Social and Behavioral Sciences 2 (2010) 2310–2314.
- Furtak, E. M., Hardy, I., Beinbrech, T., Shavelson, R. J., & Shemwell, J. T. (2010). *A Framework for Analyzing Reasoning in Science Classroom Discourse*. Educational Assessment, 15(3-4), 175–196.
- Fraenkel, J. R, dan Wallen, N. E. (2008). *How To Design dan Evaluate Research in Education*. Singapura: Mc Graw Hill
- Gardner, H. (1999). *The Discipline Mind: What All Students Should Understand*. Newyork: Simon & Schuster Inc.
- Gultepe, Nejla., Ziya, Kilic. (2013). *Effect of Scientific Argumentation on the Development of Scientific Process Skills in the Context of Teaching Chemistry*. International Journal of Environmental & Science Education, 2015, 10(1), 111-132

Fauzia Nur Huda, 2017

PENERAPAN MODEL PEMBANGKIT AGRUMEN DENGAN PENDEKATAN SCIENCE WRITING HEURISTIC (SWH) UNTUK MENINGKATKAN KEMAMPUAN MEMAHAMI DAN PENALARAN ILMIAH SISWA PADA MATERI DINAMIKA GERAK

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Hake, R. R. (1998). *Interactive Engagement Methods In Introductory Mechanics Courses.* [online] Tersedia : <http://www.physics.indiana.edu/~sdi/IEM-2b.pdf>
- Hake, R. R. (2002). *Assesment of Physics Teaching Methods.* Proceeding of UNESCO-ASPEN Workshop on Active in Physics, University of Peradeniya, Sri Lanka, 2-4 Desember 2002. [online] Tersedia: <http://www.physics.indiana.edu/>.
- Hamzah, M.Ed, Dr. (2008). *Teori Belajar Konstruktivisme.* [online]. Tersedia: <http://akhmadsudrajat.wordpress.com/2008/08/20/teori-belajar-konstruktivisme/>.
- Hand, B., and Keys, C.W. (1999) *Inquiry investigation: A new approach to laboratory reports. The Science Teacher* 66(4): 27-29
- Hand, B., Wallace, K.C., Prain, V., and Collins, S. (1999) *Using the science writing heuristic as a tool for learning from laboratory investigations in secondary science. Journal of Research in Science Teaching* 36(10): 1065-1084.
- Huda, Fauzia N. (2014). *Pengaruh Penerapan Model Pembangkit Argumen dengan Metode Investigasi Sains untuk Meningkatkan Kemampuan Argumentasi Siswa SMA pada Materi Fluida Statis.* Upi Bandung.
- Hohenshell, L. M., & Hand, B. (2006). *Writing to learn strategies in secondary school cell biology: A mixed method study.* International Journal of Science Education, 28(2-3), 261-289.
- Kelly, G.J., & Bazerman, C. (2003). *How Student Argue Scientific Claims: A Rhetorical-Semantic Analysis.* University of California: Oxford University Press.
- Keraf, Gorys. (1997). *Argumentasi dan Narasi.* Jakarta: PT. Gramedia Pustaka Utama.
- Keys, C., Hand, B. Prain, V., & Collins, S. (1999). *Using the science writing heuristic as a tool for learning from laboratory investigations in secondary science. Journal of Research in Science Teaching*, 36(10), 1065-1084

- Kuhn, D. (1992) *Thinking as argument*. *Harvard Educational Review*, **62**(2), 155–178.
- Kuhn, D. (2010). *Teaching and learning science as argument*. *Science Education*, **94**(5), 810–824.
- Kuhn, D., & Udell, W. (2003). *The Development of Argument Skills*. *Child Development*, Volume **74** (5): 1245-1260.
- Lawson, A. E. (2005). *What is the role of induction and deduction in reasoning and scientific inquiry?*. *Journal of Research in Science Teaching*, **42**, 716–740.
- McNeil, K. L., Lizotte, D. J., & Karjciric, J. (2006). *Supporting Student's Construction of Scientific Explanations by Fading Scaffolds in Instructional Materials*. *The Journal of The Learning Science*, **15** (2), 153-191.
- McNeill, K. L. & Krajcik, J. (2008). Inquiry and scientific explanations: Helping students use evidence and reasoning. In J. R. Luft, L. Bell & J. Gess-Newsome (Eds.), *Science as Inquiry in the Secondary Setting* (pp. 121–133). Arlington, VA: NSTA Press.
- Montaña, G., González, Jennifer., & Castillo, F.D. (2012). *Argumentation in the Science Classroom*. [online]. Tersedia : <http://ikit.org/SummerInstitute2012/Papers/2998-Gonzalez.pdf>.
- Muslim, & Suhandi, A. (2012). *Pengembangan Perangkat Pembelajaran Fisika Sekolah untuk Meningkatkan Kemampuan kognitif dan Keterampilan Berargumentasi*. *Jurnal Pendidikan Fisika Indonesia*, **8**:174-183.
- National Research Council (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington D.C: National Academy Press.
- Norris, S., Philips, L. & Osborne, J. (2007). *Scientific inquiry: the place of interpretation and argumentation*. In J. Luft, R. Bell & J. Gess-Newsome (Eds.), *Science as Inquiry in the Secondary Setting*. Arlington, VA: NSTA Press.

- Nworgu, Loretta N., Otum, Victoria V. (2013). *Effect of Guided Inquiry with Analogy Instructional Strategy on Students Acquisition of Science Process Skills. Journal of Education and Practice*, Vol.4, No.27, 2013.
- Osborne, J., Erduran, S., & Simon, S. (2002). *Enhancing the quality of argumentation in school science. Journal of Research in Science Teaching*, 41(10), 994-1020.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 54. (2013). *Standar Kompetensi Lulusan Pendidikan Dasar Dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Riduan, Dr. M.BA., (2012). *Pengukuran Variabel-variabel Penelitian*. Jakarta: Alfabeta
- Rudd II, J. A., Greenbowe, T. J., Hand, B. M., & Legg, M. J. (2001). *Using the science writing heuristic to move toward an inquiry-based laboratory curriculum: an example from physical equilibrium. Journal of Chemical Education*, 78(12), 1680-1686.
- Rudd II, J. A., Greenbowe, T. J., & Hand, B. M. (2007). *Using the science writing heuristic to improve students' understanding of general equilibrium. Journal of Chemical Education*, 84(12), 2007-2011.
- Sampson, V., & Clark, D. B. (2008). *Assessment of the ways students generate arguments in science education: Current perspectives and recommendations for future directions*. Science Education, 92, 447–472
- Sampson, V., Gerbino, F. (2010). *Two Instructional Models That Teachers Can Use to Promote & Support Scientific Argumentation in the Biology Classroom* *The American Biology Teacher*, Vol. 72, No. 7, pages 427–431.
- Schen, Melissa S. (2007). *Scientific Reasoning Skills Development in the Introductory Biology Courses for Undergraduates*. [online]. Tersedia: <http://etd.ohiolink.edu/send-pdf.cgi/Schen%20Melissa.pdf?osu1187063957>
- Siswanto. (2014). *Penerapan Model Pembelajaran Pembangkit Argumen Menggunakan Metode Saintifik untuk Meningkatkan Kemampuan Kognitif dan Keterampilan Berargumentasi Siswa SMA*. UPI Bandung.

- Subiyanto, Prof. Dr. (1988). *Evaluasi Pendidikan Ilmu Pengetahuan Alam*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan
- Sudjana. (2005). *Metode Statistika*. Bandung : Tarsito
- Sugiarti, P. (2005). “*Penerapan teori Multiple Intelligences dalam Pembelajaran Fisika*”. Jurnal Pendidikan Penabur-no 05/Th IV. (13), 29-41.
- Sugiono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sutopo dan Waldrip, B. (2013). *Impact of A Representational Approach on Students’ Reasoning and Conceptual Understanding in Learning Mechanics*. International Journal of Science and Mathematics Education, 12: 741-765.
- Squire, K., & Mingfong. (2007). *Developing Scientific Argumentation Skills with a Place-based Augmented Reality Game on Handheld Computers*. Journal of Science Education and Technology, Vol. 16 (1).
- Toulmin, S. (2003). *The Uses of Argument*. New York: Cambridge University Press.
- Tseng, Ching-mei. (2014). *The effect of Science Writing Heuristic (SWH) approach versus traditional instruction on yearly critical thinking gain scores in grade 5-8 classrooms*. Iowa Research Online.
- Tytler, R., & Peterson, S. (2005). *A longitudinal study of children’s developing knowledge and reasoning in science*. Research in Science Education, 35, 63–98.
- Wahyudhi, R. A (2011). *Beberapa Pengembangan dari Model Pembelajaran Kooperatif*. [online]. Tersedia:
<http://yudhiart.blogspot.com/2011/02/beberapa-pengembangan-dari-model.html> [15 Maret 2016].
- Wenning, C. J. (2006). *A pramewor for teaching the nature of science*. *Journal of Physics Teacher Education Online*. 3(3). 3-10. Tersedia : <http://www.phy.ilstu.edu/jpteo>

- Wenning, C. J. (2004). *Levels of inquiry: Hierarchies of pedagogical practices and inquiry processes. Journal of Physics Teacher Education Online.* Tersedia: <http://www.phy.ilstu.edu/jpteo>.
- White, R. & Gunstone, R. (1992). *Probing understanding.* London: The Falmer Press.
- Wieman, C. (2007). *Why Not Try a Scientific Approach to Science Education.* Colorado: University of Colorado Press.
- Zohar, A., & Nemet, F. (2002). *Fostering students knowledge and argumentation skills through dilemmas in human genetics.* Journal of research in science teaching, 39 (1), 35-62.