

**CHEMISTRY LEARNING USE STUDENT FACILITATOR AND
EXPLAINING MODEL TO MEMORY SKILLS AND STUDENTS'
ACHIEVEMENT OF STUDENTS CLASS X SMA NEGERI 1
CANGKRINGAN ON NOMENCLATURE
OF CHEMICAL COMPOUNDS**

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ABSTRACT

This study aims to determine the significant differences in chemistry learning using Student Facilitator and Explaining (SFE) models with conventional models of memory ability, learning achievement in the realm of knowledge and learning achievement in the realm of attitudes of class X students of SMA 1 Cangkringan material Name of Chemical Compounds. Samples from the study amounted to 63 students who were divided into 2 classes, namely the experimental class using the SFE model and the control class using conventional models. Data collection techniques using paired association method for memory ability instrument, test method for knowledge achievement instrument and questionnaire for attitude learning achievement. Based on the results of the study it can be concluded that: (1) There is a significant difference in chemistry learning using the SFE learning model with conventional models of students' memory ability with the experimental class mean value of 92.0 and the control class of 87.2 (2) There are significant differences Chemistry learning uses the SFE model with conventional models on learning achievement in the realm of knowledge with the mean value of the experimental class at 70.0 and the control class at 60.0 (3) There is no significant difference in chemistry learning using the SFE model with conventional models on attitudes learning achievement in the realm with the mean value of the experimental class 32.6 and the control class 32.0.

Keywords: Students Facilitator and Explaining (SFE), Memory Ability, Learning Achievement, Name of Chemical Compounds