

## ABSTRAK

Lina Syerliana “Penggunaan Strategi Pembelajaran *Sociocognitive Conflict* untuk Meningkatkan Keterampilan Argumentasi Siswa pada Materi Tekanan”

This study aims to determine the enforceability of sociocognitive conflict teaching strategy and increase student's argumentation skills with the use of learning strategies sociocognitive conflict. The method used in this study is the method of quasi-experimental research design with one group pretest-posttest. The research was conducted in one of the junior secondary school Garut sample of 17 people selected to saturate sampling technique. Argumentation skills in this study consists of six aspects namely claim, data, warrant, backing, qualifier and rebuttal obtained through pretest and posttest results using descriptions that amount to about 8 questions. This study concluded: 1) learning Keterlaksanaan increased by an average of 97.67% (excellent). 2) students' argumentation skills have increased significantly after the implementation of learning strategies soiokogniti conflict, it is shown in the test results "Wilcoxon Match Pairs Test" with a significance level of 0.05 obtained results  $Z\text{-arithmetic} (35) > Z\text{-table} (1,65)$ . The magnitude of improvement science process skills can be seen from the average N-gain of 0.15 low category. Thus, learning strategies sociocognitive conflict can be one alternative strategy that can be used to improve students' argumentation skills.

Kata kunci: *Sociocognitive Conflict*, keterampilan argumentasi, tekanan.



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