
This study aims to the comparison of the results student learning between use the model learning cooperative type Concept Sentence with Complete Sentence. Research sample areas as many as two classes each consisting of the 25 people namely class students X1 and X2 academic year 2015 and 2016. Sample determined with porposive sampling technique. The method in this research was quasi-experiments with a test instrument in the form of an objective that 20 items to be tested before and after treatment (pretest and posttest), and the non-instrument test observation sheet in the form of affective and psychomotor. This study design was nonequivalent pretest-posttest design. Data analysis was performed with SPSS version 23.0 for Windows to determine the average value, standard deviation, and normality data test with significance level of 5% (α= 0.05), and Likert scale for the assessment of affective and psychomotor. The gain index to determine the level of student learning outcomes category was calculated by Microsoft Excel 2007 for Windows. Analisis data research shows that learning model cooperative type Concept Sentence significantly give an increased effect study results students the best of (N-gain = 0.70; high category) than the application of model Complete Sentence (N-gain = 0.60; medium category) in learning subkonsep Vertebrates the Reptile Class in high school Pasundan 2 Bandung. Similarly, the psychomotor aspects of learning with Concept Sentence (88,33%) gave a better effect than Complete Sentence (87,66%). Different from these results on the affective aspect of learning Complete Sentence (82,93%) is better than Concept Sentence (80,26%), although the difference was not significant. Based on these results using Concept Sentence models suggested more than Complete Sentence for teaching biology in subkonsep Vertebrates the Reptile Class.

Keywords: Study Results, Learning Model Type Concept Sentence and Complete Sentence