

ABSTRACT

THE DIFFERENCE OF STUDENTS' MATHEMATICS ACHIEVEMENT BETWEEN THOSE TAUGHT THROUGH PROBLEM SOLVING (PBL) AND THOSE TAUGHT THROUGH COOPERATIVE LEARNING TYPE STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) BY LOOKING AT STUDENTS' DIFFERENT INITIAL ABILITY AT SMPN 19 BANDAR LAMPUNG IN 2010/2011 ACADEMIC YEAR

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This research aimed at finding out; 1) whether there is an interaction between learning and students' initial ability in increasing students' Mathematics achievement or not. 2) The difference of students' achievement between those taught through PBL and those taught through cooperative learning type STAD. 3) The difference of students' Mathematics achievement between those taught through PBL and those taught through cooperative learning type STAD on students' high initial ability. 4) The difference of students' Mathematics achievement between those taught through PBL and those taught through cooperative learning type STAD on students' low initial ability.

The research used experiment method with balanced design and 2 x 2 factorial design. The population in this research was 277 students from 7 classes at the ninth grade. This research used purposive sampling technique in which two classes were taken as sample (9D and 9F) randomly and the sample of this research was 64 students in which 33 students IX- D class and 31 from IX-F class. The instruments used in this research were test on initial ability in order to find out students' high and low initial ability, pretest and posttest to obtain the students' increase of Mathematics achievement.

The findings showed that there was an interaction between learning and students' initial ability in increasing students' learning achievement. The research result and hypothesis testing showed that there was a higher increase of students' Mathematics achievement between those taught through PBL (average gain = 0, 91) than that of cooperative learning type STAD (average gain = 0, 90). The data showed that there was an average increase students' Mathematics achievement

taught through PBL (average gain = 0,96) lower than that of cooperative learning type STAD (average gain = 0,85) on students' high initial ability. Furthermore, there was an average increase students' Mathematics achievement taught through PBL (average gain = 0,87) lower than that of cooperative learning type STAD (average gain = 0,93) on students' low initial ability.

It can be concluded from this research that without looking at students' initial ability, it can be seen that there was a higher increase of students' Mathematics achievement taught through PBL than that of cooperative learning type STAD. By looking at the initial ability, the increase of students' Mathematics achievement taught through PBL would be higher on students' high initial ability, while there would be higher increase taught through cooperative learning type STAD on students' low initial ability.