

## ABSTRACT

### THE DIFFERENCE BETWEEN MATHEMATICS ACHIEVEMENT THROUGH COOPERATIF LEARNING AND DIFFERENT MOTIVATION SCALES AT THE STUDENTS OF THE TENTH CLASS OF SMKN 2 KALIANDA IN 2010/ 2011

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In general, this research was aimed at finding out the difference between mathematics achievement through cooperative learning and different motivation scales. Specifically, it was intended to investigate: 1) the interaction between motivation scale and cooperative learning strategies; 2) the difference between mathematics achievement of students through *Jigsaw* and Student Teams Achievement Division (STAD); 3) the difference between mathematics achievement of students who have low motivation taught using the *Jigsaw* and Student Teams Achievement Division (STAD); 4) the difference between mathematics achievement of students who have high motivation taught using the *Jigsaw* and Student Teams Achievement Division (STAD).

The method used was experimental. The research population was the tenth class and eleventh class, with both class X TEI and class X AP comprising 80 students used as the sample. The test and motivation scale was used to collect the data. The data were then analyzed by means of two way ANOVA.

The research result shows that: 1) there was interaction between scale motivation and cooperative learning strategies; 2) the mathematics achievement of student who taught by *Jigsaw* were higher than Student Teams Achievement Division (STAD) that is  $74,802 > 69,660$ ; 3) the mathematics achievement of the student who have low motivation taught using the Student Teams Achievement Division (STAD) was higher than *Jigsaw* that is  $70,400 > 65,224$ ; 4) the mathematics achievement of the student who have high motivation taught using the *Jigsaw* was higher than the Student Teams Achievement Division (STAD) that is  $83,655 > 70,290$ .