

## ABSTRACT

### *THE COMPARATION BETWEEN STUDENTS' MATHEMATICS LEARNING ACHIEVEMENT THROUGH GROUP INVESTIGATION AND STUDENT TEAM ACHIEVEMENT DEVISION (STAD) LEARNING MODEL BY CONSIDERING ACHIEVEMENT MOTIVATION AT THE TENTH CLASS OF AUTOMOTIVE PROGRAM STUDENTS OF SMK NEGERI 5 BANDAR LAMPUING*

By:

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*The aim of this study is to describe: (1) the interaction between cooperative learning and achievement motivation towards mathematics achievement, (2) the differences between students' mathematics achievement who learned through Cooperative Learning Type GI and STAD, (3) the differences between students' mathematics achievement who learned through cooperative Learning Model Type GI and STAD on students with high achievement motivation, (4) the differences between students' mathematics achievement who learned through cooperative Learning Model Type GI and STAD on students with low achievement motivation.*

*In conducting the research, the writer used experimental method of factorial design of 2 x 2. The populations of the research were the students at the second semester of the tenth class of Automatic Program of State Vocational High School 5 Bandar Lampung of 2011/2012 academic year. The total samples of the research were 62 students. In getting the samples of the research, the writer used cluster random sampling technique. In getting the data of the research, the writer used test and questionnaires. In analyzing the data, the writer used two-way analysis of variance (ANOVA) and t-test.*

*Based on the data analysis, the writer concludes as follows: (1) there is an interaction between cooperative learning and achievement motivation towards students' mathematics achievement, with  $F_{test} = 6.203 > F_{table (0,05)} = 4.01$ ; (2) the cooperative learning model of GI type give lower mathematics achievement than cooperative learning model of STAD type with  $F_{test} = 0.057 < F_{table (0,05)} = 4.01$ ; (3) on students with higher achievement motivation, the cooperative learning model of GI type gives mathematics achievement is higher than STAD type, with  $t_{test} = 1,72 > t_{table (0,05)} = 1.67$ ; (4) on students with lower achievement motivation, the cooperative learning model of GI type gives mathematics achievement is lower than STAD type, with  $t_{test} = -1.82 < t_{table (0,05)} = 1.67$ .*

*Keywords: cooperative learning, achievement motive, mathematics achievement.*