

## ABSTRAK

### **EFEKTIVITAS MODEL PEMBELAJARAN *QUESTION STUDENT HAVE* DAN *TWO STAY TWO STRAY* DENGAN MEMPERHATIKAN KEMAMPUAN AWAL TERHADAP HASIL BELAJAR AKUNTANSI SISWA KELAS XI IPS SMA NEGERI 1 SENDANG AGUNG TAHUN PELAJARAN 2015/2016**

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Penelitian ini bertujuan untuk mengetahui keefektifan penerapan model pembelajaran kooperatif tipe *Question Student Have* dan *Two Stay Two Stray* terhadap hasil belajar akuntansi siswa. Kedua model diterapkan pada kelas yang berbeda. Model *Two Stay Two Stray* pada kelas eksperimen yaitu kelas XI IPS 1 dan model *Question Student Have* pada kelas kontrol yaitu kelas XI IPS 2. Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen dengan pendekatan komparatif. Populasi penelitian berjumlah 73 orang siswa kelas XI IPS SMA Negeri 1 Sendang Agung, Lampung Tengah pada semester genap tahun pelajaran 2015/2016 dengan jumlah sampel sebanyak 48 orang siswa. Teknik sampling dalam penelitian ini adalah teknik *cluster random sampling*. Teknik pengambilan data yaitu dengan observasi, dokumentasi, wawancara dan tes. Pengujian hipotesis menggunakan teknik analisis varian dan t-tes. Hasil penelitian menunjukkan (1) pada hipotesis pertama menggunakan teknik analisis varian dua jalan diperoleh  $F_{hitung}$  9,637 dan  $F_{tabel}$  2,911 menunjukkan bahwa  $F_{hitung} > F_{tabel}$  maka hipotesis diterima, (2) pada pengujian hipotesis kedua menggunakan teknik t-tes dua sampel independen diperoleh  $t_{hitung}$  2,245  $t_{tabel}$  2,080 menunjukkan bahwa  $t_{hitung} > t_{tabel}$  maka hipotesis diterima, (3) pada pengujian hipotesis ketiga menggunakan teknik t-tes dua sampel independen diperoleh  $t_{hitung}$  -2,133 dan  $t_{tabel}$  2,10 menunjukkan bahwa  $t_{hitung} < t_{tabel}$  maka hipotesis ditolak, (4) pada pengujian hipotesis keempat menggunakan teknik analisis varian dua jalan diperoleh  $F_{hitung}$  0,69 dan  $F_{tabel}$  2,911 menunjukkan bahwa  $F_{hitung} < F_{tabel}$  maka hipotesis ditolak yang berarti tidak terdapat interaksi antara model pembelajaran dengan kemampuan awal siswa.

**Kata kunci:** hasil belajar, kemampuan awal, QSH, TSTS.

## ABSTRACT

### EFFECTIVENESS LEARNING MODELS QUESTION STUDENT HAVE AND TWO STAY TWO STRAY WITH CONCERN THE ABILITY OF THE EARLY LEARNING OUTCOMES OF ACCOUNTING CLASS XI IPS SMA NEGERI 1 SENDANG AGUNG LESSON YEAR 2015/2016

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This study aims to determine the effectiveness of the implementation of cooperative learning model the Question Student Have and Two Stay Two Stray against accounting student learning outcomes. Both models apply to different classes. Model Two Stay Two Stray the experimental class is class XI IPS 1 and model Question Student Have the control class is class XI IPS 2. The method used in this study is an experimental research with a comparative approach. The study population are 73 students of class XI IPS SMA Negeri 1 Sendang Agung, Central Lampung in the second semester of the 2015/2016 school year with a total sample of 48 students. Sampling in this study is a random cluster sampling technique. Data collection techniques are observation, documentation, interviews and tests. Hypothesis testing using the formula analysis of variance and t-test. The results showed (1) on the first hypothesis using the formula analysis of variance of two roads obtained  $F_{\text{count}} 9.637$  and  $F_{\text{table}} 2,911$  indicates that  $F_{\text{count}} > F_{\text{table}}$  then the hypothesis is accepted, (2) the hypothesis testing both using the formula t-test two independent samples obtained  $t_{\text{count}} 2.245$   $t_{\text{table}} 2,080$  shows that  $t_{\text{count}} > t_{\text{table}}$  hypothesis accepted, (3) in the third hypothesis testing using t-test formula two independent samples obtained  $t_{\text{count}} -2.133$  and  $t_{\text{table}} 2.10$  shows that  $t_{\text{count}} < t_{\text{table}}$  then the hypothesis is rejected, (4) in the fourth hypothesis testing using two-way analysis of variance formula obtained  $F_{\text{count}} 0.69$  and  $2,911 F_{\text{table}}$  shows that  $F_{\text{count}} < F_{\text{table}}$  then the hypothesis is rejected, which means there are no interaction between the learning model with the capability of beginning students.

**Keywords:** ability early, learning outcomes, QSH, TSTS.