ABSTRACT

THE DIFFERENCES OF STUDENT’S MATHEMATICS LEARNING ACHIEVEMENTS BETWEEN TEST FORM AND MOTIVATION IN PERINTIS 2 JUNIOR HIGH SCHOOL IN BANDAR LAMPUNG

BY

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The objectives of this research were to find out: 1) interaction between test form and motivation to student’s mathematics learning achievements, 2) the differences of student’s mathematics learning achievements by using multiple choice test and elaborative test, 3) the differences of student’s mathematics learning achievements by using multiple choice test and elaborative test with strong motivation, and 4) the differences of student’s mathematics learning achievements by using multiple choice test and elaborative test with weak motivation. This was a quasi-experimental research with 2 x 2 factorial design. The dependent variable was student’s mathematics learning achievement. Treatment factors were 1) test form and 2) learning motivation. Population was Grade IX students of Perintis 2 Junior High School in Bandar Lampung distributed in classroom IXA, IXC with homogenous ability. These two classrooms were used as experiment classrooms. Data were collected using tests and student’s learning motivation questionnaires. Data were analyzed using two paths anova analysis test and t-test.

The conclusions were: 1) there was an interaction between average of student’s mathematics learning achievement and student’s learning motivation (0.001 < 0.05); 2) there was an improvement of mathematics achievements of students using multiple choice test and elaborative test (69.23 > 64.35); 3) there was no difference of student’s mathematics learning achievement improvement between using multiple choice test and elaborative test with strong motivation (-0.209 > 2.017); and 4) there was a difference of student’s mathematics learning achievement between using multiple choice test and elaborative test with weak motivation (14.196 > 2074).

Keywords: test forms, motivation, learning achievement