

**THE EFFECT OF CTL APPROACH AND MOTIVATION FOR
LEARNING OUTCOME OF RELATION AND FUNCTION
AT VIII GRADE SMP NEGERI 1 TEBING TINGGI
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Eva Puspita Sari (ID. Number 408 111 007)

ABSTRACT

The purpose of this research was to know whether the student's learning outcome of relation and function taught by Contextual Teaching and Learning (CTL) approach is higher than student's learning outcome of relation and function taught by Direct Instruction (DI) approach, whether the student's learning outcome of relation and function with high motivation is higher than student's learning outcome of relation and function with low motivation, whether there is an interaction between learning approach and the student's motivation to student's learning outcome.

Type of the research is quasi experiment with factorial design of 2×2 . The population of this research is all students in VIII grade at SMP Negeri 1 Tebing Tinggi and the number is 225 students that divided into nine classes. The sampling technique was cluster random sampling. The sample of this research is 38 students that divided into two classes; those are 21 students in VIII-A was taught using CTL approach and 17 students in VIII-B was taught using DI approach. Hypothesis test was done by Two Way Analysis of Variance (Two Way ANOVA).

The research result show that (1) the student's learning outcome of relation and function taught by Contextual Teaching and Learning (CTL) approach is higher than the student's learning outcome of relation and function taught by Direct Instruction (DI) approach (2) the student's learning outcome of relation and function with high motivation is higher than student's learning outcome of relation and function with low motivation (3) There is significant interaction between learning approach and the student's motivation to student's learning outcome.

Key Words: *CTL Approach, DI approach, Student's Motivation, Student's Learning Outcome*