

**THE DIFFERENCE OF STUDENTS MATHEMATICS ACHIEVEMENT TAUGHT
BY GUIDED - INQUIRY LEARNING MODEL AND COOPERATIVE
LEARNING TYPE JIGSAW IN SMA SWASTA SANTO
YOSEPH MEDAN ACADEMIC YEAR 2014/2015**

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ABSTRACT

The type of this research was quasi-experiment study. The objective of this research was to know whether there is any difference of students mathematics achievement taught by guided - inquiry learning model and cooperative learning type jigsaw in SMA Swasta Santo Yoseph Medan Academic Year 2014/2015.

The population of this research was students in SMA Swasta Santo Yoseph Medan with total 12 classes. The sample taken consisted of 2 classes, namely, X-3 as experiment class 1 consisted of 41 students and X-4 as experiment class 2 consisted of 40 students. Experiment class 1 taught by Guided - Inquiry Learning Model and experiment class 2 taught by cooperative learning type jigsaw. The instrument used to measure the students mathematics achievement was a multiple-choice test.

Before doing hypothesis test, the normality and the homogeneity test should be done. The normality test used was Liliefors' Test and the homogeneity test used was F-Test. The result of those tests, sample was taken from normal distributed and homogeneous population.

The data analysis of experimental class by using t-test with significance level $\alpha = 0.05$, it was obtained that $t_{\text{calculation}} > t_{\text{table}}$, where $t_{\text{calculation}} = 2.352$ and $t_{\text{table}} = 1.990$, then H_0 is rejected and H_a is accepted. Because H_0 is rejected, then can be concluded that students mathematics achievement taught by guided - inquiry learning model is higher than students mathematics achievement taught by cooperative learning type jigsaw.

Keywords: Guided-Inquiry, Cooperative, Jigsaw, Mathematics Achievement