

**THE DIFFERENCE OF ACHIEVEMENT BETWEEN THE STUDENTS
TAUGHT BY CONTEXTUAL TEACHING AND LEARNING
(CTL) AND DIRECT INSTRUCTION IN MATHEMATICS
AT GRADE VIII OF SMPN 1 TANJUNG MORAWA
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ABSTRACT

The type of this study is a quasy-experiment study. The objective of this research is to know: "The students' *mathematics achievement* by using *contextual teaching and learning (CTL)* is higher than by using *direct instruction*". The population of this research is all of students in SMPN 1 Tanjung Morawa with total of 972 students. The sampling technique applied was cluster random sampling. The control class that is chosen VIII-5 consisted of 36 students, meanwhile the experiment class that is chosen VIII-2 consisted of 36 students. The instruments are used to measure the students *mathematics achievement* was a multiple-choice test and the students learning style was questionnaire. The normality test used of Lilliefor's test and the homogeneity test by using Fisher test. The data analysis technique was *t-test* at the level of significance $\alpha = 5\%$.

The study result showed that: "The students *mathematic achievement* taught by *contextual teaching and learning (CTL)* is higher than the students *mathematics achievement* taught by *direct instruction*, where $t_{\text{count}} (1.2349) < t_{\text{table}} (1.9944)$ and Sig. *Contextual* (0.015) < 0.05 and Sig. *Direct Instruction* (0.039) < 0.05".

The level of learning mastery for student or KKM, If student gets a minimum score is greater than or equal 2.66 ($KKM \geq 2.66$), so student obtain completeness of learning. The students score is 67.01% (moderate), cumulative learning is 93.06% (very good items questioner).

Based on the data analysis result of multiple comparisons by *t-test*, it can be conclude that the student's *mathematics achievements* not have different which is taught by *contextual teaching and learning (CTL)* with students by *direct instruction*.

Keywords: Contextual, Direct Instruction, Mathematics Achievement