**ABSTRAK**

RAPIUDDIN. *Komparasi Pembelajaran Kooperatif Tipe Two Stay Two Stray dan Tipe Jigsaw Pada Materi Trigonometri Di Kelas X SMA Negeri 2 Pangkajene*. (dibimbing oleh Dr. Ilham Minggi, M. Si dan Dr. Alimuddin, M. Si).

Jenis penelitian ini adalah penelitian eksperimen,yang bertujuan untuk mengetahui ada tidaknya perbedaan dari segi hasil belajar, aktivitas belajar, dan respon siswa yang diajar dengan Model pembelajaran Kooperatif Tipe *Two Stay Two Stray* dan yang diajar dengan Model pembelajaran Kooperatif Tipe *Jigsaw*. Penelitian ini dilaksanakan di SMA Negeri 2 Pangkajene. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA Negeri 2 Pangkajene tahun pelajaran 2012/2013 yang terdiri dari 7 kelas. Teknik pengambilan sampel yang digunakan adalah *Cluster Random Sampling*.

Pada penelitian ini dilakukan analisis statistika deskriptif dan analisis statistika inferensial. Berdasarkan analisis statistika deskriptif diperoleh kesimpulan bahwa (1) rata–rata skor hasil belajar siswa kelas model kooperatif tipe *Two Stay Two Stray* adalah 72,36, siswa yang mencapai ketuntasan belajar sebanyak 19 orang atau sebesar 76,00% sehingga ketuntasan hasil belajar secara klasikal tercapai, dan rata–rata skor hasil belajar siswa kelas model kooperatif tipe *Jigsaw* adalah 73,67, siswa yang mencapai ketuntasan belajar sebanyak 22 orang atau sebesar 81,48% sehingga ketuntasan hasil belajar secara klasikal tercapai, (2) rata-rata skor aktivitas belajar matematika siswa kelas model kooperatif tipe *Two Stay Two Stray* adalah 31,36. Terdapat 25 orang atau sebesar 100% yang aktivitas belajarnya berada pada interval 25 ≤ AB < 35 sehingga pembelajaran kooperatif tipe *Two Stay Two Stray* dikatakan efektif, dan rata-rata skor aktivitas belajar matematika siswa kelas model kooperatif tipe *Jigsaw* adalah 32,00. Terdapat 27 orang siswa atau sebesar 100% yang aktivitas belajarnya berada pada interval 25 ≤ AB < 35 sehingga pembelajaran kooperatif tipe *Jigsaw* dikatakan efektif, (3) rata-rata skor respon siswa kelas model kooperatif tipe *Two Stay Two Stray* adalah 31,80. Terdapat 25 orang siswa atau sebesar 100% yang memberikan respon positif sehingga respon siswa terhadap pembelajaran kooperatif tipe *Two Stay Two Stray* dikatakan positif, dan rata-rata skor respon siswa kelas model kooperatif tipe *Jigsaw* adalah 32,77. Terdapat 27 orang siswa atau sebesar 100% yang memberikan respon positif sehingga respon siswa terhadap pembelajaran kooperatif tipe *Jigsaw* dikatakan positif. Hasil analisis statistik inferensial menunjukkan (1) ada perbedaan hasil belajar matematika yang tidak signifikan antara siswa kelas model kooperatif tipe *Two Stay Two Stray* dan siswa kelas model kooperatif tipe *Jigsaw* pada taraf α = 0,05, (2) ada perbedaan aktivitas belajar matematika yang tidak signifikan antara siswa kelas model kooperatif tipe *Two Stay Two Stray* dan siswa kelas model kooperatif tipe *Jigsaw* pada taraf α = 0,05, (3) ada perbedaan respon yang tidak signifikan antara siswa kelas model kooperatif tipe *Two Stay Two Stray* dan siswa kelas model kooperatif tipe *Jigsaw* pada taraf α = 0,05.

**ABSTRACT**

RAPIUDDIN, *Comparison of Cooperative Learning Two Stay Two Stray Type and Jigsaw Types on Trigonometry Material at Grade X SMA Negeri 2 Pangkajene.* (Supervised by Ilham Minggi and Alimuddin).

This research is experimental method, the aim of this research is to know any differences from the result of the study, Learning activity, and the responses from the students who were thought using Cooperative Learning Model of Two Stay Two Stray Type and Jigsaw Type. This research was done at SMA Negeri 2 Pangkajene. Population of this research were all students from grade X SMA Negeri 2 Pangkajene academic year 2012/2013 that consist of 7 classes. The researcher using Cluster Random Sampling.

 This research used descriptive statistic and inferencial statistic analysis. Based on descriptive statistic analysis the resercher found that (1) the average score of the result of the study of the students that used Cooperative type Two Stay Two Stray is 72.36, there are 19 Students got the result of their study completely or 76.00% so this research got the result clasically complete, and the average score of the result of the study of the students that used Cooperative type Jigsaw was 73.67, 22 Students got the result of their study completely or 81.48% so this research got the result clasically complete, (2) the average score of the learning mathematic activity of the students that used Cooperative type Two Stay Two Stray is 31.36. 25 Students or 100% that their learning activity reach the interval 25 ≤ AB < 35 so cooperative learning type Two Stay Two Stray is effective, and the average score of the learning mathematic activity that used Cooperative type Jigsaw was 32.00. There are 27 Students or 100% that their learning activity reach the interval 25 ≤ AB < 35 so cooperative learning type Jigsaw is effective, (3) the average score of the students response that used Cooperative type Two Stay Two Stray is 31.80. There are 25 Students or 100% that gave positive response so we can say that the response of students toward cooperative model Two Stay Two Stray Type is positive, and the average score of the students response that used Cooperative type Jigsaw is 32.77. There are 27 Students or 100% that gave positive response so we can say that the response of students toward cooperative model Jigsaw Type is positive. The result of inferencial statisctic analysis shows that (1) there are differencies of the student’s study result unsignificantly that used cooperative model with Two Stay Two Stray and Jigsaw on the rate α = 0.05, (2) there are differencies of the learning mathematic activity unsignificantly of the students that used cooperative model with Two Stay and two Stray and Jigsaw on the rate α = 0.05, (3) there are differencies of the student’s response unsignificantly that used cooperative model with Two Stay Two Stray and Jigsaw on the rate α = 0.05.