**ABSTRAK**

**Astniwaty Anwar P, 2014.*Komparasi model pembelajarankooperatiftipe Teams Games Tournament (TGT) dantipe Number Heads Together (NHT) terhadaphasilbelajar SMP Negeri 20 Makassar.****Skripsi*. JurusanMatematikaFakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Makassar.

PenelitianinimerupakanpenelitianQuasi eksperimen, yang melibatkanduakelompoksiswa yang diberiperlakuan yang berbeda. Kelompokpertamadiajardenganmenggunakanpembelajarankooperatiftipe Teams Games Tournament (TGT) padakelas VIIIA yang dinamakankelaseksperimen I dankelompokkeduadiajardenganmenggunakanpembelajarankooperatiftipe Number Heads Together (NHT) padakelas VIIIB yang dinamakankelaseksperimen II. Tujuanpenelitianiniadalahuntukmendiskripsikanketerlaksanaanpembelajaran, aktivitassiswadanhasilbelajar model pembelajarankooperatiftipe TGT dan HNT.PopulasidalampenelitianiniadalahseluruhsiswakelasVIII SMPN 20 Makassar dansampelterdiridariduakelasyang diplihmenggunakanteknik simple random sampling.Data dikumpulkandarilembarobservasiketerlaksanaanpembelajarandanlembarobservasiaktivitassiswasertateshasilbelajarmatematika, yaitu pretest dan posttest.Data dianalisissecaradeskriptifdanstatistikainferensial.Hasilanalisisdeskriptifmenunjukkanbahwa (1) keterlaksanaanpembelajaranpada proses pembelajarandengan model kooperatiftipe TGT dikategorikanterlaksanadenganbaikdenganskor rata-rata total sebesar 3,80 (2) keterlaksanaanpembelajaranpada proses pembelajarandengan model kooperatiftipe NHT dikategorikanterlaksanadenganbaikdenganskor rata-rata total sebesar 3,83 (3) aktivitassiswaterhadap proses pembelajarandenganmodel kooperatiftipe TGT beradadalamkategoribaikdengan rata-rata aktivitasbelajarmatematikasiswasebesar 3,40 (4) aktivitassiswaterhadap proses pembelajarandengan model kooperatiftipe TGT beradadalamkategoribaikdengan rata-rata aktivitasbelajarmatematikasiswasebesar 3,32 (5) peningkatanhasilbelajarmatematikasiswa yang diajardenganmodel kooperatiftipe TGT dikategorikantinggidengan rata-rata 0,715. (6) peningkatanhasilbelajarmatematikasiswa yang diajardenganmodel kooperatiftipe NHTdikategorikansedangdengan rata-rata 0,662. Berdasarkananalisisinferensialnilai n-gain diperoleh nilai peluang $ρ-value$ = 0,007 untuk $α$ = 0,05, maka secara statistik hipotesis H0 ditolak. Sedangkan, berdasarkan hasil pengujian hipotesis penelitian diperoleh $T\_{hitung}$ sebesar 2,797, sedangkan $T\_{tabel}$ pada taraf signifikan $α$ = 0,05 dan derajat kebebasan (df = 58) yaitu sebesar 1,68, maka dengan demikian H0 ditolak dan H1 diterima. Jadi dapat disimpulkan bahwa terdapat perbedaan peningkatan yang signifikan antara skor hasil belajar matematikasiswa yang diajardengan model kooperatiftipe TGT dengan model kooperatiftipe NHT.

**ABSTRACT**

**Astniwaty Anwar P, 2014. *Comparison of Cooperative Learning Model Type of Teams Games Tournament (TGT) and Number Heads Together (NHT) to Students’ Learning Achievement of SMP Negeri 20 Makassar.*** *Thesis*. Mathematics Department, Faculty of Mathematics and Science, State University of Makassar.

This study is categorized as an experimental research, which involves two groups of students were given a different treatment. The first group was taught using cooperative leraning model type of Teams Games Tournament (TGT) on class VIIIA called experiment class I and the second group was taught using cooperative learning model type of Number Heads Together (NHT) on class VIIIB called experiment class II. The objective of this research was todescribe thefeasibilityof learning, student activityandlearning outcomes ofcooperative learning model typeTGT andHNT.The populationare allstudents of classVIIISMP20Makassarandconsistsoftwosamplesselected usingsimple random sampling technique. The datacollectedfromthe observation sheetof learning feasibility, observation sheet of students’ activityandtest of mathematics learning achievement, they arepretestandposttest. The datawere analyzedby descriptiveandinferentialstatistics. Descriptive analysis shows that (1) learning feasibility on learning process of cooperative learning model type of TGT categorized performing well with mean score 3,80 (2) learning feasibility on learning process of cooperative learning model type of NHT categorized performing well with mean score 3,83 (3) students’ activity on learning process of cooperative learning model type of TGT categorized well with mean score 3,40(4) students’ activity on learning process of cooperative learning model type of TGT categorized well with mean score 3,32 (5) the improvement of students’ mathematics learning achievement who are taught using cooperative learning model type TGT were in high category with mean score 0,715 (6) the improvement of students’ mathematics learning achievement who are taught using cooperative learning model type TGT were in medium category with mean score 0,662. Based on inferential analysis the value of n gain obtained the value of probability $ρ-value$ = 0,007 with$α$ = 0,05, then statistically hypothesisH0is rejected. Meanwhile, based on hypothesis testing result were obtained $T\_{count}$is 2,797, and$T\_{table}$on the level of significance$α$ = 0,05 and degree of freedom (df = 58) is 1,68, then H0is rejected and H1is accepted. So that the conclusion is there are significant differences on the improvement of students’ mathematics learning achievement score who are taught using cooperative learning model type of TGT and cooperative learning model type of NHT.