

## **ABSTRACT**

**Saevi Triantoro (2016). The Metacognitive Scaffolding Approach Using Interactive Multimedia to Enhance Metacognition Ability in Problem Solving of the Vocational High School's Students.**

Metacognition ability is one of high order thinking ability which important for students have. The background of this research is caused students metacognition ability especially Vocational High School's students is low. The purpose of this research are: 1) To find out enhancement metacognition ability in problem solving which acquired metacognitive scaffolding approach using interactive multimedia is better than enhancement metacognition ability in problem solving which acquired direct instruction, 2) To find out students attitude about metacognitive scaffolding approach using interactive multimedia in mathematics learning, 3) To find out there is correlation between metacognition ability with students attitude. The method used in this research is quasi-experimental, with control group pretest-posttest design. The population in this research is a whole of students X class SMK Negeri 4 Padalarang, and sample based on consideration of the information have 2 classes, that is X TKJ B class as control class and X Axioo Class Program class as experiment class. The research instrument used is test instrument and attitude scale instrument. The results showed that: 1) Enhancement metacognition ability in problem solving which acquired metacognitive scaffolding using interactive multimedia is better than enhancement metacognition ability in problem solving who acquired direct instruction, 2) The students showed positive attitude about mhatematics learning, about mhatematics learning with metacognitive scaffolding approach, about interactive multimedia, and about questions of the metacognition ability, 3) there is correlation between metacognition ability with students attitude.

**Keywords:** Metacognition Ability, Metacognitive Scaffolding Approach, Interactive Multimedia, Students Attitude