

ABSTRAK

Fatiya Trisaputri (2017) Pengaruh Pembelajaran *Reciprocal Teaching* terhadap Kemampuan Komunikasi dan *Self Regulated Learning* Matematis Siswa SMA

Salah satu aspek yang perlu dikembangkan dalam pembelajaran matematika yaitu kemampuan komunikasi. Namun kemampuan komunikasi matematis siswa ternyata masih rendah. Hal ini disebabkan karena saat proses pembelajaran siswa jarang dilatih untuk mengkomunikasikan gagasan dalam bidang matematika. Dengan demikian akan berpengaruh terhadap kepercayaan diri dan kemandirian siswa. Penggunaan model pembelajaran yang dapat menumbuhkan kemampuan komunikasi dan kemandirian belajar matematis siswa salah satunya adalah pembelajaran *Reciprocal Teaching*. Tujuan penelitian ini adalah: 1) Untuk mengetahui apakah kemampuan komunikasi matematis siswa menggunakan model pembelajaran *Reciprocal Teaching* lebih baik daripada menggunakan model pembelajaran konvensional; 2) Untuk mengetahui apakah *Self Regulated Learning* matematis siswa menggunakan model pembelajaran *Reciprocal Teaching* lebih baik daripada menggunakan model pembelajaran konvensional; 3) Untuk mengetahui apakah terdapat korelasi antara kemampuan komunikasi matematis siswa dengan *Self Regulated Learning* matematis siswa kelas eksperimen; 4) Untuk mengetahui apakah terdapat korelasi antara kemampuan komunikasi matematis siswa dengan *Self Regulated Learning* matematis siswa kelas kontrol. Menurut metodenya, penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah semua siswa kelas X SMA Nasional Bandung. Dengan sampel dipilih secara acak. Instrumen dalam penelitian ini berupa tes kemampuan komunikasi matematis dan skala sikap *Self Regulated Learning* matematis. Berdasarkan analisis data penelitian diperoleh kesimpulan: 1) Kemampuan komunikasi matematis siswa yang mendapatkan model pembelajaran *Reciprocal Teaching* lebih baik daripada yang mendapatkan model pembelajaran konvensional; 2) *Self Regulated Learning* matematis siswa yang mendapatkan model pembelajaran *Reciprocal Teaching* lebih baik daripada yang mendapatkan model pembelajaran konvensional; 3) Tidak terdapat hubungan antara kemampuan komunikasi matematis siswa dengan *Self Regulated Learning* matematis siswa pada kelas eksperimen; 4) Tidak terdapat hubungan antara kemampuan komunikasi matematis siswa dengan *Self Regulated Learning* matematis siswa pada kelas kontrol.

Kata kunci: Kemampuan komunikasi matematis, Model pembelajaran *Reciprocal Teaching*, *Self Regulated Learning*.

ABSTRACT

Fatiya Trisaputri (2017) The Effect of Reciprocal Teaching Learning on Mathematical Communication Skills and Self Regulated Learning to the High School Students

One of the aspects that need to be developed in mathematics learning is a communication skills. However, students' mathematical communication skills are still low. This is because when processing the teaching rarely trained to communicate idea in mathematics. Therefore it will affect to the students' self confidence and independence learning skill. One usage of learning models that can increasing students communication skills and independence of mathematical learning is Reciprocal Teaching model. The purpose of this study is: 1) to determine whether students' mathematical communication skills using Reciprocal Teaching learning model is better than using conventional learning model; 2) To find out whether the student's mathematical Self Regulated Learning using Reciprocal Teaching learning model is better than using conventional learning model; 3) To find out the correlation between students 'mathematical communication abilities with students' mathematical self-regulated learning in the experimental class; 4) To find out whether there is a correlation between students' mathematical communication abilities with the student's mathematical self-regulated learning in the control class. According to the method, this research is a experimental study. Population in this research is all of class X students of SMA Nasional Bandung. With a sample were randomly selected. Instruments in this research is a test of mathematical communication ability and attitude scale of Mathematical Self Regulated Learning. Based on the analysis of research data obtained, concluded: 1) The ability of mathematical communication of students who get the learning model Reciprocal Teaching is better than those who get the conventional learning model; 2) Mathematical Self Regulated Learning of the students who get the Reciprocal Teaching learning model is better than those who get the conventional learning model; 3) There is no correlation between students 'mathematical communication ability with students' mathematical self-regulated learning in the experimental class; 4) There is no correlation between students 'mathematical communication ability with students' mathematical self regulated learning in the control class.

Keywords: Ability of mathematical communication, Reciprocal Teaching learning model, Self Regulated Learning.