ABSTRACT

Runi Ardila (2017). ***Improving Mathematical Communication Ability and Mathematical Disposition of Vocational Students Through Learning The Missouri Mathematics Project (MMP)***

This study aims to: 1) knowing the achievement of students' mathematical communication ability is better between students who obtained learning of the Missouri Mathematics Project (MMP) with students acquiring conventional learning 2) knowing which student's improved mathematical communication ability is better between students who obtained Learning of the Missouri Mathematics Project (MMP) with students acquiring conventional learning 3) knowing students' mathematical disposition is better between studens who obtained learning of the Missouri Mathematics Project (MMP) with students acquiring conventional learning 4) knowing the correlation between mathematical disposition and mathematical communication ability of students who have learned the Missouri Mathematics Project (MMP) 5) knowing the correlation between mathematical disposition and mathematical communication ability of students who gain conventional learning. The method in this research is quasi experiment with non-equivalent control class design. Population in this research is all students of class XI SMK Insan Mandiri with sample of two classes taken with purposive technique. The instrument used in this research is a description of communication ability test and questionnaire of mathematical disposition. The results obtained after conducting the research are: 1) the achievement of mathematical communication ability of students who acquired the learning of Missouri Mathematics Project (MMP) is better than the achievement of mathematical communication ability of students who get conventional learning 2) improvement of mathematical communication ability of students who gain learning of Missouri Mathematics Project (MMP) is better than improving students' mathematical communication skills that obtain conventional learning 3) the mathematical disposition of students who acquired the Missouri Mathematics Project (MMP) learning is better than the achievement of mathematical disposition of students obtaining conventional learning 4) there is a correlation between mathematical disposition with mathematical communication ability Students who received the learning of Missouri Mathematics Project (MMP) 5) there is no correlation between mathematical disposition with mathematical communication ability of students who obtain learning conventional. So that the learning of Missouri Mathematics Project (MMP) can be used as an alternative for teachers in carrying out their learning to improve communication ability and mathematical disposition of students.

Keywords *:Missouri Mathematics Project (MMP), Mathematical Communication, Mathematical Disposition*