ABSTRACT


Mathematics is one of science that is very useful in all aspects of life. The aim of this study is to determine whether the achievement of mathematical representation ability of student who received mathematics learning through REACT strategy with an open-ended approach is better than students who received usual mathematics learning, and to determine whether there is a relationship between student’s mathematical representation ability and mathematical anxiety. This research used quasi experiential research design with a nonequivalent control group. Quantitative data is obtained from the mathematical representation capability and mathematics anxiety of students before and after the learning implementation. Qualitative data is obtained from the data on the analysis of students mathematics anxiety questionnaire and observation sheet. The result of this research shows that the achievement of mathematical representation ability of students who received mathematics learning through REACT strategy with an open-ended approach is better than students who received usual mathematics learning. Mathematics anxiety of student who received mathematics learning through REACT strategy with an open-ended approach is lower than from the students who received the usual learning.

Keywords: Mathematical Representation Ability, Strategy REACT an Open Ended Approach, Mathematics Anxiety.