

ABSTRACT

Kiki Agustin Nurbaya. (2018). Mathematical Communication Skill Improvement and Student of Junior High School Self- Efficacy Through Problem Posing Learning Model

This study aims to determine the differences in the achievement of mathematical communication skills, the improvement of mathematical communication skills. The difference in the achievement of students 'Self-Efficacy, the improvement of students' Self-Efficacy, and the correlation between mathematical communication skills and Self-Efficacy of junior high school students who obtained mathematics learning of Problem posing and expository learning models. This research is a quasi-experimental study with random sampling by class. Experimental classes get Problem Posing learning while control classes get expository learning. The population of this study were PGII 2 students of Bandung City Junior High School with samples taken from two classes of VIII directly chosen. The results showed that there were differences in the achievement of mathematical communication skills and an increase in mathematical communication skills between junior high school students who obtained Problem Posing and expository learning and there were differences in the achievement of students 'Self-Efficacy and improvement of students' Self-Efficacy, and the correlation between mathematical communication skills and Self-Efficacy junior high school students who get mathematics learning model of Problem posing and expository learning. Problem Posing learning models can improve mathematical communication skills and self-efficacy of junior high school students.

Keywords : Mathematical Communication Ability, Self-efficacy, Problem Posing Learning Model.