

## ABSTRACT

**Shafitri Damayanti, “The Influence of Contextual Approach with Type Think Talk Write Cooperative Learning On Increasing Inductive Balancing Capabilities and Self-Concept of Junior High School Students**

This research is a quasi-experimental study with nonequivalent control group design research. Sampling used purposive sampling. The population in this study were seventh grade students in junior high school 1at baleendah. The research sample consisted of 2 classes, the control class and the experimental class. In the experiment class who is get learning through contextual approach with thing talk write type cooperative learning while the control class gets mathematics lessons using conventional learning. The objectives of this study are for: 1. to knowing the improvement of mathematical inductive reasoning ability of students who obtain mathematics learning using a contextual approach with a cooperative learning model type higher thing talk write than students who get conventional learning 2. to knowing the self-concept of students who obtain mathematics learning using a contextual approach to cooperative learning type think talk write is better than students who get cooperative learning, 3. to knowing the positive correlation between increasing inductive reasoning and self-concept on students who obtain mathematics learning using a contextual approach to think talk write cooperative learning. Instrument data collection used in this study is a test of systematic inductive reasoning ability and self-concept scale questionnaire. Data analysis using software SPSS 20.0 for Windows. The results of the research are: 1. improvement of mathematical inductive reasoning ability of students who obtain mathematics learning using a contextual approach to cooperative learning better type of think talk write compared to students who get conventional learning, 2. self-concept students who get mathematics lessons obtain a contextual approach with cooperative learning type think talk write is better than students who get conventional learning 3. there is a positive correlation between increasing inductive reasoning and self-concept on students who obtain mathematics learning using a contextual approach to think talk write cooperative learning.

**Keywords:** Think Talk Write Type Cooperative Learning Model,  
Contextual Approach, Matematis Inductive Reasoning Ability.

