

## ABSTRACT

**Uswatun Tobri Widiyanti (2018). "Improving Mathematical Communication Ability and Mathematical Disposition of Middle School Students through Active Learning Type Group to Group Exchange (GGE)"**

*Mathematics learning has competencies that must be achieved by students, one of which is the indicator of mathematical communication ability that students are able to communicate a mathematical idea clearly. Besides that, mathematical dispositions are also important in mathematics learning. In this case, mathematical communication ability and mathematical disposition of student are still relatively low, so to increase them can be using active learning type Group to Group Exchange (GGE). This research aims to; (1) knowing the mathematical communication skills of students who had active learning type Group to Group Exchange (GGE) better than students who had conventional learning, (2) find out whether there are differences in mathematical dispositions between students who had active learning type Group to Group Exchange (GGE) with students who had conventional learning, (3) know the correlation between mathematical communication ability and mathematical dispositions. This research uses a quasi-experimental method. The population used in this study was an eighth grade student in one of the junior high schools in Bandung with a sample of 32 students in each class, VIII-E as a control class and VIII-F as an experimental class. The instrument used was a mathematical communication ability test given to students before and after treatment, as well as a mathematical disposition questionnaire. Data were analyzed using statistic tests on software SPSS 20 for windows. The results of research obtained are; (1) Mathematical communication ability of students who get active learning type Group to Group Exchange (GGE) is better than students who get conventional learning, (2) There are no differences in mathematical dispositions of students who get active learning type Group to Group Exchange (GGE) active learning with students and conventional learning, (3) There is no correlation between mathematical communication ability and mathematical dispositions of student that get active learning type Group to Group Exchange (GGE).*

*Keywords: Mathematical Communication Ability, Mathematical Disposition, Active Learning Type Group to Group Exchange (GGE)*