ABSTRACT

Putri Isnaina (2019). The increase of Mathematical Communication Ability and Mathematical Disposition of Junior High School Students through Learning *Model-Eliciting Activities* (MEAs).

The research purposes to: 1) Discover whether the increase of student mathematical communication who obtain *Model-Eliciting Activities* (MEAs) is higher than student who obtain the ordinary learning model, 2) Discover whether the mathematical disposition of student who obtain *Model-Eliciting Activities* (MEAs) is better than student who obtain the ordinary learning model, 3) Discover the value of effectiveness of the *Model-Eliciting Activities* (MEAs) learning towards the increase of student mathematical communication ability. The research used a quasi-eksperiment method with a control group pretest and posttest design. The population of this research is VIII grade students of 40 Junior High School with a sample of two classes chosen with purposive sampling technique. Data collection instrument in this research were mathematical communication abilities of test instrument and mathematical disposition scales. The result of this research are: 1) The increase of student mathematical communication ability who obtain *Model-Eliciting Activities* (MEAs) is higher than than student who obtain the ordinary learning model, 2) Mathematical disposition of student who obtain *Model-Eliciting Activities* (MEAs) is better than student who obtain the ordinary learning model, 3) The value of effectiveness of the *Model-Eliciting Activities* (MEAs) learning to discover of student mathematical communication has a value of 1,39 included in large category.

Keywords: Mathematical Disposition, Mathematical Communication, *Model-Eliciting Activities* (MEAs) Learning Model