

ABSTRACT

Fitrioni Patrianto. Analysis Ability Mathematical Communication through Approach Realistic Mathematical Education (RME)

Mathematical communication is the way of students to express mathematical ideas both in written and spoken such as illustration, diagrams, algebras, or mathematical notations. This study is set against the backdrop of 21th century concept of learning that includes mathematical communication. In fact, much of literature mention that learning process in school has not given space enough for students to communicate ideas related to their reasoning. In addition, students may also interact between students and media in learning. Learning with a realistic mathematical approach (PMR) is believed to develop mathematical communication capabilities. It is because PMR learning begins with a realistic presentation of problems and makes students to be the learning centre, especially if such realistic issues come from the culture itself. Furthermore, Integrating a culture in mathematical learning is called ethno math. In this case, the aim of the author is to analyze the ability of mathematical communication through PMR. The data-gathering techniques in this study use inductive techniques by reviewing relevant literature. The result of this study shows that PMR can develop mathematical communication capabilities, and if PMR is given an ethno math, it will also show the same result.

Keywords: mathematical communication, Realistic mathematical approach (PMR), Ethno math