

ABSTRACT

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The use of less effective learning models makes the learning process tedious and affects student's mathematical communication skill. Therefore, in learning mathematics it is necessary to change the way of learning that can improve the quality of student learning. One of the learning models that can develop student's mathematical communication skill is Reciprocal Teaching. The purpose of this research is to: 1) Examine the concept of student's mathematical communication skill; 2) Examine the comparison of student's mathematical communication skill through the Reciprocal Teaching model with non-Reciprocal Teaching learning models; 3) Examine the implementation of Reciprocal Teaching model in improving student's mathematical communication. This research uses a qualitative approach. The type of research method conducted in this study is literature review. Qualitative research methods in this study use documentation methods. The data sources used in this study are primary sources and secondary sources. Based on data analysis it can be concluded as follows. 1) Student's mathematical communication are the student's ability to convey messages, information, and ideas that he or she has in oral or written math subjects. 2) Comparison of student's mathematical communication skill through Reciprocal Teaching models with non-Reciprocal Teaching learning models shows that students' mathematical communication skills through reciprocal teaching models are better or higher when compared to regular, conventional, expository, and CTL learning models. 3) The implementation of Reciprocal Teaching model in improving student's mathematical communication skill is categorized as very good, because students can participate in all four stages of learning activities in the Reciprocal Teaching model. So the Reciprocal Teaching model is very effective in improving student's mathematical communication skill.

Keywords: *Mathematical Communication Student and Learning Model
Reciprocal Teaching*