ABSTRACT

Sylvia Yunita, 2021. ***Analysis of Mathematical Communication Ability and Self-Regulated Learning of Junior High School Students in the Implementation of the Reciprocal Teaching Model.***

Mathematical communication skills are very important for students in learning mathematics. Because mathematical communication is a tool to communicate ideas clearly and precisely. Self-Regulated Learning is also important for students to control and evaluate learning activities. However, in reality, students' mathematical communication skills and Self-Regulated Learning tend to be low. one alternative to improve mathematical communication skills and Self-Regulated Learning is to apply the Reciprocal Teaching model. This study aims to analyze and describe: (1) the mathematical communication skills of junior high school students through the Reciprocal Teaching model; (2) Self-Regulated Learning for Junior High School students through the Reciprocal Teaching model; (3) The correlation between mathematical communication skills and Self-Regulated Learning of junior high school students in the implementation of the Reciprocal Teaching model. The method used is descriptive qualitative with the type of literature study research. Sources of data used in the form of primary data and secondary data. The results showed that: (1) The use of the Reciproal Teaching model was able to improve the mathematical communication skills of junior high school students. Students who have high abilities are able to fulfill all indicators of mathematical communication skills through the Reciprocal Teaching Model. While students who have poor or low abilities, these students are not able to meet all indicators of mathematical communication or are only able to meet one or two indicators; (2) Self-Regulated Learning of SMP students is increased through the Reciprocal Teaching Model. Students are able to develop their knowledge by applying self-understanding strategies in the learning process of the Reciprocal Teaching model; (3) The correlation between mathematical communication skills and Self-Regulated Learning in the implementation of the Reciprocal Teaching model is categorized as good. This means that the strategy implemented by the Reciprocal Teaching model results in a positive correlation, seen from the higher students' mathematical communication skills, the higher their Self-Regulated Learning, and vice versa..

Keywords: *Mathematical Communication, Self-Regulated Learning, Reciprocal Teaching Model.*