

**Peningkatan Kemampuan Pemahaman dan Komunikasi Matematis serta
Self-Concept Siswa SMP melalui Pembelajaran Kooperatif
Tipe Two-Stay Two-Stray**

ABSTRAK: Penelitian ini bertujuan untuk menganalisis peningkatan kemampuan pemahaman, kemampuan komunikasi dan *self-concept* siswa yang memperoleh pembelajaran kooperatif tipe *two-stay two-stray* dengan siswa yang memperoleh pembelajaran langsung. Penelitian ini berjenis kuasi eksperimen dengan desain penelitian *pretest posttest control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Cisurupan Kabupaten Garut yang berjumlah sembilan kelas, sedangkan yang menjadi sampelnya dipilih dua kelas secara acak, diperoleh kelas VIII-H sebagai kelas eksperimen yang diberi perlakuan dengan pembelajaran kooperatif tipe *two-stay two-stray*, dan kelas VIII-I sebagai kelas kontrol yang diberi perlakuan dengan pembelajaran langsung. Instrumen yang digunakan terdiri dari tes kemampuan pemahaman dan kemampuan komunikasi matematis serta angket skala *self-concept* dan lembar observasi. Berdasarkan analisis data menggunakan SPSS 19.0 dan *Microsoft Office Excel 2007*, diperoleh kesimpulan bahwa peningkatan kemampuan pemahaman matematis siswa yang memperoleh pembelajaran kooperatif tipe *two-stay-two-stray* lebih baik dibandingkan dengan siswa yang memperoleh pembelajaran secara langsung. Kemudian peningkatan kemampuan komunikasi matematis siswa yang memperoleh pembelajaran kooperatif tipe *two-stay-two-stray* lebih baik dibandingkan dengan siswa yang memperoleh pembelajaran secara langsung. Hasil angket skala *self-concept* menunjukkan *self-concept* siswa yang memperoleh pembelajaran kooperatif tipe *two-stay-two-stray* lebih baik dibandingkan dengan siswa yang memperoleh pembelajaran secara langsung. Secara umum siswa bersikap positif terhadap pembelajaran, baik pembelajaran kooperatif tipe *two-stay two-stray* maupun pembelajaran langsung.

Kata kunci: Pembelajaran dengan tipe *two-stay two-stray*, kemampuan pemahaman matematis, kemampuan komunikasi matematis, dan *self-concept* siswa.

The Improving Comprehension and Communication Mathematical Ability and Self – Concept of Junior High School Students Through Cooperative Learning of Two - Stay Two- Stray Type

Abstract : This study aims to analyze improving the capability of comprehension and communication of mathematics and self-concept of students who obtain types of cooperative *two- stay two - stray* (TSTS) learning with students who received direct instruction (DI). The design this study used the experimental research design with *pretest posttest control group design* . The population in this study were nine groups of all eighth grade students in one of the SMP in *Kabupaten Garut*, whereas the selected sample in this study was two groups , namely class experiment treated with types of *cooperative two-stay two stray* learning and class - controls treated with direct learning . The instrument used consisted of testing the ability of comprehension and mathematical communication skills and *self-concept* scale questionnaire. Based on the data analysis, it is concluded that the improving of comprehension and communication of mathematical ability of students receiving types of *two - stay -two - stray* cooperative learning were better than students who received direct instruction. Improving comprehension of the mathematical ability of students receiving types of *two - stay -two - stray* cooperative learning were at high qualifications , while students who received direct instruction were in the average qualification. Improving mathematical communication skills of students who obtain types of *two - stay two - stray* cooperative learning and students who received direct instruction were in the average qualification . The results of the questionnaire showed an increase in the proportion of *self-concept* of students receiving *two –stay- two- stray* cooperative learning were different significantly compared to the students who received direct instruction. Generally, the students have the positive attitude towards learning , both *two – stay- two - stray* cooperative learning and direct learning .

Keywords : Learning with types of *two –stay- two-stray* , mathematical comprehension , mathematical communication skills , and students' *self-concept*