ABSTRAK

Tanti Yosefin Findi. (1104214). Perbandingan Pendekatan *Contextual Teaching and Learning* dan Pendekatan *Problem Posing* dalam Meningkatkan Kemampuan Penalaran Induktif Matematis Siswa SMP.

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan penalaran induktif matematis siswa dan didorong oleh fakta rendahnya kemampuan penalaran induktif matematis siswa SMP. Adapun tujuan penelitian ini adalah: (1) mengetahui perbedaan peningkatan kemampuan penalaran induktif matematis antara siswa yang memperoleh pembelajaran dengan pendekatan *contextual teaching and learning* dan pendekatan *problem posing*; (2) mengetahui kualitas peningkatan kemampuan penalaran induktif matematis siswa yang memperoleh pembelajaran dengan pendekatan *contextual teaching and learning* dan pendekatan *problem posing*; (3) mengetahui respon siswa terhadap pembelajaran dengan menggunakan pendekatan pembelajaran *contextual teaching and learning* dan pendekatan *problem posing*. Desain yang digunakan dalam penelitian ini adalah kelompok kontrol non-ekuivalen dengan metode penelitian kuasi eksperimen. Populasi dalam penelitian ini adalah siswa kelas VII di salah satu sekolah negeri di kota Bandung. Pada penelitian ini diambil dua kelas sebagai sampel dengan menggunakan teknik *purposive sampling*. Data penelitian dihimpun melalui tes kemampuan penalaran induktif matematis dan lembar jurnal. Hasil penelitian menunjukkan bahwa peningkatan kemampuan penalaran induktif matematis siswa yang mengikuti pembelajaran dengan pendekatan *contextual teaching and learning* lebih baik dibandingkan dengan siswa yang mengikuti pembelajaran dengan pendekatan *problem posing* dan kualitas peningkatan kemampuan penalaran induktif matematis yang mengikuti pembelajaran dengan pendekatan *contextual teaching and learning* dan siswa yang mengikuti pembelajaran dengan pendekatan *problem posing* keduanya termasuk kategori sedang dengan selisih *indeks gain* sebesar 0,16. Selain itu, sebagian besar siswa memberikan respon yang positif terhadap kedua pendekatan pembelajaran yang diterapkan.

Kata kunci: Pendekatan *contextual teaching and learning*, pendekatan *problem posing*, kemampuan penalaran induktif matematis

ABSTRACT

Tanti Yosefin Findi. (1104214). The Comparation of Contextual Teaching and Learning Approach and Problem Posing Approach in Increasing Junior High School Students' Inductive Mathematical Reasoning Ability.

The background of this study was derived from the importance of inductive mathematical reasoning ability and the lack of inductive mathematical reasoning ability that students had. The aims of this study were: (1) to determine the differences of improving ability among students who were learning by using contextual teaching and learning and problem posing approaches, (2) to investigate the increasing quality of inductive mathematical reasoning ability among students who were learning by using contextual teaching and learning and problem posing approaches, (3) to determine students' response towards learning by using contextual teaching and learning and problem posing approaches. The design of this study was using non-equivalent control group with quasi-experimental as research method. The population of this study was 7^{th} grade students in the one of school in Bandung. Two classes were taken as sample by using purposive sampling technique. Inductive mathematical reasoning ability test and journal worksheet were used in order to collect the data. The result of the study shows that students' inductive mathematical reasoning ability who were using contextual teaching learning is much better than students who were using problem posing approach with gain indeks difference 0,16 and shows quality of students' inductive mathematical reasoning ability increased. Besides that, most of students gives positive response towards those approaches which were applied in the classroom.

Keywords: Contextual teaching and learning approach, problem posing approach, inductive mathematical reasoning ability.