

## ABSTRAK

### **Novat Yantika Nawang Wulan. (1200106). Penerapan Model Pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan Pendekatan Kontekstual untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa SMP.**

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan komunikasi matematis siswa. Tujuan penelitian ini adalah: (1) mengetahui kualitas peningkatan kemampuan komunikasi matematis siswa dengan menerapkan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual. (2) mengetahui peningkatan kemampuan komunikasi matematis antara siswa yang memperoleh pembelajaran matematika dengan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual dan siswa yang mengikuti pembelajaran konvensional, dan (3) mengetahui respon siswa terhadap pembelajaran matematika dengan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual. Metode penelitian yang digunakan adalah metode kuasi eksperimen. Populasi dari penelitian ini adalah siswa kelas VIII di salah satu SMP di Kabupaten Bandung Barat tahun ajaran 2015/2016, pengambilan sampel dilakukan tidak secara acak dan dipilih dua kelas untuk dijadikan kelas eksperimen dan kelas kontrol. Kelas eksperimen diberi perlakuan penerapan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual, sedangkan kelas kontrol diberi perlakuan penerapan pembelajaran konvensional. Berdasarkan hasil penelitian ini disimpulkan bahwa: (1) kualitas peningkatan kemampuan komunikasi matematis siswa dengan menerapkan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual berada pada kategori sedang, (2) peningkatan kemampuan komunikasi matematis siswa yang memperoleh pembelajaran matematika dengan menerapkan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual lebih baik daripada siswa yang memperoleh pembelajaran konvensional, dan (3) respon siswa terhadap pembelajaran matematika dengan model pembelajaran VAK (*Visual, Auditory, Kinesthetic*) dengan pendekatan kontekstual adalah positif.

**Kata kunci: Model Pembelajaran VAK (*Visual, Audiotry, Kinesthetic*), Pendekatan Kontekstual, Komunikasi Matematis**

## ABSTRAC

**Novat Yantika Nawang Wulan. (1200106). The Application of VAK (Visual, Auditory, Kinesthetic) Learning Model with a Contextual Approach to Improve Junior High School Students' Mathematical Communication Skills.**

This research was motivated by the lack of students' mathematical communication skills. The purpose of this study were: (1) to determine the quality of students' communication skills improvement by applying VAK (Visual, Auditory, Kinesthetic) mathematical learning model through a contextual approach. (2) to increase the ability of mathematical communications among students who received the VAK (Visual, Auditory, Kinesthetic) mathematics learning model with contextual approach and students who followed the conventional learning, and (3) to know the students' response to the learning of VAK (Visual, Auditory, Kinesthetic) mathematics learning model through a contextual approach. The research method used is a quasi experimental method. The research design was the non-equivalent control group design. The population of the study was class VIII students at one of junior high school in West Bandung regency in 2015/2016 school year, the sampling was not random and two classes were selected to be used as an experimental class and a control class. The experimental class was given a treatment of the application of VAK (Visual, Auditory, Kinesthetic) learning model with a contextual approach, while the control group was given a treatment of the application of conventional learning. The research instruments used were test instruments of mathematical communication skills and non-test instruments of questionnaires and observation sheets. Based on the results of this study, it was concluded that: (1) the quality of students' communication skills improvement by applying VAK (Visual, Auditory, Kinesthetic) mathematical learning model through contextual approach was at medium category, (2) the improvement of the ability of mathematical communications among the students who received the VAK (Visual, Auditory, Kinesthetic) mathematics learning model with contextual approach was better than the students who followed the conventional learning (3) the students' response towards the VAK (Visual, Auditory, Kinesthetic) mathematics learning model with contextual approach was positive.

**Keywords: VAK (Visual, Auditory, Kinesthetic) Learning Model, Contextual Approach, Mathematical Communication**

Novat Yantika Nawang Wulan, 2012

**PENERAPAN MODEL PEMBELAJARAN VAK (VISUAL, AUDITORY, KINESTHETIC) DENGAN PENDEKATAN KONTEKSTUAL UNTUK MENINGKATKAN KEMAMPUAN KOMUNIKASIMATEMATIS SISWA SMP**

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