

ABSTRAK

Nurfaida, S.R. (2016). Peningkatan Kemampuan Representasi Matematis Beragam dan *Self-Concept* Siswa SMP Melalui Pendekatan *Reciprocal Teaching* Menggunakan Masalah Kontekstual.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan representasi matematis beragam dan *self concept* siswa SMP melalui pembelajaran matematika dengan pendekatan *reciprocal teaching* menggunakan masalah kontekstual. Metode penelitian yang digunakan adalah kuasi eksperimen yang berdesain kelompok kontrol pretes-postes. Banyak sampel pada penelitian ini sebanyak 60 siswa yang terdistribusi dalam dua kelas, yaitu siswa kelas eksperimen dan kelas kontrol. Sampel dipilih secara *purposive sampling*. Instrumen penelitian terdiri dari tes kemampuan representasi matematis beragam, skala *self concept* siswa, lembar observasi dan pedoman wawancara. Analisis data dalam penelitian menggunakan uji Mann-Whitney. Data untuk kelompok tinggi, sedang, dan rendah diuji dengan menggunakan ANOVA satu jalur. Hasil penelitian menunjukkan: (1) terdapat perbedaan peningkatan pada kemampuan representasi matematis beragam antara siswa yang belajar melalui pendekatan *reciprocal teaching* menggunakan masalah kontekstual dan siswa yang belajar dengan pendekatan konvensional; (2) tidak terdapat perbedaan antara kemampuan representasi matematis beragam siswa yang belajar melalui pendekatan *reciprocal teaching* menggunakan masalah kontekstual ditinjau dari kategori Kemampuan Awal Matematis (tinggi, sedang, dan rendah); (3) Terdapat perbedaan tingkat *self-concept* antara siswa yang belajar melalui pendekatan *reciprocal teaching* menggunakan masalah kontekstual dan siswa yang belajar dengan pendekatan konvensional.

Kata Kunci: *Reciprocal Teaching*, representasi matematis beragam, dan *Self-concept*.

ABSTRACT

Nurfaida, S.R. (2016). Increasing Various Mathematical Representation and Self-Concept SMP Students Through *Reciprocal Teaching* Approach Using Contextual Problem.

This study aims to determine the enhancement in ability of various mathematical representation and *self concept* of Junior High School's students through the study of mathematics by *reciprocal teaching* approach using contextual problems. Research method used a quasi-experimental design pretest-posttest control group. Samples in this study were 60 students which were divided into two classes, students experimental class and control class. Samples were selected by purposive sampling. The research instruments consisted of the test the ability of various mathematical representation, the scale of self concept of students, the observation sheet and interview guides. Data analysis using the Mann-Whitney test. Data for groups of high, medium and low used ANOVA one way. The results showed: (1) there is a difference significant of enhancement in ability of the various mathematical representation among students who learn through reciprocal teaching approach using contextual problems and the students who studied with conventional approaches; (2) there is no significant difference in ability of various mathematical representation student learning through reciprocal teaching approach using contextual problems in terms of preliminary mathematical ability category (high, medium, and low); (3) There are significant differences in the level of self-concept among students who learned through reciprocal teaching approach using contextual problems and the students who studied with conventional approaches.

Keyword : *Reciprocal Teaching*, Mathematical Representation and *Self Concept*