ABSTRAK

Maghfiratun Rina (1204828). **Meningkatkan Kemampuan Kelancaran Prosedural (*Procedural Fluency*) Matematis Siswa Melalui *Model Eliciting Activities* (MEAs)**

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan kelancaran prosedural matematis bagi siswa dan fakta rendahnya kemampuan kelancaran prosedural matematis siswa. Tujuan dari penelitian ini adalah: (1) mengetahui apakah peningkatan kemampuan kelancaran prosedural matematis siswa yang memperoleh pembelajaran dengan pendekatan *Model Eliciting Activities* (MEAs) lebih tinggi daripada siswa yang memperoleh pembelajaran dengan pendekatan konvensional, (2) mengetahui respon siswa terhadap pembelajaran dengan pendekatan *Model Eliciting Activities* (MEAs). Metode penelitian ini menggunakan metode kuantitatif dengan jenis penelitian eksperimen kuasi. Desain penelitiannya adalah kelompok kontrol non-ekuivalen. Populasi dalam penelitian adalah seluruh siswa kelas VIII salah satu SMP swasta di Bandung, dengan sampel sebanyak dua kelas. Satu kelas diberikan perlakuan berupa pendekatan *Model Eliciting Activities* (MEAs) sedangkan kelas lainnya dengan pendekatan konvensional. Data penelitian diperoleh melalui tes kemampuan kelancaran prosedural matematis siswa, lembar observasi dan lembar angket siswa. Hasil penelitian menunjukkan bahwa: (1) peningkatan kemampuan kelancaran prosedural matematis siswa melalui pembelajaran dengan pendekatan *Model Eliciting Activities* (MEAs) lebih tinggi dibandingkan dengan siswa melalui pembelajaran dengan pendekatan konvensional, (2) respon siswa terhadap pembelajaran dengan pendekatan *Model Eliciting Activities* (MEAs) termasuk positif dengan kategori tinggi.

Kata Kunci : *Model Eliciting Activities* (MEAs), Kemampuan Kelancaran Prosedural Matematis

ABSTRACT

Maghfiratun Rina (1204828). **Improving Students' Mathematic Procedural Fluency Ability of Junior High School Students with Model Eliciting Activities (MEAs) Approach**

This research was conducted by the importance of mathematic procedural fluency ability for students and the fact that students' mathematic procedural fluency ability is still lack. The aims of this study are: (1) to determine whether the improvement of mathematic procedural fluency ability of students who were taught by using Model Eliciting Activities (MEAs) approach is higher than those who were taught by using conventional approach , (2) to investigate the students' responses toward the learning by using Model Eliciting Activities (MEAs). The method used in this research was a quantitative method with quasi experimental. Design of this research was a nonequivalent control group design. The population of this research was the students of 8th grade one of the private junior high schools in Bandung, with two classes employed as the samples. One of the classes was taught by using Model Eliciting Activities (MEAs) approach, and the other was taught by using conventional approach. The research data obtained through test of Mathematic procedural fluency ability, observation sheets, and students' questionnaire. The result shows that: (1) the improvement of mathematic procedural fluency ability of students who were taught by using Model Eliciting Activities (MEAs) approach is higher than the students who were taught by using conventional approach, (2) students have high positive responses toward learning by Model Eliciting Activities (MEAs) approach.

Keywords : Model Eliciting Activities (MEAs) Approach, Mathematic Procedural Fluency Ability