

**PERBANDINGAN KEMAMPUAN KOMUNIKASI MATEMATIS
DAN *SELF CONFIDENCE* ANTARA SISWA YANG MEMPEROLEH
PEMBELAJARAN BERBASIS MASALAH STRATEGI *TALKING STICK*
DENGAN PEMBELAJARAN EKSPOSITORI**

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ABSTRAK

Tujuan dalam penelitian ini adalah menganalisis perbedaan pencapaian dan peningkatan kemampuan komunikasi matematis antara siswa yang belajar memperoleh pembelajaran berbasis masalah strategi *talking stick* dengan siswa yang memperoleh pembelajaran ekspositori secara keseluruhan dan berdasarkan kemampuan matematika awal (rendah, sedang dan tinggi). Serta menelaah perbandingan komposisi pencapaian *self-confidence* pada kedua kelas. Desain yang digunakan dalam penelitian ini adalah *quasi experimental dengan nonequivalent control group design*. Populasi penelitian merupakan salah satu SMPN di Kabupaten Brebes, Propinsi Jawa Tengah, dengan sampel penelitian siswa kelas VIII. Instrumen penelitian meliputi tes kemampuan komunikasi matematis dan skala *self-confidence* matematis siswa. Pengolahan data dengan Uji-T dan Uji Mann-Whitney U. Hasil dari penelitian ini bahwa terdapat perbedaan pencapaian dan peningkatan kemampuan komunikasi matematis antara siswa yang memperoleh pembelajaran berbasis masalah strategi *talking stick* dengan siswa yang memperoleh pembelajaran ekspositori. Lebih khusus lagi model pembelajaran berbasis masalah dengan strategi *talking stick* memiliki peran yang berarti dalam meningkatkan kemampuan komunikasi matematis untuk kategori KMA sedang dan tinggi pada materi SPLDV. Komposisi pencapaian *self confidence* siswa kedua kelas cenderung pada *self confidence* tinggi, kategori sangat tinggi lebih banyak terdapat pada kelas pembelajaran berbasis masalah strategi *talking stick*, dan kategori cukup lebih banyak terdapat pada kelas pembelajaran ekspositori.

Keywords: komunikasi matematis, *self confidence*, pembelajaran berbasis masalah, *talking stick*

Comparison of Mathematical Communication and Self-Confidence between Students Who Get Problem Based Learning Talking Stick Strategy with Expository Learning

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Abstract

The purpose of this study was to determine the difference of achievement and enhancement of students mathematical communication, based on the whole and in terms of the Ability of Early Mathematical (low, medium, high) between students who get Problem Based Learning Talking Stick Strategy with students who get Expository Learning. As well as analyzed comparison composition achievement self confidence in the second class. This study was a quasi-experimental research which consists of classroom experiments to obtain Problem Based Learning Talking Stick Strategy and Expository Learning. The population study is one of the Junior Secondary School at Brebes Regency in Central Java Province with sample of eighth grade students. Research instruments include mathematical communication skills test and scale self confidence. Data processing was performed by t-test and the Mann-Whitney U test. The results showed that there is difference achievement and increase mathematical communication skills, between students who learn through Problem Based Learning Talking Stick strategy with students who learn through Expository Learning. More specifically Problem Based Learning Talking Stick Strategy has a role good increase mathematical communication for category medium and high on chapter SPLDV. The composition achievement self confidence in the both of class inclined on high category self confidence, for very high category self confidence, in Problem Based Learning Talking Stick class are more than Expository Learning class, and enough category self confidence, in Expository Learning class are more than Problem Based Learning Talking Stick class

Keywords : mathematical communication, self confidence, problem based learning, talking stick