ABSTRAK

LOIS OINIKE TAMBUNAN. Perbedaan Kemampuan Komunikasi dan Disposisi Matematis Siswa Dengan Penerapan Model Pembelajaran *Contextual Teaching And Learning (CTL)* dan Pembelajaran Langsung. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2016.

Kata Kunci: Model Pembelajaran *Contextual Teaching And Learning (CTL)*, Komunikasi Matematis, dan Disposisi Matematis

Tujuan penelitian ini adalah: (1) Mendeskripsikan/menelaah tentang perbedaan kemampuan komunikasi matematis antara siswa yang diberi model pembelajaran *Contextual Teaching and Learning (CTL)* dengan pembelajaran langsung, (2) Mendeskripsikan/menelaah tentang perbedaan kemampuan disposisi matematis antara siswa yang diberi model pembelajaran *Contextual Teaching and Learning (CTL)* dengan pembelajaran langsung, (3) Mendeskripsikan/menelaah sejauh mana interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan komunikasi matematis siswa, (4) Mendeskripsikan/menelaah sejauh mana interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap disposisi matematis siswa. Populasi dalam penelitian ini terdiri dari seluruh siswa kelas X SMA Swasta Kampus FKIP Nommensen Pematangsiantar yang berjumlah 150 siswa, dengan mengambil sampel dua kelas berjumlah 30 siswa. Analisis data dilakukan dengan Anava dua jalur. Hasil penelitian ini menunjukkan bahwa (1) Kemampuan komunikasi matematis siswa yang diajarkan dengan model pembelajaran CTL lebih baik daripada siswa yang diajarkan dengan model pembelajaran Langsung, (2) Disposisi matematis siswa yang diajarkan dengan model pembelajaran CTL lebih baik daripada siswa yang diajarkan dengan model pembelajaran Langsung, (3) Terdapat interaksi antara model pembelajaran dan kemampuan awal siswa terhadap kemampuan komunikasi matematis siswa, (4) Terdapat interaksi antara model pembelajaran dan kemampuan awal siswa terhadap disposisi matematis siswa.

ABSTRACT

LOIS OINIKE TAMBUNAN. The differences in Communication Ability and Mathematical Disposition Taught with *Contextual Teaching And Learning (CTL)* and Direct Instructional Model. A Thesis: Medan: Postgraduate Program, State University of Medan, 2016.

Keywords: Contextual Teaching And Learning Model, Communication Ability and Mathematical Disposition

The purpose of this study are to: (1) Desribe/Analyze differences in the ability of communication between students who were given a *Contextual Teaching And Learning (CTL)* with the students who were given direct instructional model, (2) Desribe/Analyze differences in the ability of mathematical disposition students who were given a *Contextual Teaching And Learning (CTL)* with the students who were given direct instructional model, (3) Determine whether there is an interaction between the learning model with the students' ability of early mathematics towards the students' communication ability, (4) Determine whether there is an interaction between the learning model with the students' ability of early mathematic towards the students' mathematical disposition. This study is a quasi-experimental research. The population in this study consists of 150 students in class X SMA Swasta Kampus FKIP Nommensen Pematangsiantar , by taking two classes as sample which are consists of 60 students. The analysis data was analyzed using Anova two lanes. The results showed that (1) There are differences in the ability of communication between the students who were given *Contextual Teaching And Learning (CTL)* with the students who were given a direct instructional model, (2) There are differences in the ability of mathematical disposition between the students who were given *Contextual Teaching And Learning (CTL)* with the students who were given a direct instructional model, (3) There is an interaction between the learning model with the students' ability of early mathematics towards the students' communication ability, (4) There is an interaction between the learning model with the students' ability of early mathematics towards the the students' mathematical disposition.