

**THE DIFFERENCES OF MATHEMATICAL COMMUNICATION
ABILITY OF STUDENTS THROUGH REMEDIAL TEACHING
OF PEER TUTORING USING MIND MAPPING AND
CONVENTIONAL REMEDIAL TEACHING IN
SMP NEGERI 1 MEDAN
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ABSTRACT

This research is aimed to find out if there is the difference of student's mathematical communication ability through remedial teaching of peer tutoring using mind mapping with student's mathematical communication ability through conventional remedial teaching. This research is an experimental research which was conducted in SMP Negeri 1 Medan. The sample was chosen randomly in eight grade.

This research was started by validating the research instruments by validators. From the result of conditional test of data, all data from pre test and post test is normal distributed and homogeneous. Data collected from the experiment was analyzed using descriptive statistics analysis and inferential analysis. The descriptive analysis is aimed to describe the difference of student's mathematical communication ability through conventional remedial teaching. The inferential analysis used is the analysis using t-test.

There are six questions for pre test and six questions too for post test. The questions are validated by validator from teachers and lecturer, and all the questions are valid. The results of the research shows that the average score of pre test of experimental class is 56.00 and the average score of pre test of control class is 57.95. After doing treatment in each classes it is gotten that the average score of post test of class of remedial teaching of peer tutoring using mind mapping is 88.60 and the average score of post test of class of conventional remedial teaching is 82.85. Therefore in hypothesis test it is gotten that $t_{\text{calculation}} = 6.58$ and $t_{\text{table}} = 2.056$, so $t_{\text{calculation}} > t_{\text{table}}$ ($6.58 > 2.056$), consequently H_a is received then there is the difference of student's mathematical communication ability through remedial teaching of peer tutoring using mind mapping with student's mathematical communication ability through conventional remedial teaching. Then, it is better if doing research of remedial teaching of peer tutoring using mind mapping is in more long time therefore student's difficulties will be managed better.

Keywords: mathematical communication, remedial teaching, peer tutoring, and mind mapping.