

## ABSTRAK

**Santi Esteria Nainggolan, NIM 4161111065 (2016). Analisis Kemampuan Komunikasi Matematis Siswa Melalui Model Pembelajaran *Reciprocal Teaching*.**

Penelitian ini bertujuan untuk menganalisis kemampuan komunikasi matematis siswa melalui penerapan model pembelajaran *reciprocal teaching*. Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode studi kepustakaan (*library research*). Hasil temuan penelitian menunjukkan adanya peningkatan setelah diberikan model pembelajaran *reciprocal teaching* terhadap kemampuan komunikasi matematis siswa, adapun kesulitan siswa dalam menyelesaikan masalah komunikasi matematisnya melalui model *reciprocal teaching* yaitu siswa kurang mampu untuk bertanya dan berpendapat di dalam kelompoknya dikarenakan kurangnya rasa kepercayaan diri siswa, siswa merasa takut untuk tampil didepan kelas dan siswa kurang menguasai materi prasyarat, adanya hubungan antara sintaks pembelajaran *reciprocal teaching* dengan aspek-aspek kemampuan komunikasi sehingga kemampuan komunikasi matematis siswa meningkat. Berdasarkan uraian diatas dapat disimpulkan bahwa siswa yang menerapkan model pembelajaran *reciprocal teaching* dalam proses belajar matematika dapat meningkatkan kemampuan komunikasi matematis dengan adanya hubungan antara sintaks pembelajaran *reciprocal teaching* dengan aspek-aspek kemampuan komunikasi, adapun kesulitan siswa dalam menyelesaikan masalah komunikasi matematisnya diakibatkan oleh rasa kurang percaya diri siswa tersebut dan dapat diatasi dengan pemberian *scaffolding* oleh guru.

**Kata Kunci : Analisis, Kemampuan Komunikasi Matematis, *Reciprocal Teaching***

## ABSTRACT

### **Santi Esteria Nainggolan, NIM 4161111065 (2016). Analysis Of Students' Mathematical Communication Skills Through Reciprocal Teaching Learning**

This study aims to analyze students' mathematical communication skills through the application of the reciprocal teaching learning. This type of research is qualitative research using library research methods. The results of the study finding indicated that there was an increase after being given reciprocal teaching learning of students' mathematical communication skill, as for difficulty of students in solving mathematical communication problems through the reciprocal teaching learning that are students are less able to ask questions and have an opinion in their group due to less of self-confidence in students, students feel afraid to perform in front of class and students feel lack of understanding about prerequisite material, there is relationship between reciprocal teaching learning syntax with aspects of communication skills so that students' mathematical communication skills increase. Based on the description above, it can be concluded that students who apply the reciprocal teaching in the learning process of mathematic can improve their mathematical communication skills with the relationship between reciprocal teaching learning syntax and aspects of communication skills, while the difficulty of students in solving mathematical communication problems is caused by less of self-confidence and can be solved by giving scaffolding by the teacher.

**Keyword : Analyze, Mathematical Communication Skills, Reciprocal Teaching**