ABSTRAK

MUHAMMAD BAYU AL DHANA. Perbedaan Kemampuan Komunikasi Matematis dan Motivasi Belajar Siswa Yang diberi Pembelajaran Kooperatif Tipe *Think-Pair-Share* (TPS) dan *Student Teams Achievement Divisions* (STAD) di SMP Negeri 1 Babalan Pangkalan Berandan. Tesis. Medan: Program Studi Pendidikan Matematika Pasca Sarjana Universitas Negeri Medan, 2018.

Penelitian ini bertujuan untuk mengetahui: (1) Perbedaan kemampuan komunikasi matematis antara siswa yang diberi pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dan pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD), (2) Perbedaan motivasi belajar antara siswa yang diberi pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dan pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD), dan (3) Proses jawaban siswa yang diberi pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dan pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD). Penelitian ini merupakan penelitian eksperimen semu. Populasi penelitian ini adalah seluruh siswa kelas VII SMP Negeri 1 Babalan Pangkalan Berandan. Dan sampel penelitian ini adalah siswa kelas VII^1 dan VII^2, masing-masing berjumlah 30 siswa. Instrumen yang digunakan terdiri dari : (1) Tes kemampuan komunikasi matematis dan (2) Angket motivasi belajar siswa. Analisis data dilakukan dengan analisis kovarian (ANACOVA) Hasil penelitian menunjukkan bahwa (1) Terdapat perbedaan kemampuan komunikasi matematis antara siswa yang diberi pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dan pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD), (2) Terdapat perbedaan motivasi belajar antara siswa yang diberi pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dan pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD), dan (3) Proses penyelesaian jawaban siswa dengan kemampuan komunikasi matematis yang diberi pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) lebih baik karna hampir semua siswa bisa menyelesaikan soal dengan memenuhi rubrik penskoran kemampuan komunikasi matematis dibandingkan dengan pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD).

Kata Kunci : *Think-Pair-Share* (TPS), *Student Teams Achievement Divisions* (STAD), Kemampuan Komunikasi Matematis, dan Motivasi Belajar.

ABSTRACT

MUHAMMAD BAYU AL DHANA. The difference of Mathematical Communication Ability and Students' Learning Motivation who are given the type of Cooperative learning *Think-Pair-Share* (TPS) and *Student Teams Achievement Divisions* (STAD) in SMP Negeri 1 Babalan Pangkalan Berandan. Thesis, Medan: Mathematics Education Study Program Graduate State University of Medan, 2018.

This research aims to know: (1) The difference of mathematical communication ability of students who are given the type of cooperative learning *Think-Pair-Share* (TPS) and cooperative learning types of *Student Teams Achievement Divisions* (STAD), (2) The difference between students' learning motivation who are given the type of cooperative learning *Think-Pair-Share* (TPS) and cooperative learning types of *Student Teams Achievement Divisions* (STAD), and (3) Students' answer sheet process given the cooperative learning type *Think-Pair-Share* (TPS) and cooperative learning types of *Student Teams Achievement Divisions* (STAD). This research is quasi experimental research. The population of this research is the entire class VII students of SMP Negeri 1 Babalan Pangkalan Berandan. And the sample of this research was grade VII^1 and VII^2, each of the 30 students. The instrument used is composed of : (1) Test mathematical communication ability, and (2) Questionnaire student learning motivation. Data analysis was done with the analysis of covarian (ANACOVA). The results showed that (1) There is a difference between students' mathematical communication ability who are given the type of cooperative learning *Think-Pair-Share* (TPS) and cooperative learning types of *Student Teams Achievement Divisions* (STAD), (2) There is a difference between learning motivation of students who are given the cooperative learning the type of the *Think-Pair-Share* (TPS) and cooperative learning types of *Student Teams Achievement Divisions* (STAD), and (3) Students' answer sheet process of mathematical communication ability with students who were given cooperative learning types *Think-Pair-Share* (TPS) better because almost all students can resolve problem with communication ability scoring rubric meets mathematically compared to the learning type cooperative *Student Teams Achievement Divisions* (STAD).

Keywords : Think-Pair-Share (TPS), Student Teams Achievement Divisions (STAD), Mathematical Communication ability, and learning motivation.