TABLE LIST

Table 2	.1 Criteria Student Initial Mathemetics Ability	21
Table 2	.2. Spatial Ability Indicators	29
Table 2	.3 Process of Learning Geometry Based on Van Hiele Theory	38
Table 3	.1 Research design	56
Table 3	.2. Table Weiner, Linkage Between Independent, Dependent,	
	and Control Variables	56
Table 3	.3 Criteria of Students' Initial Ability	59
Table 3	.4 Spatial Ability Indicators	60
Table 3	.5 Validity result of Students' Spatial Ability test	64
Table 3	.6 Interpretation of Realibility Coefficient	66
Table 3	.7 Result of Reliability to of Students' Spatial Ability	66
Table 3	.8 The Result of Differentiating Power Analysis to Students'	
	Spatial Ability	68
Table 3	.9 Difficulty Index Level of Students' Spatial Ability	69
Table 3	.10 Data Layout	75
Table 3	.11 Summary of Two-Way Anava	79
Table 3	.12 Relationship between the problems, hypotheses, and	
	types of statistical tests	79
Table 4	.1 Description of Mean and Standard Deviation of	
	Mathematics Initial Ability Test of Student Class of	
17	Experiment and Control Class	83
Table 4	.2 The Result of Normality Test Students, Mathematical	12
111	BOMBY ADDING CONSTORE () KING	184 10 11
Table 4	.3 Homogenity Test of Students' Mathematical Initial	ww
TU	Inability ERSITY	86
Table 4	.4 Results of Students' Mathematics Initial Ability of	
	Experiment Group and Control Group	87
Table 4	.5 Grouping Students' Initial Mathematical Abilities	88
TD 11 4		

Table 4.6Average Spatial Ability of Learning Group Students of

Geometry based on Van Hiele theory with Mind Mapping
Technique and Direct Instruction based on Students'
Initial Mathematical Ability
Table 4.7 Normality Test of Students' Spatial Ability
Table 4.8 Homogeneity Test of Student Spatial Ability Test
Table 4.9 Two- Way Anava Test Summary of Students' Spatial
Ability

 Table 4.10 Hypothesis Testing Results Sumamry of Student Spatial

 Ability at the Significance Level

83

UN



8