LIST OF CONTENT

Content	Page
Approval Sheet	1
Biography	ii
Abstract	iii
Preface	iv
List of Content	vi
List of Table	X
List of Appendix	xii
CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Problem Identification	9
1.3 Problem Limitation	9
1.4 Problem Formulation	9
1.5 Research Objectives	10
1.6 Research Benefit	10
1.7 Operational Definition	10
CHAPTER II LITERATURE REVIEW	
2.1 Theoretical Framework	11
2.1.1 Problem	11
2.1.2 Mathematical Problem	12
2.1.3 Mathematical Problem Solving	12
2.1.4 Mathematical Problem Solving Ability	13
2.1.5 Learning Model Theory	16
2.1.6 Cooperative Learning	17
2.1.7 Cooperative Learning Model Type Numbered	
Head Together (NHT)	18
2.1.7.1 Definition of Numbered Head Together (NHT	18
2.1.3.7.1.2 Steps for cooperative learning model	
Numbered Heads Together (NHT)	18
2.1.7.1.3 Characteristics of learning model Number	
Head Together (NHT)	19
2.1.7.1.4Strengths and weaknesses of cooperative	
Learningmodel Numbered Head Together	150
(NHT)	20
2.1.7.1.5 SyntaxLearning Model Number Head	THI
Together (NHT)	21
2.1.8. Linear Equation	22
2.1.8. Linear Programming	23
2.1.9 The Roles of Classroom Action Research for Teachers	24
2.1.10Characteristics of Classroom Action Research	25
2.1.11 Basic Principles of Classroom Action Research	25
2.1.12The Purposes of Classroom Action Research	26

2.1.13 Benefits of Classroom Action Research	26
2.2 Conceptual Framework	26
2.3Relevant Research	26
2.4Hypothesis	28
CHAPTER III RESEARCH METHODOLOGY	
3.1 Type of Research	29
3.2 Location and Time of Research	29
3.2.1 Location of research	29
3.2.2 Time of Research	29
3.3 Subject and Object of Research	29
3.3.1. Subject of Research	29
3.4 Research Design	30
3.4.1 FIRSTCYCLE	33
3.4.1.2 Data Analysis I	35
3.4.1.3 Reflection I	36
3.4.2 SECOND CYCLE	36
3.4.2.1 Action Plan II	36
3.4.2.2 Implementation Measure II	36
3.4.2.3 Observation II	36
3.4.2.4 Data Analysis II	37
3.4.2.5 Reflection II	37
3.5 Technique in Collecting Data	37
3.5.1 Observation	37
3.5.2 Problem Solving Ability Test	37
3.6 Instrument in Collecting Data	39
3.6.1 Observation	38
3.6.2 Problem Solving Ability Test	38
3.6.3 Validity of Student's Mathematical Problem	
Solving Ability Test	38
3.7 Data Analysis Technique	39
3.7.1 Data Analysis of Students' Activity and Teacher's	
Activity	39
3.7.2 Analysis of Mathematical Problem Solving Ability	40
3.7.3 Increasing Criteria of Mathematical Problem Solving	41
Ability	10
3.8. Effectiveness of NHT	42
3.9 Deduce	43
3.10 Indicator of Success	44
CHAPTER IV RESULTS AND DISCUSSION	7
4.1 Description of Research in Initial Test	45
4.1.1 Description of Research in Initial Test 4.1.1.1 Analysis of Results Initial Mathematical	45
4.1.2 Description of Research in Cycle 1	47
4.1.2.1 Problems 1	47
4.1.2.1 Problems 1 4.1.2.2 Action Planning 1	48
T.1.4.4 ACHOILLIAIHIIII I	70

4.1.2.3 Implementation of Action I	48
4.1.2.4 Observations Action 1	50
4.1.2.5 Analysis of PSA Test I Data	52
4.1.2.6 Reflection I	54
4.1.3 Description of Research in Cycle II	57
4.1.3.1 Problems II	57
4.1.3.2 Action Planning II	58
4.1.3.3 Implementation of the Action II	59
4.1.3.4 Observations II	61
4.1.3.5 Analysis of PSA Test II Data	63
4.1.3.6 Reflection II	64
4.2 Effectiveness of NHT in Cycle I	68
4.2.1 Level of Student Mastery in Cycle I	68
4.2.2 Completeness of Student Learning in Cycle I	68
4.3 Effectiveness of Numbered Heads Together (NHT) in Cycle II	69
4.3.1Level of student Mastery in Cycle II 69	
4.3.2 Completeness of Student Learning in Cycle II	69
4.4 Research Finding	70
4.5 Result Discussion	70
CHAPTER V CONCLUSIONS AND SUGGESTION	
5.1 Conclusion	73
5.2 Suggestions	74
REFERENCES	75

