

ABSTRAK

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Kata Kunci: Kooperatif tipe TGT, Pemahaman dan Komunikasi Matematika

Tujuan dari penelitian ini untuk mengetahui: (1) Peningkatan kemampuan pemecahan masalah siswa dengan penerapan strategi kooperatif TGT; (2) Peningkatan pemahaman matematik siswa kelas dengan penerapan strategi kooperatif TGT; (3) Kadar aktivitas aktif siswa selama penerapan strategi kooperatif TGT; (4) Tingkat kemampuan guru dalam mengelola penerapan strategi kooperatif TGT; dan (5) Proses jawaban siswa dalam menyelesaikan tes kemampuan pemecahan masalah dan pemahaman matematika siswa.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Subjek dari penelitian ini adalah siswa yang terdaftar pada Tahun Pelajaran 2011/2012, dan objeknya adalah penerapan strategi kooperatif TGT. Instrumen yang digunakan terdiri dari: (1) tes kemampuan pemahaman, (2) tes kemampuan pemecahan masalah, (3) tes diagnostik dan (3) lembar observasi. Instrumen tersebut dinyatakan telah memenuhi syarat validitas isi, serta koefisien reliabilitas sebesar 0.878 dan 0.968 berturut-turut untuk kemampuan pemahaman dan pemecahan masalah matematika siswa.

Penelitian terdiri 2 siklus dan tes diberikan pada setiap akhir siklus. Hasil tindakan siklus I dan siklus II: 1) hasil tes pemahaman matematika siklus I nilai rata-rata 66.1 dan secara klasikal kategori baik. Siklus II nilai rata-rata adalah 82,14 dan secara klasikal kategori; 2) hasil tes pemecahan masalah siklus I nilai rata-rata adalah 65.6 secara klasikal siswa kategori baik. Siklus II nilai rata-rata adalah 80.71 secara klasikal kategori baik; 3) hasil observasi aktivitas siswa siklus I terdapat 5 dari 9 kategori aktivitas aktif siswa memenuhi batas toleransi waktu, siklus II semua kategori pengamatan telah berada apada batas toleransi waktu; 4) hasil observasi kemampuan guru mengelola pembelajaran siklus I rata-rata 3.60 dengan kategori cukup baik, siklus II berkategori baik dengan nilai rata-rata 4,42.

Kesimpulan penelitian ini adalah bahwa dengan penerapan strategi kooperatif tipe TGT dapat meningkatkan kemampuan pemahaman matematika siswa dan dapat meningkatkan kemampuan pemecahan masalah. Peneliti menyarankan bahwa strategi kooperatif tipe TGT menjadi alternatif di kelas yang dapat meningkatkan pemahaman dan pemecahan masalah matematika siswa serta aktivitas belajar siswa, dan perangkat pembelajaran, intrumen penelitian ini dapat dijadikan referensi bagi guru.

ABSTRACT

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Keywords: Cooperative type TGT, Comprehension and Communication Mathematics

Problems in this study stems from the phenomenon of low ability students in the resolution of issues that are the application of a concept, then understanding the criteria under Complete Minimal (KKM). Suspected cause of the problem because the nature of learning Mathematics teacher centered. The purpose of this study to determine: (1) increase the ability of solving problem 4 grade students of SMA State Medan after the implementation of cooperative strategies TGT; (2) Improved understanding of mathematics 4th grade students of SMA State Medan after the implementation of cooperative strategies TGT; (3) Levels of active activity Medan District 4 high school students during the application of cooperative strategies TGT; (4) The level of teacher's ability to manage the implementation of cooperative strategies in SMA State 4 TGT field, and (5) complete the process of students' answers in the test problem solving skills and understanding of math students.

This research is Classroom Action Research (CAR). Subjects of this study were students of SMA State Medan Lessons Year 4 2011/2012, and its object is the application of cooperative strategies TGT. The device used in this study is the Book Guru (BG), Student Book (BS), and the Student Activity Sheet (LAS), which is entirely conceived and developed in accordance with the cooperative strategies TGT. The instrument used consisted of: (1) test the ability of understanding, (2) test the ability of solving the problem, (3) diagnostic tests and (3) the observation sheet. The instrument has been declared eligible content validity, and reliability coefficient of 0.878 and 0.968 respectively for understanding and problem solving abilities of students of mathematics.

The study comprised two cycles and the test given at the end of each cycle. Results of cycle I and cycle II: 1) understanding math test first cycle average value of 66.1 and classical categories. Second cycle the average value was 82.14 and in the classical category; 2) the results of the first cycle of problem solving test score average was 65.6 students in the classical categories. Second cycle the average value was 80.71 in the classical category either; 3) the observation of student activity cycle I found 5 of 9 categories of activities to meet students' active tolerance limits, cycle II all categories of observations has been tolerance of time; 4) the observation teacher's ability to manage the learning cycle I average 3.60 by category quite well, both with the second cycle category average value of 4.42.

In conclusion: 1) the application of TGT cooperative strategies can improve students' understanding of mathematics, 2) the application of cooperative strategies can TGT to greater problem-solving ability, and 3) the application of TGT cooperative strategy can enhance students' active activity; 4) the application of cooperative strategies TGT can improve the ability of teachers to manage learning. Researchers suggest: 1) TGT cooperative strategies in the classroom to be an alternative that can increase understanding and solving math problems students as well as students' learning activities, 2) learning tools, instruments of this study can be used as a reference for teachers; 3) researchers can further adapt the steps and fix the flaws in this study.