

ABSTRACT

Latif Irfan, ID 4163312015 (2016). Analysis of Metacognitive Approach by Giving Scaffolding on Student's Mathematical Reasoning Ability

The research is aimed to analyze students' mathematical reasoning ability taught using a metacognitive approach by giving scaffolding and the advantages of a metacognitive approach by giving scaffolding. This type of research is qualitative research using library research method. The data used in this research is secondary data. The results of research are the implementation of the metacognitive approach by giving scaffolding had a tendency enhancement to students' mathematical reasoning ability and there is a tendency effect of the metacognitive approach by giving scaffolding to mathematical reasoning ability. Some of the advantages of the metacognitive approach by giving scaffolding that have been analyzed include : a) The metacognitive approach by giving scaffolding invites students to solve mathematical problems through the process of planning, monitoring, evaluation and reflecting on what has been learned so that students can find out mistakes and difficulties in understanding mathematics subject. (b) The metacognitive approach by giving scaffolding can change students from passive to active students in the learning process. (c) The metacognitive approach by giving scaffolding gives students the opportunity to train their thinking processes in carrying out metacognitive activities, namely planning, monitoring and evaluation all cognitive processes that form the character of self-regulated.. Based on the research that has been done, mathematics teachers are suggested to use metacognitive approach as a learning model alternative in improving student's mathematical reasoning ability

Keywords: Metacognitive Approach, Scaffolding, Mathematical Reasoning Ability

