THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING MODEL TO IMPROVE MATHEMATICAL CONCEPTUALIZING SKILL ON GRADE XII SMAN 1 TEBING TINGGI

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ABSTRACT

This research was applied to know how the process and the effectiveness of Contextual Teaching and Learning model can improve students' mathematical conceptualizing ability of SMAN 1 Tebing Tinggi. As the type of research is about Classroom Action Research with research subject is students grade XII IPA 2 SMAN 1 Tebing Tinggi and object is improving student's mathematical conceptual understanding ability by implementing Contextual Teaching and Learning. The results of each test are in initial test, the average of class score is 1.87 (low category) with 19.35% of student who are able to understand mathematical concept. Cycle I, the average of class score is 2.44 (low category) with 38.71% of student who are able to understand mathematical concept. Cycle II, the average of class score is 3.08 (high category). By remaking concept of derivative based on limitation, changing group in learning community's step, and guiding students in modelling and reflection's step, the result of classroom action research can be concluded that implementation of Contextual Teaching and Learning can improve mathematical conceptualizing ability by getting CUA about 3.08, classical learning completeness about 87.10%, and gain normalization about 0.43 (medium interpretation).

Key Words: Contextual Teaching and Learning, Conceptual Understanding