

## ABSTRACT

**EVARANI JIHAN YOANDA.** *Efforts to Improve Mathematically Concept Comprehension Ability Through RME Indonesia Approach with ICI Model in Class VII-L SMP Negeri 6 Tangerang. Thesis.* Jakarta: Mathematics Education, Faculty of Mathematics and Sciences, State University of Jakarta, 2017.

Based on observations and the results of the mathematically concept comprehension ability pre-tests in class VII-L SMP Negeri 6 Tangerang, it shows that the students' mathematically concept comprehension ability is still low, so that ability is should be enhanced. In this case, RME Indonesia approach with Interactive Conceptual Instruction (ICI) model can be used as an alternative in the implementation of learning mathematics in the classroom. This study is aimed to improve students' mathematically concept comprehension ability through RME Indonesia approach with Interactive Conceptual Instruction (ICI) model in class VII SMP Negeri 6 Tangerang.

This study is a Class Action Research that be held in three cycles. Students are given a test at each end of the cycle, to measure the students' mathematically concept comprehension ability. The study is started from October to November 2016 in class VII-L SMP Negeri 6 Tangerang on 2016/2017 school year, with the number of 32 students.

The results showed that the learning of mathematics through RME Indonesia approach with Interactive Conceptual Instruction (ICI) model can improve students' mathematically concept comprehension. This is evidenced by the increase in the average score of the mathematically concept comprehension from sixth research subjects (SP). Average of the preliminary study was 48, on the first cycle is increased to 59, on the second cycle is increased to 64, and on the third cycle is increased to 85. In addition, the average score of the mathematically concept comprehension test for all students in class VII-L SMP Negeri 6 Tangerang is also increased. The average on the preliminary study was 43, the first cycle is increased to 56 (up to 30%), then on the second cycle is increased to 62 (up to 11%), and the third cycle is increased to 79 (up to 27%). While the number of students who score a mathematical concept understanding reached or exceeded KKM also increased. There is one student (3.10%) who received a score exceeding the KKM in the preliminary study, then in the first cycle increased to 3 students (9.38%), then on the second cycle increased to 7 students (21.88%), and on the third cycle increased to 24 students (75%). In the third cycle made many improvements both on the student activity sheet, the portion of the material or materials, nor the timing of the end of the cycle conducive test.

**Keywords:** *Mathematically concept comprehension, RME Indonesia approach, ICI model.*