ABSTRACT

EMERALDA HARDIYANI. Upaya Meningkatkan Kemampuan Komunikasi Matematis Melalui Model Pembelajaran *Jigsaw II* dalam Materi Sistem Persamaan Linear Dua Variabel di SMP Negeri 49 Jakarta.
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This study aims to develop student's mathematical communication capability through the implementation of Jigsaw II on the linear equation of two variables system material. Researcher used mathematical communication capability indicators, i.e.: (1) the ability to express ideas in writing, then demonstrate and illustrate visually, (2) the ability to use terms, notations, and structures to present the idea and illustrate the relation with situation model, and (3) the ability to understand, interpret, and evaluate the mathematics idea, either in writing or in other visual.

This study is class action research that is reflective. The steps of research, i.e. planning, implementation, observation, and reflection. Actions carried oud during three cycles consisting of two meeting. Data were analyzed quantitatively and qualitatively. Data were analyzed quantitatively are capability pretest and final test cycle, while data wwere analyzed qualitatively are interview result, observation sheet, field notes, and documentation.

Result of research shows that implementation of Jigsaw II in mathematics learning can develop student's mathematical communication capability. Student's score were in the range $0{,}00 \leq \bar{x} \leq 4{,}00$. Improvement of mathematical communication capabilities that received by SP 1 reached 3,33 at first cycle, 3,33 at second cycle, and 4,00 at last cycle. Improvement of mathematical communication capabilities that received by SP 2 reached 3,33 at first cycle, 3,33 at second cycle, and 3,67 at last cycle. Improvement of mathematical communication capabilities that received by SP 3 reached 3,33 at first cycle, 3,67 at second cycle, and 4,00 at last cycle. Improvement of mathematical communication capabilities that received by SP 4 reached 2,67 at first cycle, 3,33 at second cycle, and 3,67 at last cycle. Improvement of mathematical communication capabilities that received by SP 5 reached 2,33 at first cycle, 3,33 at second cycle, and 3,33 at last cycle. Improvement of mathematical communication capabilities that received by SP 6 reached 3,00 at first cycle, 3,00 at second cycle, and 3,33 at last cycle. Average value of mathematical communication capability at first cycle reached 2,52 and 55,56% of students reached good category. Average value of mathematical communication capability at second cycle reached 2,85 and 66,67% of students reached good category. Average value of mathematical communication capability at last cycle reached 3,13 and 77,78% of students reached good category.

Keywords: *Mathematical Communication Capability, Jigsaw II, Linear Equations of Two Variables System.*