

ABSTRACT

BADIAH,3115133753. Influence of Learning Model Eliciting Activities (Meas) Combined Peer Tutor Against Student Mathematical Communication Skills at SMPN 11 Depok. Thesis. Jakarta. Mathematics Education Program. Faculty of Math and Science. State University of Jakarta. 2017.

The lack of mathematical communication ability in Junior High School (SMP) is due to the fact that the teacher still tends to be active, conveying the material to the students with the conventional approach, so that the students' activity of communicating the mathematical idea is still very less. The purpose of this research is to know the influence of learning Model eliciting activities combined with peer tutor on students' mathematical communication ability at SMPN 11 Depok. This research was conducted in class VII on Triangle and Triangle subjects. This research uses quasi experiment with pretest design post-test control group design. Based on the results of this study average pretest value of mathematical communication ability in experimental class 34.59, and average pretest value of mathematical communication control class that is 36.21. This shows that the average value of pretest mathematical control class communication ability is slightly higher than experimental class but not significantly different. The calculation of the average post-test result of students' mathematical communication ability in the experimental class is 66,41 while the average post-test result of communication ability in the control class is only 52.00. The result of paired t-test of pretest and posttest result of both classes showed that there was improvement of students' mathematical communication ability in both classes.

To know the effect of learning of MEAs combined peer tutor to student mathematical communication hence t-test of unpaired to gain value normalized experiment class and control class. The unpaired t-test result states that the improvement of mathematical communication ability of the experiment class students is higher than the control class significantly which indirectly shows that there is influence of learning model eliciting activities (MEAs) combined peer tutor on students' mathematical communication ability.

Keywords: *Model Eliciting Activities (MEAs), Peer Tutor, Mathematical Communication*