

ABSTRACT

LUQY NAILUR ROHMAH, The Implementation of Cooperative Learning Model *Two Stay Two Stray* (TSTS) to Improve Students' Mathematical Problem Solving Ability in the Subject of Geometry for Class X MIA A SMA Negeri 105 Jakarta. SKRIPSI. Mathematics Education, Faculty of Mathematics and Natural Sciences, State University of Jakarta, 2016.

Based on observations and test results of the preliminary test of mathematical problem solving ability of students in class X MIA A SMAN 105 Jakarta showed that the students ability of solving mathematical problem is low, at 41.47, on the maximum value of 100, therefore the necessary efforts to improve students' mathematical problem solving ability. One of effort to overcome the existing learning problem is to apply cooperative learning model *Two Stay Two Stray* (TSTS). Cooperative model TSTS is a model of group learning in which two students from each group visit to another group, this activity can improve students' skills in problem solving. This research aims to improve students' mathematical problem solving ability in the subject of geometry for class X MIA A SMAN 105 Jakarta through learning cooperative model TSTS.

This research is a classroom action research implemented in three cycles and each cycle consists of four phases: planning, implementation, analysis, and reflection. Each cycle using cooperative learning model TSTS. Students are also given the final test at each cycle to measure the ability of solving mathematical problems. The research lasted from April to May 2016 in Class X MIA A SMAN 105 Jakarta in the academic year 2015/2016 with number of students are 36 people.

The results showed that the learning of mathematics using cooperative model TSTS can improve students' problem solving abilities. This is indicated by an increase of average test score at the end of each cycle. The average score of mathematical problem solving ability in Class X MIA A in the first cycle is 50.22, the second cycle increased to 68.42, and the third cycle increased to 79.32. Then the number of students who the score of mathematical problem solving ability exceeds 75 also increased. In the first cycle of students as much as 8.33%, in the second cycle increased to 41.67% of the students, and the third cycle increased to 80.56% of the students.

Key Words: Mathematical Problem Solving Ability, Cooperative Learning Model Two Stay Two Stray (TSTS)