ABSTRACT

NASTITI ADZIMAH. Efforts to Improve The Understanding Mathematical Concepts using Contextual Teaching and Learning (CTL) Approach in Class VIII-C SMPN 49 Jakarta. **Skripsi**. Jakarta: Mathematics Education, Faculty of Mathematics and Natural Sciences, State University of Jakarta, 2017.

Based on observations and the result of preliminary test, can be said that the ability of understanding mathematical concepts of students is still relatively low, so that these capabilities need to be improved. Implementation *Contextual Teaching and Learning* (CTL) approach can be used as an alternative in the implementation of learning in the classroom. The purpose of this study was to improve understanding of mathematical concepts of class VIII-C SMP Negeri Jakarta through the application of CTL approaches.

This research is classroom action research which carried out in three cycles, each cycle consisting of four stages: planning, implementation, observation, and reflection. Every cycle learning by applying CTL approaches. Students are given a final test cycle to measure the ability of understanding mathematical concepts. The study took place from April to May 2016 at VIII-C SMP Negeri 49 Jakarta on academic year 2015/2016 with the number of students in the class were 36 students.

The results showed that the application of CTL approach can improve students' understanding of mathematical concepts. It is shown by an increase in the average value of test the ability of understanding of mathematical concepts which given each end of the cycle. The average value of the ability of understanding of mathematical concepts class VIII-C in the preliminary test was 51.28, in the first cycle increased to 69.11, on the second cycle increased to 79.07, and the third cycle increased to 86.14. The number of students which reached or exceed the value of minimum completeness criteria at the end of the test cycle has also increased. In preliminary test, there are 3 students (8.33%), in the first cycle increased to 7 students (19.44%), on the second cycle increased to 21 students (58.33%), and the third cycle increased to 31 students (86.11)%.

Keywords : Understanding Mathematical Concepts, CTL Approach