

ABSTRACT

This report aims to review and described a difference in the capacity mathematical think critically students learn to use learning model guided discovery, cooperative type STAD, and conventionally and to know whether the ability to think critically mathematically students learn to use learning model guided discovery higher than students learn to use learning model cooperative type STAD (Student Team Achievement Division) and conventionally.

Research method is used a method of quasi experiment. The sample collection technique used technique cluster of random sampling. Research instruments is used the test the ability of think critically on basic mathematical subjects of linear programs and pattern each numbers as much as 4 about meeting the discussion with different. Before that, such instruments has been through a test of the validity of the contents, construck, and empirical. Reliability calculation done with using formulas alpha cronbach and obtained a coefficient 0,754 reliability amounting to 4 about the trial program of basic subjects of linear and 0,719 to 4 about the trial of a pattern of basic subjects of numbers. So, both about the instruments it's reliable and including classification high.

Based on the calculation of data research, each distribute normal and having variance homogeneous. This obtained of the trial normality by using test lilliefors and the homogeneity by using test bartlett. Hence, the testing of hypotheses was conducted using the analysis variance (ANAVA) these were then followed by test scheffe. Based on the calculation, obtained conclusion that the ability of critical mathematical thinking students who learn to use learning model guided discovery higher than students who learn to use learning model cooperative type STAD and conventionally.

Keywords: *The Ability Of Critical Mathematical Thinking, Guided Discovery, Cooperative Type STAD, Conventionally.*