## *ABSTRACT*

**RAHAJENG PUTRI HAWA.** *Application of Cooperative Integrated Reading and Composition (CIRC) Learning Model to Improve Student Mathematical Communication Ability in Completing Story Problem in Class VIII-C SMP Negeri 77 Jakarta. Thesis. Jakarta: Mathematics Education Program, Faculty of Math and Science, State University of Jakarta, 2017*

*The background of this research is the lack of mathematical communication ability possessed by students of class VIII-C SMP Negeri 77 Jakarta. This is because the application of learning model is not appropriate so that students can't develop the ability of mathematical communication owned. Therefore, one of the efforts to improve student's mathematical communication ability is by applying Cooperative Integrated Reading ad Composition (CIRC) learning model.*

*In this research, the researcher uses three aspects of mathematical communication ability that is student's ability in expressing mathematical ideas through writing and visual depiction, student's ability to comprehed, interpret, and evaluate mathematical ideas in writing, and ability of student's in using terms, mathematical symbols, and structures to modeling situations or problems of mathematics.*

*This research uses qualitative approach with type classroom action research. This research is conducted in three cycles, which for each cycle consists of four stages of planning, implementation, observation, and reflection. This research was conducted in class VIII-C in the even semester of academic year 2017/2018 at SMP Negeri 77 Jakarta with 36 students. From the total of all students of class VIII-C selected 6 people as the subject of research determined based on the results of the initial test of mathematical communication skills and the results of discussion with teachers.*

*Based on the research that has been done, student's mathematical communication sklilss have increased. This can be seen from the average of final value obtained at the initial test activity is 26.39, the in the first cycle increased to 54.7. the second cycle increased to 77.79 and in the third cycle increased to 85.47. the percentage of students who exceeded and reached the standard indicator of the success of mathematical communication ability on the initial test of 3.125, the in the first cycle increased to 41.94%, the second cycle increased to 77.41%, and in the third cycle increased to 86.11%. Based on the result of this research it can be concluded that the implementation of Cooperative Integrated Reading and Composition learning model in the class VIII-C SMP Negeri 77 Jakarta can improve student's mathematical communication skills in solving the story problem.*



***Keywords:*** *Mathematical Communication Ability, Story Problem and Cooperative Integrated Reading and Composition Learning Model.*