ABSTRACT

RISA AGISTRIANI MUCHIDIN. Efforts to Improve Mathematical Representation Ability through the Implementation of Model Electing Activities Approach Subject Tangent of Circles in Class VIII-5 SMP Negeri 47 Jakarta. **Skripsi**. Jakarta: Mathematics Education, Faculty of Mathematics and Natural Sciences, State University of Jakarta, 2016.

Based on observations and the results of preliminary tests conducted mathematical representation abilities in class VIII-5 SMP Negeri 47 Jakarta, showed the ability of mathematical representation at the low category, so the ability should be enhanced. Implementation of Model Electing Activities (MEAs) can be used as an alternative learning in the classroom. Learning with MEAs approach consists of three stages: the presentation of the material, group discussions, and presentations. There are six principles that applied in teaching with MEAs, namely: the reality principle, model construction, self-assessment, construction documentation, effective prototype, and construction share-ability and reusability. The sixth principle if applied in teaching mathematics can improve the ability of mathematical representation. This research aims to improve students' mathematical representation abilities through the implementation of MEAs approach in class VIII-5 SMP Negeri 47 Jakarta.

This classroom action research held in three cycles, each cycle consisting of four stages: planning, implementation, observation, and reflection. Each cycle held learning by applying MEAs approach. Students are given a final test cycle to measure students' mathematical representation abilities. The research held from February to March 2016 in VIII-5 SMP Negeri 47 Jakarta, with 36 students.

The results showed learning mathematics through the implementation of MEAs approach can improve students' mathematical representation abilities. It is shown by an increase in the average score of mathematical representation ability test. The average score of the final test of students in class VIII-5 on pre cycle is 52.78, first cycle increased to 64.67 (up 11.89%), second cycle increased to 73.18 (up 8.51 %) and third cycle increased to 78.67 (up 5.49%). The number of students who score of mathematical representation ability reaching out or exceeding the KKM also increased. Pre cycle there are seven students (19.44%), first cycle increased to 20 students (55.36%), second cycle increased to 23 students (63.89), and third cycle increased to 29 students (80.56%).

Keywords: Mathematical Representation, MEAs Approach.