ABSTRACT

Friska Ambarwati. <u>The Attempt of Improving Mathematical Critical Thinking Ability with MURDER Type of Cooperative Learning Model on Curved-face Three-dimensional Objects Material in the 9th Graders of St. Francis II Junior High School of Jakarta.</u> Thesis. Jakarta: Mathematics Education, Mathematics and Science Faculty, State University of Jakarta, 2017.

This study was a Classroom Action Research. The aim of the research is to improve mathematical critical thinking skills of students through the application of the MURDER type of cooperative learning model on curved-face three-dimensional objects material in the 9th graders of St. Francis II Junior High School of Jakarta. The MURDER type of cooperative learning model is consisted of six steps. The steps are mood, understand, recall, detect, elaborate, and review.

This study consisted of three cycles, each of which consisted of two submaterials. The subjects of research are 25 students from the 9th graders (IX-A class) of St. Francis II Junior High School of Jakarta in the school year of 2016/2017. Data were collected using written test, documentation, interview, and observation. Data validation was conducted using method triangulation technique. Data analysis was carried out using descriptive qualitative.

The result of research showed that the application of MURDER type of cooperative learning model could improve mathematical critical thinking ability of students on curved-face three-dimensional objects material. The students' average mathematical critical thinking ability on the pre-research test is 34. The students' average mathematical critical thinking ability on the cycle I test increased to 46,8. The students' average mathematical critical thinking ability on the cycle II test increased again to 63,8. The students' average mathematical critical thinking ability on the cycle III test still increased again to 78,6, so it can be said that it had met the target of this research.

Keywords: MURDER type of cooperative learning model, mathematical critical thinking ability