KOMPARASI MODEL PEMBELAJARAN GENERATIF DAN MODEL PEMBELAJARAN *CONTEXTUAL TEACHING AND LEARNING* (CTL) DITINJAU DARI KEMAMPUAN KOMUNIKASI MATEMATIS SISWA

ABSTRAK

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Penelitian ini bertujuan untuk: 1) Mendeskripsikan keefektifan model pembelajaran generatif ditinjau dari kemampuan komunikasi matematis siswa; 2) Mendeskripsikan keefektifan model pembelajran *Contextual Teaching and Learning* (CTL) ditinjau dari kemampuan komunikasi matematis siswa; 3) Mendeskripsikan manakan yang lebih efektif antara model pembelajaran *Contextual Teaching and Learning* (CTL) dan model pemebelajaran generatif ditinjau dari kemampuan komunikasi matematis siswa. Penelitian ini dilaksanakan pada siswa kelas VII di SMP Negeri 1 Seyegan. Penelitian adalah penelitian kuasi eksperimen. Sample penelitian pada kelas eksperimen 1 berjumlah 32 siswa yang diberi perlakuan dengan model pembelajaran *Contextual Teaching and Learning* (CTL) serta pada kelas eksperimen 2 berjumlah 32 siswa yang diberi perlakuan dengan model pembelajaran generatif. Menggunakan uji F untuk mengetahui keefektifan dan manakah yang lebih efektif/unggul dari model pembelajaran *Contextual Teaching and learning* (CTL) dan model pembelajaran generatif ditinjau dari kemampuan komunikasi matematis siswa. Menggunakan *One Sample T-Test* dan *Independent Sample T-Test* untuk mengetahui keefektifan dan manakah yang lebih efektif/unggul dari kedua model pembelajaran tersebut jika H0 uji F ditolak. Masing-masing kelas diberikan tes berupa *pretest* dan *posttest* kemampuan komunikasi matematis siswa.

Hasil penelitian sebagai berikut: 1) Model pembelajaran generatif efektif terhadap kemampuan komunikasi matematis siswa; 2) Model pembelajaran *Contextual Teaching and Learning* (CTL) efektif terhadap kemampuan komunikasi matematis siswa; 3) Model pembelajaran *Contextual Teaching and Learning* (CTL) lebih efektif/unggul dari pada model pembelajaran generatif ditinjau dari kemampuan komunikasi matematis siswa. Rata-rata hasil *posttest* kemampuan komunikasi matematis siswa pada kelas eksperimen 1 adalah 72,4 dan kelas eksperimen 2 adalah 66,8. Untuk melihat perbedaan peningkatan, maka dilakukan uji F pada hasil *posttest* kelas eksperimen 1 dan kelas eksperimen 2. Taraf signifikansi pada hasil *posttest* kemampuan komunikasi matematis siswa adalah 0,000 yang berarti terjadi perbedaan yang siginifikan antara hasil postest kelas eksperimen 1 dan kelas eksperimen 2.

Kata kunci: *Model pembelajaran generatif, model pembelajaran Contextual Teaching and Learning (CTL), komunikasi matematis siswa.*

COMPARISON OF GENERATIVE LEARNING MODEL AND LEARNING MODEL OF CONTEXTUAL TEACHING AND LEARNING MODEL (CTL) IN TERMS OF STUDENT MATHEMATICAL COMMUNICATION SKILLS

ABSTRACT

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This study aims to determine: 1) Describe the effectiveness of generative learning models in terms of students' mathematical communication skills; 2) To describe the effectiveness of Contextual Teaching and Learning (CTL) learning belt in terms of students' mathematical communication ability; 3) Describe the more effective use of Contextual Teaching and Learning (CTL) learning model and generative learning model in terms of students' mathematical communication ability. This research was conducted on the seventh grade students at SMP Negeri 1 Seyegan. The study was a quasi-experimental study. The sample of research in experiment class 1 was 32 students treated with Contextual Teaching and Learning (CTL) model and 2 experimental class were 32 students treated with generative learning model. Using F-Test to know the effectiveness and which are more effective/prime of Contextual Teaching and Learning (CTL) learning model and generative learning model in terms of students' mathematical communication ability. Using the One Sample T-Test and Independent Sample T-Test to know the effectifness and find out which is more effective/prime than the two learning models, if H0 F-Test was not used. Each class is given a test of pretest and posttest students' mathematical communication abilities.

The results of the study as follows: 1) Effective generative learning model of students' mathematical communication skills; 2) Contextual Teaching and Learning (CTL) learning model effective on students' mathematical communication ability; 3) Contextual Teaching and Learning (CTL) learning model is more effective / superior than generative learning model in terms of students' mathematical communication ability. The average posttest result of students' mathematical communication ability in experiment class 1 is 72,4 and experiment 2 class is 66,8. To see the difference in the increase, the F-Test was conducted on the experimental class posttest 1 and experiment class 2. The significance level on the posttest result of students' mathematical communication ability was 0.000 which means significant difference between posttest result of experiment class 1 and experiment class 2.

Keywords: Generative learning model, Contextual Teaching and Learning (CTL) learning model, students' mathematical communication.