

## ABSTRAK

Sara Nita Siahaan (00000018538)

### **PENERAPAN METODE *THINK TALK WRITE* UNTUK MENINGKATKAN PEMAHAMAN KONSEP PADA PEMBELAJARAN MATEMATIKA TOPIK RELASI DAN FUNGSI KELAS VIII B SMP KRISTEN INDONESIA DI MAGELANG**

(xi + 63 halaman: 3 gambar; 11 tabel; 26 lampiran)

Salah satu tujuan utama dalam pembelajaran matematika adalah pemahaman konsep terhadap materi pelajaran. Pemahaman konsep menolong siswa untuk melangkah ke tahap selanjutnya untuk menguasai materi pelajaran. Pemahaman konsep dapat dicapai dengan usaha membangun pemikiran dari suatu hubungan atau ide-ide dasar dari suatu topik materi yang dipelajari. Namun hal yang ditemui pada siswa kelas VIII B di SMP KI Magelang sangat bergantung pada peneliti dan belum ada usaha untuk memahami materi pelajaran secara mandiri. Sehingga hal ini membuat siswa kurang dalam memahami konsep.

Metode yang digunakan pada penelitian ini adalah metode Penelitian Tindakan Kelas (PTK) berdasarkan tahapan model Pelton. Penelitian ini dilakukan selama tiga kali penerapan tindakan dengan jumlah subjek penelitian adalah 10 orang. Penelitian dilaksanakan pada tanggal 24 Agustus 2018 sampai dengan 4 Oktober 2018 dengan instrumen penelitian menggunakan lembar observasi terhadap tindakan, lembar tes, lembar umpan balik, dan jurnal refleksi.

Hasil penelitian menunjukkan bahwa langkah-langkah pada metode *Think Talk Write* dapat meningkatkan pemahaman konsep siswa pada topik relasi dan fungsi. Hasilnya dapat dilihat dari hasil tes siswa yang mengalami peningkatan pada setiap indikator. Adapun pada masing-masing indikator mencapai keberhasilan sebesar 60%, 80%, dan 100%.

Kata Kunci : Metode *Think Talk Write*, Pemahaman Konsep

Referensi: 41 (1988-2019).

## ABSTRACT

Sara Nita Siahaan (00000018538)

### **THE IMPLEMENTATION OF *THINK TALK WRITE* METHOD TO IMPROVE THE CONCEPT UNDERSTANDING OF STUDENTS GRADE VIII B IN A INDONESIAN CHRISTIAN JUNIOR HIGH SCHOOL IN MAGELANG ABOUT MATHEMATICAL RELATIONS AND FUNCTIONS**

(xi + 63 pages : 3 pictures; 11 tables; 26 attachments)

One of the main goals in learning mathematics is the understanding of the concept of the lesson. Concept understanding is the relationship of the basic ideas to understanding a subject topic. Therefore, some effort are needed to build the understanding of a subject topic. However, the things encountered during the classroom observation were; the students still found it difficult to think independently, so that they also found it difficult to understand the concepts of a subject topic. This is also supported by students' low Daily Deuteronomy scores. This research is aimed to know the increase of concepts understanding and ways of *Think Talk Write* methods in improving concept understanding.

The research method used was Pelton's stages of Classroom Action Research (CAR). This research was conducted three times action application on August 24 until October 4, 2018. The subject was 10 people and the instruments used were observation sheets on actions, sheets, tests, feedback sheets, and reflection journals.

The result of the study indicates that the steps in the *Think Talk Write* method could improve students' concept understanding on mathematical relations and functions. It can be seen from the test results of the students that increased in each indicator. The indicator "restating the learned concept" has increased from 30% to 60%. The indicator "classifying objects based on whether the concept is met or not" has increased from 30% to 80%. The indicator "applying the concept algorithmically" has increased from 90% to 100%.

**Key words :** *Think Talk Write* Method, Concept Understanding

**Reference:** 41 (1988-2019).