

## ABSTRAK

Azimatul Afifah. 2018. Keefektifan Model Pembelajaran *Explicit Intruction* berbantuan media *Roll Math* terhadap Sikap Percaya Diri dan kemampuan Komunikasi Matematis Siswa materi Pecahan Kelas V SDN Kalisari 03. Program Studi Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung. Pembimbing I : Rida fironika KD, S. Pd., M. Pd., Pembimbing II : Nuhyal Ulia, S. Pd., M. Pd.

Sikap Percaya diri dan kemampuan komunikasi matematis siswa secara umum masih tergolong rendah, untuk mengembangkan sikap percaya diri dan kemampuan komunikasi matematis siswa, diperlukan sebuah kreatifitas guru dalam merancang, mengembangkan maupun menggunakan sebuah model, stategi, metode, pendekatan dan teknik-teknik pembelajaran yang dapat meningkatkan sikap percaya diri dan kemampuan komunikasi matematis siswa, yaitu dengan model pembelajaran *Explicit Intruction* berbantuan media *Roll Math*. Penelitian ini bertujuan untuk mengetahui keefektifan model pembelajaran *Explicit intruction* berbantuan media *Roll Math* terhadap sikap percaya diri dan kemampuan komunikasi matematis siswa . Hasil analisis data akhir dapat disimpulkan bahwa: (1) rata-rata sikap percaya diri siswa yang menggunakan model pembelajaran *Explicit Intruction* berbantuan media *Roll Math* lebih baik daripada sikap percaya diri siswa yang menggunakan model pembelajaran ceramah, dibuktikan dengan perhitungan uji-t didapatkan bahwa  $-t \text{ tabel} = -2,0003 \leq t \text{ hitung} = 12,185 \geq t \text{ tabel} = 2,000$ , maka  $H_0$  ditolak dan  $H_a$  diterima; (2) Kemampuan komunikasi matematis siswa yang menggunakan model pembelajaran *Explicit Intruction* berbantuan media *Roll Math* lebih baik daripada kemampuan komunikasi matematis siswa yang menggunakan model ceramah, dibuktikan dengan juga dibuktikan dengan uji t yang menunjukkan  $-t \text{ tabel} = -2,0003 \leq t \text{ hitung} = 2,7002 \geq t \text{ tabel} = 2,0003$ , maka  $H_0$  ditolak dan  $H_a$  diterima. Berdasarkan analisis data akhir penelitian dapat disimpulkan bahwa model pembelajaran *Explicit Intruction* berbantuan media *Roll Math* lebih baik daripada model ceramah.

**Kata Kunci** : Keefektifan, Model *Explicit Intruction*, media *Roll Math*, Sikap Percaya Diri, Kemampuan Komunikasi Matematis.

## ABSTRACT

Azimatul Afifah. 2018. Effectiveness of *Explicit Instruction* Learning Model by *Roll Math* Media on Self-Confidence and Mathematical Communication Skills of Students in Fraction Material at Fifth Grades of SDN Kalisari 03. Elementary School Teacher Program. Teacher Training and Education Science Faculty. Sultan Agung Islamic University. 1st Advisor : Rida Fironika KD, S. Pd., M. Pd., 2nd Advisor : Nuhyal Ulia, S. Pd., M. Pd.

Self-confidence and mathematical communication skills of students in general is still relatively low, to develop self-confidence and mathematical communication skills of students, it needs a teachers' creativity in designing, developing or using a model, strategy, method, approach and learning techniques can improve self-confidence and student's mathematical communication skills, that is with *Explicit Instruction* learning model by *Roll Math* Media. This study aims to determine the effectiveness of *Explicit Instruction* learning model by *Roll Math* media on self-confidence and mathematical communication skills of students. The result of final data analysis can be concluded that: (1) the average of confident attitude of students using *Explicit Instruction* learning model with *Roll Math* media aid is better than the students' self-confidence using the lecture learning model, proved by t-test calculation found that  $-t_{table} = -2,0003 \leq t_{arithmetic} = 12,185 \geq t_{table} = 2,000$ , then  $H_0$  is rejected and  $H_a$  accepted; (2) The ability of students' mathematical communication using *Explicit Instruction* learning model with *Roll Math* media aid is better than the mathematical communication ability of students using lecture model, proven by also proved by t test showing  $-t_{table} = -2,0003 \leq t_{arithmetic} = 2,7002 \geq t_{table} = 2,0003$ , then  $H_0$  is rejected and  $H_a$  accepted. Based on the final data analysis, it can be concluded that *Explicit Instruction* learning model with *Roll Math* media is better than lecture model.

**Keywords : Effectiveness, *Explicit Instruction* model, *Roll Math* media, Self-Confidence, Mathematical Communication Skill.**