# PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *THINKING ALOUD PAIR PROBLEM SOLVING* (TAPPS) BERBANTUAN MASALAH KONTEKSTUAL TERHADAP PRESTASI BELAJAR MATEMATIKA SISWA KELAS VIII SMP NEGERI 2 WOHA

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh prestasi belajar matematika siswa yang mengikuti pembelajaran dengan metode *Thinking Aloud Pair Problem Solving* (TAPPS) berbantuan masalah kontekstual lebih baik daripada prestasi belajar matematika siswa yang mengikuti pembelajaran dengan model pembelajaran konvensional. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 2 Woha semester I tahun ajaran 2020/2021. Siswa kelas VIII SMP Negeri 2 Woha dibagi menjadi 4 kelas sehingga yang menjadi populasi dalam penelitian ini adalah kelas VIII 1, VIII 2, VIII 3 dan VIII 4. Sampel penelitian ditentukan dengan teknik cluster random sampling. Sampel dalam penelitian ini adalah siswa kelas VIII 3 sebagai kelas eksperimen dan kelas VIII 4 sebagai kelas kontrol. Penelitian ini termasuk penelitian eksperimen semu dengan desain post-test only control group design. Data prestasi belajar matematika siswa dikumpulkan melalui tes uraian. Selanjutnya skor tes prestasi belajar matematika siswa dianalisis menggunakan uji t-test satu ekor pada taraf signifikan 5%. Hasil analisis menunjukkan bahwa $t_{hitung} = 2{,}25905$, sedangkan dengan taraf signifikan 5% diperoleh $t_{tabel} = 2{,}01290$, sehingga $H_0$ ditolak. Nilai statistik ini berarti bahwa prestasi belajar matematika siswa yang mengikuti pembelajaran dengan model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) berbantuan masalah kotekstual lebih baik daripada prestasi belajar matematika siswa yang dibelajarkan dengan model pembelajaran konvensional. Dapat disimpulkan bahwa penerapan pembelajaran dengan model pembelajaran *thinking aloud pair problem solving* berbantuan masalah kontekstual berpengaruh positif terhadap prestasi belajar matematika siswa.

Kata kunci : model TAPPS, masalah kontekstual, prestasi belajar matematika

# *ABSTRACT*

This study aims to determine the effect of students' mathematics learning achievement that is taught with the Thinking Aloud Pair Problem Solving (TAPPS) assisted by contextual problem is better than the mathematics learning achievement of students who are taught using conventional learning models. The population in this study were students of VIII grade of SMP Negeri 2 Woha in the first semester of the 2020/2021 school year. Students of VIII grade of SMP Negeri 2 Woha was divided into 4 classes so that the population in this study were class VIII 1, VIII 2, VIII 3 and VIII 4. The research sample was determined by cluster random sampling technique. The sample in this study were students of class VIII 3 as the experimental class dan class VIII 4 as the control class. This research was categorized as quasi-experimental research with a post-test only control group design. Data on students' mathematics learning achievement were colected through students' mathematics learning achievement tests. Furthermore, students' mathematics learning achievement test score were analyzed using a one tail t-test at a significant level of 5%. The analysis result shows that $t_{counted} = 2.25905$, while with a significant level of 5%, it is obtained that $t_{table} = 2.01290$, therefore $H_0$ is rejected. This statistical value means that the mathematics learning achievement of students who are taught with the Thinking Aloud Pair Problem Solving learning model assisted be cotextual problems is better that themathematics learning achievement of students who are taught using conventional learning models. It can be concluded that the application of learning with the thinking aloud pair problem solving learning model assisted by contextual problems has a positive effect on students' mathematics learning achievement.

Keywords : TAPPS model, contextual problems, achievement mathematic