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ANALYSIS OF MATHEMATICAL COMMUNICATION ABILITY AND SELF REGULATED LEARNING MATHEMATICS STUDENT'S OF CLASS IX SMP NEGERI 2 CILAMAYA KULON Fika Muji Fadhillah<sup>1</sup>, Erna Hernawati<sup>2</sup> 1,2 Mathematics Education Program Post Graduate IKIP Siliwangi, Cimahi fadhillah\_fika@yahoo.com 1, ernamath@yahoo.co.id<sup>2</sup> Received: XXXXX X, XXXX; Accepted: XXXXX X, XXXX Abstrak This study aims to determine mathematical communication ability and self-regulated learning mathematics of IX grade students of SMP Negeri 2 Cilamaya Kulon Karawang on circle material and circle tangents.

This research is a qualitative descriptive study, where the object of research is class IX students as many as 35 students. This research was conducted on November 20, 2018. The research technique was in the form of a test of 6 items test questions of mathematical and non-test communication ability in the form of a questionnaire with 40 items of self regulated learning mathematical statements and interviews.

The results of this study are mathematical communication ability of students classified as moderate with a reliability coefficient of 0.9793 (very high category), having a mean difficulty index of 0.539 (medium category), and a mean differentiation of 0.485 (good category). Student constraints when working on mathematical communication problems on circle material and tangent circle are students who are less able to analyze the core of the problem, students do not understand the form of non-routine questions (mathematical communication), students are confused in determining completion strategies, students cannot visualization, students do not know the terms in mathematics, as well as procedural errors in progress.

While for self regulated mathematics students have a good category. Keywords:

Mathematical Communication Ability, Self Regulated Learning Mathematics How to Cite: Fadhillah, Fika Muji & Hernawati, Erna. (2019). Analysis of Mathematical Communication Ability And Self Regulated Learning Mathematics Student's of Class IX SMP Negeri 2 Cilamaya Kulon. JIML, X (X), XX-XX.

\_ \_ INTRODUCTION Mathematical communication ability become one of the requirements that play an important role because it helps in the process of composing the mind, connecting ideas with one another so that they can fill in the things that are lacking in the entire network of ideas of students. Mathematical communication ability are very important to be considered and owned by students (Asnawati, 2016; Bernard, 2015; Chotimah, 2015; Elida, 2012; Fadhillah & Sumarna, 2017; Gardenia, 2016; Haji & Abdullah, 2016; Hendriana & Kadarisma, 2019; Nuriadin, 2015; Rahmi, Nadia, Hasibah, & Hidayat, 2017; Rosita, 2008; Umar, 2012; Yuliani, 2015).

This is because through mathematical communication students can organize and consolidate mathematical thinking both verbally and in writing, besides that the renegotiation of responses between students will occur in the learning process (Chotimah, 2015). Mathematical communication ability are the ability to communicate ideas that are created through mastery that students have through activities: (1) connecting real objects, images, and diagrams into mathematical ideas; (2) explain ideas, situations and mathematical relations verbally or in writing with real objects, images, graphics and algebra; (3) expressing daily events in language or mathematical symbols (Alamiah & Afriansyah, 2017; Asnawati, 2016; Elida, 2012).

In addition to the cognitive abilities students must possess, affective abilities are equally important. Self regulated learning often referred to as learning independence is also an important part of learning mathematics, because one of the behavioral aspects that can make a school successful is student learning independence (Budiyanto & Rohaeti, 2014; Darma, Firdaus, & Haryadi, 2016; Haerudin, 2013; Kurnia, Mulyani, Rohaeti, & Fitrianna, 2018; Purnamasari & Herman, 2016).

Students who are independent in learning means that students have attitudes and behaviors, feel something, reason and make decisions according to their own abilities. The success of students in learning mathematics is determined by the learning independence of each individual. Students who have high learning independence tend to learn better in their own supervision, are able to monitor, supervise, and manage their learning effectively, complete time in completing their tasks, and manage learning and time efficiently (Azka & Santoso, 2015; Purnamasari & Herman, 2016).

Student learning independence is something that affects the quality of student learning

achievement. Based on the results of the study that the mathematical communication ability of junior high school students in Karawang Regency are still low (Fadhillah & Sumarna, 2017).

This is because students in general are less able to understand something that cannot be seen in plain view (students) and students are not used to working on mathematical communication ability. This is in line with the teaching experience of writers in class VII, VIII, IX in SMP Negeri 2 Cilamaya Kulon, the researcher explained that the communication and self-regulated learning ability of junior high school students is still lacking, students rarely conduct group discussion activities.

In group discussion activities there are some students who have difficulty in conveying their thoughts, students rarely exchange opinions with other students, students are only able to solve similar questions with the example of the teacher, and when they get different types of questions students tend to give up immediately, want a teacher solve the problem.

To find out how much communication ability and self-regulated learning mathematics are mastered by junior high school students, we can obtain this by providing the ability test instrument, then the data obtained are analyzed and interpreted well. However, it should be noted that the test instrument provided must be valid first. Good research should use good instruments too. One of the things that needs to be considered related to the preparation of a good instrument is about its validity.

Therefore, instrument validation is one step in the activity that researchers must pay attention to before the instrument is used. By knowing more deeply about the validation of test instruments, it is expected that in research activities especially in the field of mathematics education, the instruments used are valid so that they can produce data that can truly be scientifically accountable.

**METHOD** The method in this study uses descriptive qualitative research methods, where research aims to describe in full about students' mathematical abilities. The population in this study were all IX grade students of SMP Negeri 2 Cilamaya Kulon Karawang. With the sample selected 1 class randomly selected class IX C. The instrument in this study is a set of questions about mathematical communication ability consisting of 6 description questions and a self regulated learning attitude scale questionnaire consisting of 40 questionnaires.

In order to have empirical validity the questions tested are then calculated for validity, reliability, differentiation and difficulty index. The collected data is then analyzed using

Microsoft Excel software and IBM SPSS Statistics 20. Software data analysis includes empirical validity of each set of test instruments using the Pearson correlation formula, reliability using the Cronbach's Alpha formula, distinguishing power, and the index of difficulty of each item. Then the data analysis results are interpreted based on the modified Guilford criteria.

Tabel 1. Junior High School Mathematics Communication Ability Test Instrument No  
\_Indicators of Mathematical Communication Ability \_Question \_Score \_1 \_Stating real objects or images into word problems and solve them \_Look at the picture below! / Prepare a story about the relevant from the image above and solve the problem! \_0 – 6  
\_2 \_Stating mathematical situation in the form of images and finish \_Pak Ram purchased three the pipe to replace a leaky water lines at his home, with the pipe joining two small and one large PVC pipe. The ratio of the smaller the pipe with the pipe large area is 1: 4 and the vast number of small PVC pipe is 77 cm<sup>2</sup>.

Draw a picture the pipe which has been arranged so that the rope used to tie a minimum, then compute the length of the rope used! \_0 – 6 \_3 \_Stating the events a day - day of the mathematical symbol or construct a mathematical model of an event and finish \_Pak Andi will make a circular park with a diameter of 28 m. In the middle - the middle of the park will be made an 14m diameter circular shape. Land around the pool will be planted with grass to the cost Rp.10.500,00 / m<sup>2</sup> and mounting labor costs amounting to 250,000.00 grass.

Make a mathematical model of the information above! Determine all the costs incurred by Mr Andi to plant the grass! If the surrounding park and the pool will be planted with flowers with flowers 2 meter spacing then how many flowers planted around the park and the pool? \_0 – 6 \_4 \_Stating the situation or mathematical ideas in the form of images and finish \_A rice mill has a wheel spokes each - each 34 cm and 19 cm. Singgug line grinding machine rice 1,12 m.

Draw the situation above all in the form of images! Then calculate the distance between the two wheels grinding the rice! \_0 – 6 \_5 \_Portray or represent any actual or image into the form of a mathematical word problems. \_Note the picture below. / Add information or the size of the image above, then craft a relevant word problems and solve these problems! \_0 – 6 \_6 \_Develop a mathematical model of an event a day - day and finish \_A factory making biscuits shaped solid circle with a diameter of 6 cm.

As a variation, the plant also wish to make cookies with the same thickness but pie-shaped circle with a central angle of 90°. Create a mathematical model to determine the circumference of biscuits produced by the plant is then complete! Specify finger -

the finger-shaped biscuit pie so that the same production materials with biscuits circular

0 – 6 \_ \_ RESULTS AND DISCUSSION Results Test Results of Mathematical Communication Ability Test Instruments In this study the techniques used to determine the validity or legitimacy of the instrument is the product moment correlation technique with rough numbers.

If  $r_{xy} > r_{tabel}$  at significance level of 5% means that the item (items) are valid, otherwise if  $r_{xy} < r_{tabel}$  then the item is not valid or have no requirements. After calculation, the obtained interpretation of the validity of each item. Table 2. Calculation and Interpretation Validity of Grain Problem No Problem

Problem	No	SX	SY	SX <sup>2</sup>	SY <sup>2</sup>	SXY	N	r <sub>xy</sub>	Interpretation		
1	71	376	241	5116	959	30	0.40292	Enough			
2	56	158	762	0.40942	Enough	3	72	228	978	0.50658	Enough
4	59	167	797	0.40121	Enough	5	62	188	854	0.49501	Enough
6	56	160	766	0.42871	Enough						

Furthermore, the significant test product moment correlation with the following formula:  $t_{hitung} = r \sqrt{n-2}$  (Sugiyono, 2012)

Information: r : coefficient validity of each item N : Number of participants test Validity testing is done by comparing the value of t count and t table from the distribution t with a level of confidence  $\alpha = 0.05$ . For the significance criteria of the r<sub>xy</sub> value test, if t count ( t table, the validity is significant.

From the test results obtained by the validity of each item presented in the following table: Table 3. Validity Every Grain Problem No Problem

Problem	t count	t table	Interpretation
1	7,4848905	2.0484	valid
2	5,141893	2.0484	valid
3	5,3264251	2.0484	valid
4	4,867049	2.0484	valid
5	4,7357189	2.0484	valid
6	3,2825071	2.0484	valid

From Table 3 it can be seen that out of the six questions that have been tested all matter has a valid interpretation, because the value of t count obtained from each question is greater than the value of t table. An instrument is said to be reliable if the instrument is believed to be used as a data collector.

About the reliability analysis using Cronbach Alpha formula. From the data processing, obtained the results as in the following table. Table 4. Reliability Every Grain Problem No Problem

Problem	?X	?Y	?X <sup>2</sup>	?Y <sup>2</sup>	n	Si <sup>2</sup>	?Si <sup>2</sup>	St	r <sub>11</sub>	Interpretasi
1	137	663	643	14159	6	-414,19	-1824,8	-9850,42	0,9777	Very High
2	53	211	42,861	141	681	-438,75	135	617	-403,42	
3	141	681	147	703	483,08	50	162	42,444		

From Table 4 it can be seen that all of the eight questions that have been tested very high reliability of interpretations. Reliability qualifications are modified from other researchers namely Hendriana & Sumarmo (2014).

To see any problem distinguishing it should be done distinguishing calculation. From

the data processing, obtained the following results: Table 5. Calculation and Interpretation differentiator Every Grain Power Problem No Problem \_JBA \_JBB \_JSA \_SMI \_D \_interpretation \_1 \_44 \_16 \_9 \_6 \_0,518519 \_Well \_2 \_32 \_0 \_9 \_6 \_0,592593 \_Well \_3 \_47 \_22 \_9 \_6 \_0,462963 \_Well \_4 \_45 \_19 \_9 \_6 \_0,481481 \_Well \_5 \_46 \_27 \_9 \_6 \_0,351852 \_Enough \_6 \_27 \_5 \_9 \_6 \_0,407407 \_Well \_ From Table 5 **it can be seen that** the eight questions that have been calculated power pembedanya there are only three questions that **have a good** interpretation, and the three questions that have sufficient interpretation.

To know about the hard, medium, or is it necessary **to do the calculation of each item** on the difficulty index. From the calculation of the data, showed the following results. Table 6. Calculation and Interpretation of Trouble Every Grain Problem Index No Problem \_JBA \_JBB \_JSA \_SMI \_IK \_interpretation \_1 \_44 \_16 \_9 \_6 \_0,555556 \_Medium \_2 \_32 \_0 \_9 \_6 \_0,296296 \_Difficult \_3 \_47 \_22 \_9 \_6 \_0,638889 \_Medium \_4 \_45 \_19 \_9 \_6 \_0,592593 \_Medium \_5 \_46 \_27 \_9 \_6 \_0,675926 \_Medium \_6 \_27 \_5 \_9 \_6 \_0,296296 \_Difficult \_ From Table 6 **it can be seen that out of the** six questions that have been calculated index of distress are all questions that included about being.

The **Results of The Self Regulated Learning Questionnaire** Trial The instrument **used to measure** mathematical **self-regulated learning is** a set of questions or written statements. The attitude scale **questionnaire consists of** 40 statements, 20 positive statements and 20 negative statements from 9 self regulated learning mathematical indicators of students.

Each statement has a weighted value that **has been determined** based on a Likert scale, namely a statement with 4 alternative answers with the highest score of 4 and the lowest 1. **The choice of response used in this study is** SA = Strongly Agree; A = Agree; D = Disagree; **SD = Strongly Disagree**. In this study the **techniques used to determine the validity or legitimacy of the instrument is** the product moment correlation technique with rough numbers.

Kriteria test with significance level of 5% is: If sig > 0,005 hence Ho accepted means **the item is** valid If sig ( 0,005 hence Ho rejected means **the item is** valid After calculation, the obtained interpretation of **the validity of** each item. Table 7. Calculation and Interpretation Validity of Grain Problem No Problem \_Sig. \_Information \_Interpretation \_1 \_0,001 \_Ho rejected \_valid \_2 \_0,000 \_Ho rejected \_valid \_3 \_0,003 \_Ho rejected \_valid \_4 \_0,002 \_Ho rejected \_valid \_5 \_0,003 \_Ho rejected \_valid \_6 \_0,001 \_Ho rejected \_valid \_7 \_0,001 \_Ho rejected \_valid \_8 \_0,004 \_Ho rejected \_valid \_9 \_0,003 \_Ho rejected \_valid \_10 \_0,000 \_Ho rejected \_valid \_11 \_0,000 \_Ho rejected \_valid \_12 \_0,000 \_Ho rejected \_valid \_13 \_0,000 \_Ho rejected \_valid \_14 \_0,000 \_Ho rejected

\_valid \_\_15\_0,000 \_Ho rejected \_valid \_\_16\_0,002 \_Ho rejected \_valid \_\_17\_0,000 \_Ho rejected \_valid \_\_18\_0,001 \_Ho rejected \_valid \_\_19\_0,000 \_Ho rejected \_valid \_\_20\_0,000 \_Ho rejected \_valid \_\_21\_0,001 \_Ho rejected \_valid \_\_22\_0,000 \_Ho rejected \_valid \_\_23\_0,000 \_Ho rejected \_valid \_\_24\_0,000 \_Ho rejected \_valid \_\_25\_0,000 \_Ho rejected \_valid \_\_26\_0,000 \_Ho rejected \_valid \_\_27\_0,000 \_Ho rejected \_valid \_\_28\_0,000 \_Ho rejected \_valid \_\_29\_0,000 \_Ho rejected \_valid \_\_30\_0,000 \_Ho rejected \_valid \_\_31\_0,000 \_Ho rejected \_valid \_\_32\_0,000 \_Ho rejected \_valid \_\_33\_0,000 \_Ho rejected \_valid \_\_34\_0,000 \_Ho rejected \_valid \_\_35\_0,000 \_Ho rejected \_valid \_\_36\_0,000 \_Ho rejected \_valid \_\_37\_0,000 \_Ho rejected \_valid \_\_38\_0,000 \_Ho rejected \_valid \_\_39\_0,000 \_Ho rejected \_valid \_\_40\_0,001 \_Ho rejected \_valid \_\_ From Table 7 it can be seen that out of forty questionnaires that have been tested are all about interpretations.

An instrument is said to be reliable if the instrument is believed to be used as a data collector. About the reliability analysis using Cronbach Alpha formula. From the data processing, obtained the results as in the following table. Table 8. Reliability Every Grain Problem\_N\_%\_Cases\_valid\_40\_100.0\_Excludeda\_0\_0\_Total\_40\_100.0\_Reliability Statistics\_Cronbach's Alpha\_N of Items\_.966\_40\_ From Table 8 it can be seen that all of the eight questions that have been tested very high reliability of interpretations.

Discussion The discussion of the results of this study is an explanation of the findings in the field with the formulation of the results of the instrument trials. Researchers tested the validity, reliability, difficulty index, and differentiation of mathematical communication ability test questions. The researcher also tested the validity and reliability of the self regulated learning attitude scale questionnaire.

This research was conducted in class IX C for 2 meetings, namely one meeting to test mathematical communication ability and one more meeting to test the self-learning attitude scale questionnaire. The trial results were processed with the help of Microsoft Excel and IBM SPSS 20.0 software, as in Table 3 all the items in question proved valid for mathematical communication ability test questions and as in Table 7, all question items proved valid for self regulated learning scale questionnaire.

Then as in table 4 with the help of Microsoft Excel, the results of calculation of reliability are very high for the results of mathematical communication ability tests, and for self-regulated learning attitude questionnaires with reliability results through Cronbach Alpha statistical tests which are assisted by IBM SPSS 20.0 software in table 8 is equal to 0.977 means that the data used is reliable.

From Table 5 it can be seen that the eight questions of mathematical communication ability that have been calculated for distinguishing each question obtained five questions that have good interpretations, and one question that has sufficient interpretation. From Table 6 it can be seen that from the six questions of the mathematical communication ability that have been calculated for the difficulty index, there are four questions including the medium problem category and two difficult questions.

**CONCLUSION** Based on the results of research and data analysis, it can be concluded that the communication ability test instrument and self regulated learning in junior high school students are empirically declared valid and feasible to use. **REFERENCES** Alamiah, U. S., & Afriansyah, E. A. (2017). Perbandingan Kemampuan Komunikasi Matematis Siswa antara yang Mendapatkan Model Pembelajaran Problem Based Learning dengan Pendekatan Realistic Mathematics Education dan Open Ended. *Jurnal "Mosharafa,"* 6(2), 207–216. Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. Asnawati, S. (2016).

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