**ABSTRAK**

**Nursyahdani, 2014.** Keefektifan PenerapanModel Pembelajaran *Missouri Mathematics Project* dengan Metode *Talking Stick* Disertai Penemuan Terbimbing Terhadap Hasil Belajar Matematika Siswa Kelas VII SMP Negeri 4 Sungguminasa. Skripsi*.* Jurusan Matematika. Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Negeri Makassar.

Jenis penelitian ini adalah penelitian eksperimen yang melibatkan dua kelompok yang diberi perlakuan yang berbeda. Penelitian ini bertujuan untuk mengkaji (1) deskripsi hasil belajar matematika setelah menerapkan model pembelajaran *Missouri Mathematics Project* dengan metode *talking stick* disertai penemuan terbimbing untuk kelas VII SMP Negeri 4 Sungguminasa, (2) deskripsi hasil belajar matematika setelah menerapkan model pembelajaran konvensional untuk kelas VII SMP Negeri 4 Sungguminasa, (3) keefektifan model pembelajaran *Missouri Mathematics Project* dengan metode *talking stick* disertai penemuan terbimbing terhadap hasil belajar matematika dibandingkan model pembelajaran konvensional pada siswa kelas VII SMP Negeri 4 Sungguminasa. Populasi penelitian ini adalah siswa kelas VII SMP Negeri 4 Sungguminasa dan dipilih secara acak 2 kelas sebagai kelas sampel penelitian. Teknik analisis data dilakukan dengan menggunakan teknik statistika deskriptif dan inferensial. Hasil yang diperoleh dari analisis statistika deskriptif adalah sebagai berikut: (1) hasil belajar matematika siswa yang diajar dengan pembelajaran dengan model *Missouri Mathematics Project* dengan metode *talking stick* disertai penemuan terbimbing berada dalam kategori tinggi dengan rata-rata 65,56 dengan standar deviasi 20,399 dari skor ideal 100, (2) hasil belajar matematika siswa yang diajar dengan pembelajaran konvensional berada dalam kategori sangat rendah dengan rata-rata 43,07 dengan standar deviasi 19,25 dari skor ideal 100. Dari hasil analisis statistika inferensial diperoleh kesimpulan terdapat perbedaan hasil belajar matematika siswa yang diajar dengan model *Missouri Mathematics Project* dengan metode *talking stick* disertai penemuan terbimbing dengan hasil belajar matematika yang diajar dengan pembelajaran konvensional. Dari hasil penelitian ini dapat disimpulkan bahwa hasil belajar matematika siswa yang diajar dengan menggunakan model *Missouri Mathematics Project*)dengan metode *talking stick* disertai penemuan terbimbing lebih efektif daripada hasil belajar matematika siswa yang diajar dengan menggunakan pembelajaran konvensional.

Kata Kunci: Model *Missouri Mathematics Project*, Metode *Talking Stick*, Penemuan Terbimbing, Pembelajaran Konvensional.

**ABSTRACT**

**Nursyahdani, 2014.** Effectiveness of Missouri Mathematics Project Models Applied with Talking Stick Method Accompanied Guided Reinvention Toward Mathematics Learning Outcomes of Students Class VII of SMP Negeri 4 Sungguminasa. Thesis, Departement of Mathematics, Faculty of Mathemathics and Science, State University of Makassar.

This research was an experimental study involving two groups which were given different treatment. This study aimed to determine (1) the descriptive of mathematics learning outcomes after applied Missouri Mathematics Project model with talking stick method accompanied guided reinvention to class VII SMP 4 Sungguminasa, (2) the descriptive of mathematics learning outcomes after applied the conventional learning model for the class VII of SMP Negeri 4 Sungguminasa, (3) the effectiveness of Missouri Mathematics Project model with talking stick method accompanied guided reinvention toward mathematics learning outcomes than conventional models on students class VII of SMP Negeri 4 Sungguminasa. The population of this study was the students class VII of SMP Negeri 4 Sungguminasa and 2 classes were randomly selected as sample class. The technique of data analysis was done by using descriptive and inferential statistics. The results obtained from the analysis of descriptive statistics such as: (1) the mathematics learning outcomes of students who were learned using Missouri Mathematics Project model with talking stick method accompanied guided reinvention were in the high category with average 65.56 with standard deviation 20.399 from the ideal score of 100; (2) mathematics learning outcomes of students who were learned by conventional teaching were in the category of very low with average 43.07 with standard deviation 19.25 from the ideal score of 100. From the results of inferential statistical analysis we concluded there were differences in mathematics learning outcomes of students who were learned by Missouri Mathematics Project model with talking stick method accompanied guided reinvention and who are learned by conventional learning. From these results, it can be concluded that the mathematics learning outcomes of students who are learned by using Missouri Mathematics Project project with talking stick method accompanied guided reinvention is more effective than students mathematics learning outcomes who are learned by using conventional learning.

Keywords: Missouri Mathematics Project Model, Talking Stick Method, Guided Reinvention, Conventional Learning.