**ABSTRAK**

ABDUL HALIM.2014.*PenerapanMetode Resitasi Berbasis Kontekstual Lingkungan untuk Meningkatkan Motivasi dan Hasil Belajar Matematika Siswa Kelas XI IPA E SMA Negeri 3Palopo*.(Dibimbingoleh. Ruslan danAsdar).

Penelitian ini bertujuan mendeskripsikan proses pembelajarandenganmetode resitasi berbasis kontekstual lingkungan untuk meningkatkan motivasi dan hasil belajar matematika siswa di kelas XI IPA E SMA Negeri 3 Palopo.

Penelitian merupakanpenelitian tindakan kelas (*classroom action research*) yang dilaksanakan dalamduasiklusmelaluitahapan-tahapanuntukmasing-masingsiklus, yaitu: perencanaan*(planning),* pelaksanaantindakan*(action),* observasi*(observation)*, danrefleksi*(reflection)*. Pelaksanaan siklus I dan siklu II adalah 5 kali pertemuan proses pembelajaran materi dan 1 kali pertemuan tes hasil belajar pada akhir setiap siklus.Peserta yang menjadi subjek dalam penelitian ini adalah siswa kelas XI IPA E SMA Negeri 3Palopo sebanyak 30 orang.

Upaya yang dilakukanuntukmeningkatkanmotivasidanhasilbelajarsiswaadalahdenganmenerapkanmetoderesitasiberbasiskontekstuallingkungan.Tugas yang diberikankepadasiswaadalahmempelajarikonsepmatematikamelaluikegiatanpengamatanyang dilakukan di dalamkelasatau di luarkelas.Untukmemudahkansiswabekerja, makadiberikanLKS yang berisisoal-soalataumasalah yang berkaitandenganlingkungansekitarnyabesertalangkah-langkahkegiatan.Selainitu, guru memberikanbimbingandandoronganuntukmenyelesaikantugasnya.Resitasidalampenelitianiniadalahpertanggungjawabandarisiswadenganmelaporkanhasilpekerjaannyasecaraberkelompokmelaluipresentasidi depankelas. . Hasil penelitian dianalisissecarakuantitatifdankualitatif. Secarakuantitatifterjadipeningkatanhasilbelajarmatematikadari tahap pra tindakan sebesar 3,33% (1 orang), siklus I sebesar 63,33% (19 orang), dan siklus II sebesar 96,7% (29 orang) yang mencapai nilai ≥ 77 yang tuntas belajar. Secarakualitatifterjadiperubahansikapdenganmelakukanberbagaiaktivitasberupakegiatanpositifdalamsetiappelaksanaanpembelajaran, perubahanterjadipeningkatanperhatiansiswamenyimaktujuanpembelajaran, melakukankerjasamadandiskusikelompok yang semakinaktif, mampumengerjakantugas, mampumempresentasikantugas, mampumenjawabpertanyaandenganjelas, merangkummateridenganbaik, dankegiatan yang tidakberhubungandenganpelajaranberkurang. Hal inimenunjukkanbahwaterjadipeningkatanmotivasibelajarmelaluipenerapanmetoderesitasiberbasiskontekstuallingkungandari 24 orang siswa kategori tinggi pada siklus I menjadi 29 orang siswa kategori tinggi pada siklus IIdari 30 orang siswa,respons siswa terhadap kegiatan pembelajaran merespon positif dari semua item respon yang ditanyakan.

*Kata kunci* :MetodeResitasiberbasiskontekstuallingkungan, motivasibelajar, danhasilbelajarMatematika

viii

**ABSTRACT**

ABDUL HALIM, 2014. *The Implementation of Contextual Environment-based of Recitation Method to Enhance Motivation an Mathematics Learning Outcomes of Students in Class XI IPA E at SMA Negeri 3 Palopo* (supervised by Ruslan and Asdar).

 This study aims to describe the learning process of contextual environment-based of recitation method to increase motivation and mathematics learning outcomes of students in class XI IPA (science) E SMA Negeri 3 Palopo.

 This Research is a classroom action research conducted in two cycles and each cycle was conducted in several steps, namely the planning, action, observation, and reflection. The implementation in cycle I and II was conducted in 5 meetings of rlearning process and 1 meeting for achievement test at the end of each cycle. The subjects of the study were 30 students of class XI IPA E at SMA Negeri 3 Palopo.

 Effort was conducted to enhance motivation and learning outcomes of students by applying contextual environment-based recitation medel. The task given to the students was learning Mathematics concept through observation which conducted inside or outside of the clasroom. In order to assist students do their task well, a student’s worksheet contained question related to the environment along with the steps ot the activity was provided. In addition, the teacher povided guto presentidance and support to students so they would be able to finish the task. The recitation in this study was a responsibility from the students by reporting their task in groups in a form of presentation.

** The results of the study were analyzed quantitatively and qualitatively. Quantitatively, there is enhancement of Mathematics learning outcomes from pre-action 3,33% (1 student), 63,33% (19 students) in cycle I, and 96,7% (29 students) in cycle IIachieved the score ≥ 77 for learning mastery. Qualitatively, there are changes on students’ attitude in learning Mathematics by conducting positive avtivities I each learning implementation, changes occurred on students’ attention in comprehending learning objectives, working on discussion actively, able to conduct the task, able the task, able to answer the questions clearly, able to summarize the material well, and the unrelated activities were reduced. Quantitatively, this implied that there was enhancement of learning motivation through the application of the contextual environment-based recitation method from pre-action in cycle I and II, that 24 students were in category in cycle I and enhanced to 29 students in cycle II out of the total 30 students. Students also gave positive response on learning activities in all questioned items.

*Keywords* : contextual environment-based of recitation method, motivation, and Mathematics learning outcomes

ix