

ABSTRAK

Fitri Nur Annisa, 1202050047, 2026, Pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) untuk Meningkatkan Kemampuan Komunikasi Matematis dan *Self-efficacy* Siswa

Kemampuan komunikasi matematis dan *self-efficacy* merupakan dua aspek penting yang perlu dimiliki siswa dalam pembelajaran matematika. Namun, pada kenyataannya, kedua aspek tersebut masih tergolong rendah. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan komunikasi matematis, perbedaan pencapaian kemampuan komunikasi matematis, dan *self-efficacy* siswa melalui penerapan model pembelajaran kooperatif *Thinking Aloud Pair Problem Solving* (TAPPS). Metode yang digunakan adalah kuasi eksperimen dengan desain *Nonequivalent Pretest-Posttest Control Group Design*. Sampel penelitian terdiri atas siswa kelas VIII-E sebagai kelas eksperimen dan kelas VIII-F sebagai kelas kontrol di SMP Negeri 2 Subang. Instrumen penelitian yang digunakan berupa tes kemampuan komunikasi matematis dan angket *self-efficacy*. Hasil penelitian menunjukkan bahwa peningkatan kemampuan komunikasi matematis siswa yang memperoleh pembelajaran TAPPS lebih tinggi dibandingkan siswa yang memperoleh pembelajaran konvensional. Selain itu, terdapat perbedaan pencapaian kemampuan komunikasi matematis antara siswa yang memperoleh pembelajaran TAPPS dan siswa yang memperoleh pembelajaran konvensional. *Self-efficacy* siswa setelah memperoleh pembelajaran TAPPS berada pada kategori kuat. Dengan demikian, pembelajaran kooperatif *Thinking Aloud Pair Problem Solving* (TAPPS) lebih baik dibandingkan pembelajaran konvensional dalam meningkatkan kemampuan komunikasi matematis dan *self-efficacy* siswa

Kata Kunci : *Thinking Aloud Pair Problem Solving* (TAPPS), Kemampuan Komunikasi Matematis, *Self-efficacy*

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ABSTRACT

Fitri Nur Annisa, 1202050047, 2026, Thinking Aloud Pair Problem Solving (TAPPS) Learning to Improve Students' Mathematical Communication Skills and Self-efficacy

Mathematical communication skills and *self-efficacy* are two important aspects that students need to possess in mathematics learning. However, in reality, both aspects are still relatively low. This study aimed to determine the improvement in mathematical communication skills, differences in the achievement of mathematical communication skills, and students' *self-efficacy* through the implementation of the cooperative learning model *Thinking Aloud Pair Problem Solving* (TAPPS). This study employed a quasi-experimental method with a *Nonequivalent Pretest-Posttest Control Group Design*. The research sample consisted of students from class VIII-E as the experimental group and class VIII-F as the control group at SMP Negeri 2 Subang. The research instruments consisted of a mathematical communication skills test and a *self-efficacy* questionnaire. The results showed that the improvement in mathematical communication skills of students who received TAPPS learning was higher than that of students who received conventional learning. In addition, there was a difference in the achievement of mathematical communication skills between students who received TAPPS learning and those who received conventional learning. Students' *self-efficacy* after participating in TAPPS learning was categorized as strong. Therefore, the cooperative learning model *Thinking Aloud Pair Problem Solving* (TAPPS) was more effective than conventional learning in improving students' mathematical communication skills and *self-efficacy*.

Keywords: Thinking Aloud Pair Problem Solving (TAPPS), Mathematical Communication Skills, Self-efficacy

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