

ABSTRACT

USING MANIPULATIVE MEDIA THROUGH REALISTIC MATHEMATICS APPROACH AS THE EFFORT TO IMPROVE THE ACTIVITY AND LEARNING RESULT OF FRACTION CONCEPT AT FOURTH GRADE STUDENTS IN STATE SCHOOL OF 1 SEPANG JAYA BANDAR LAMPUNG

By

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This research aimed to analyze: (1) Learning planning design through manipulative media with using Realistic Mathematics Approach (RMA) (2) Learning activity with manipulative media through RMA (3) Learning evaluation system through realistic mathematics approach with using manipulative media (4) Improving students' learning result after using manipulative media through realistic mathematics approach.

Method was used Classroom Action Research with research subject that is students in 4A and 4B class at *Sekolah Dasar Negeri 1 Sepang Jaya* 2009/2010 which consist of 60 students, through three cycles. The action used Students' Activity Sheet 1 (SAS 1), manipulative media (folding paper), and used numbers line. The action used SAS 2 through sample of realistic problem, manipulative media (folding paper), and used numbers line. Cycle III used SAS 3 in order to put fraction in right order through sample of realistic problem, manipulative media (folding paper), and using of numbers line.

Based on finding above, there were some conclusion: (1) Planning of learning in designing with syntax: teacher presents realistic problem to fraction concept, the same worth fraction, ordered fraction, and using manipulative media with line numbers, (2) Students' activity in learning process is asking/answering, interacting with other students in doing assignment, and presenting the improvement result. (3) Learning evaluation system in cycle I and II of average validity: 0.601, cycle III average: 0.675, good quality of test. (4) There is an average of learning result cycle I: 56 with 56.67% completeness, cycle II: 61 with 73.67%, cycle III: 68.34 with 96.50%.

Key words: learning activity, Realistic Mathematics Problem, manipulative media, learning result.