

Profile of Student's Mathematical Representation based on Teacher's Accepted-Promoted-action

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Abstract

Mathematics learning certainly involves interaction between teacher and students. The interaction can be teacher gives promoted-actions and students will give respons. When the teacher's promoted-actions can stimulate students' mathematical ideas, students will communicate their thinking verbally or non verbally. The way students communicate their ideas is called mathematical representation. Students' representation becomes important thing to evaluate learning because mathematical representation indicates students' understanding of mathematical concepts. This research aimed to describe student's mathematical representation on accepting teacher's promoted-action. This research was a qualitative research with two students in high and middle mathematical ability (HA-MA) as subjects. Data was collected through online observation and interview. The validity of the data was checked by using time triangulation. The results showed that HA-subject's representation was appear when teacher stimulates students to answer verbally then subject pronounce mathematical object frequently and correctly, and when teacher gives an exercise then subject write the mathematical expression correctly. MA-subject's representation was appear when teacher stimulates students to answer verbally then subject pronounce mathematical object correctly in several times, and when teacher gives an exercise then subject write mathematical expression.

Keywords

Profile Students, Mathematical Representation, Promoted Action, Mathematical Communication, Mathematics Learning