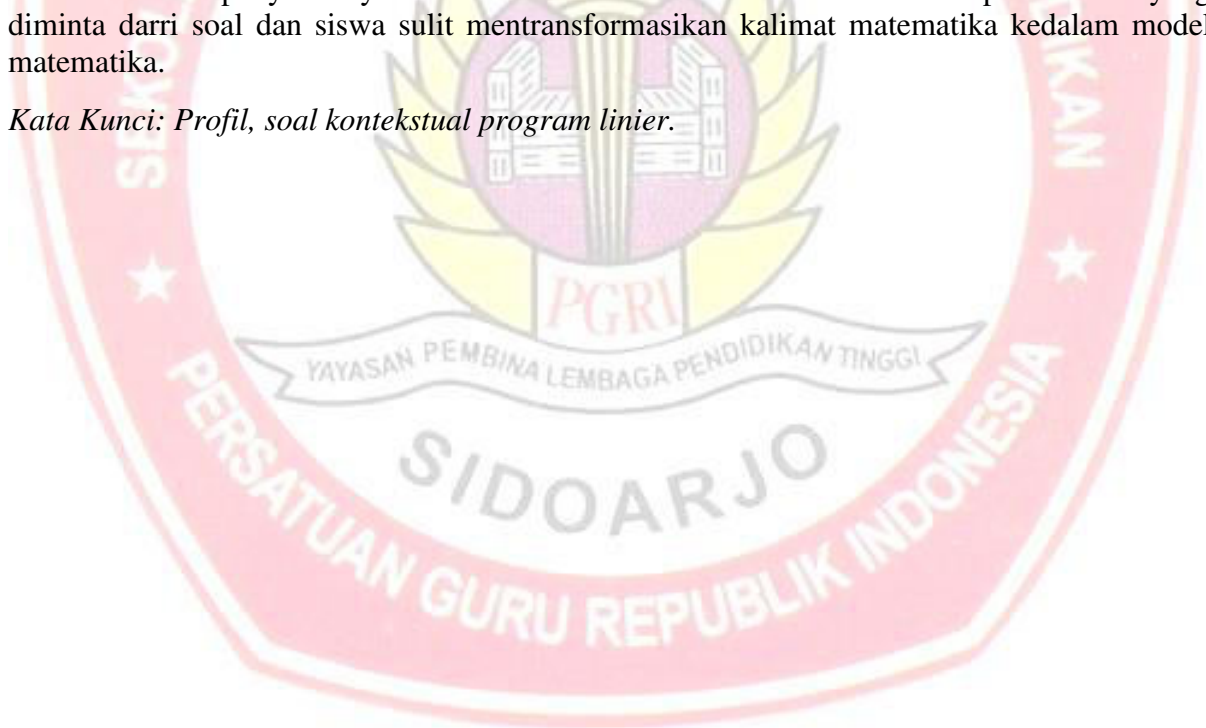


ABSTRAK

Ajun . Imelda Viliani. 2020. *Prorfil Kesalahan Siswa Dalam Menyelesaikan Soal Kontekstual Pada Materi Program Linier*. Skripsi. Program Studi Pendidikan Matematika STKIP PGRI Sidoarjo. Dosen Pembimbing: 1) Achmad Dhany F, S.Pd.,M.Pd. 2) Siti Nuriyatin, S.Pd.,M.Pd.

Tujuan penelitian ini adalah untuk mendeskripsikan jenis kesalahan yang dilakukan oleh siswa dalam menyelesaikan soal kontekstual pada materi program linier. Tahapan kesalahan yang digunakan yaitu Tahapan kesalahan menurut Newman yaitu 1) Kesalahan Membaca 2) Kesalahan Memahami 3) Kesalahan Transformasi 4) Kesalahan Keterampilan Proses 5) Kesalahan Penulisan Jawaban Akhir. Penelitian ini menggunakan penelitian kualitatif. Penelitian ini dilaksanakan pada tahun ajaran 2020/2021 di SMA Widya Bhakti Ruteng kelas XI IPS. Penentuan subjek dilakukan dengan memberikan lembar soal tes yang berupa 2 soal cerita program linier dan pedoman wawancara kemudian dianalisis menggunakan reduksi data. Hasil soal tes dianalisis kemudian disajikan dalam tabel kesalahan siswa berdasarkan jenis kesalahan yang dilakukan siswa. Selanjutnya dipilih 3 siswa dengan kesalahan terbanyak. Kesalahan yang dilakukan siswa 1 yaitu: kesalahan memahami, kesalahan transformasi, dan kesalahan penulisan jawaban akhir dan faktor penyebabnya adalah siswa masih belum menguasai materi program linier. Kesalahan yang dilakukan siswa 2 yaitu: kesalahan keterampilan proses dan kesalahan penulisan jawaban akhir dan faktor penyebabnya adalah siswa tidak terbiasa menuliskan kesimpulan sesuai yang diminta dari soal dan siswa sulit mentransformasikan kalimat matematika kedalam model matematika.

Kata Kunci: Profil, soal kontekstual program linier.



ABSTRACT

Adjunct. Imelda Viliani. 2020. *Student Error Profile in Completing Story Question on Linear Program material*. Essay. Mathematics Education Study Program STKIP PGRI Sidoarjo. Supervisor: 1) Achmad Dhany F, S.Pd.,M.Pd. 2) Siti Nuriyatin S.Pd.,M.Pd

The purpose of this study was to describe the types of errors made by students in solving contextual questions on linear programming material. The error stages used are the error stages according to Newman, namely 1) Reading Errors 2) Misunderstanding 3) Transformation Errors 4) Process Skills Errors 5) Errors in Writing the Final Answer. This research uses qualitative research. This research was conducted in the academic year 2020/2021 at SMA Widya Bhakti Ruteng class XI IPS. Determination of the subject is done by providing a test question sheet in the form of 2 linear program story questions and interview guidelines then analyzed using data reduction. The results of the test questions were analyzed and then presented in a table of student errors based on the types of errors the students made. Furthermore, 3 students were selected with the most errors. The mistakes made by student 1 were: misunderstanding, transformation errors, and errors in writing the final answer and the contributing factor was that students had not mastered the linear program material. The mistakes made by student 2 were: errors in processing skills and errors in writing the final answer and the causative factor was that students were not accustomed to writing conclusions as requested from the questions and students had difficulty transforming mathematical sentences into mathematical models.

Keywords: Profile, linear program contextual questions.

