

ABSTRAK

Wandi Aprianto Sitanggang, NIM 4182111032 (2022), Analisis Kesulitan Komunikasi Matematis Siswa SMP Swasta Prayatna Medan Pada Materi Perbandingan Dengan Model Pembelajaran *Problem Based Learning*.

Penelitian ini bertujuan untuk mengetahui kesulitan komunikasi matematis yang dialami siswa kelas VII-1 SMP Swasta Prayatna Medan dalam menyelesaikan soal komunikasi matematis yang dikaji dari indikator komunikasi matematis setelah diberikan model pembelajaran *Problem Based Learning* (PBL). Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek pada penelitian ini adalah kelas VII-1 SMP Swasta Prayatna Medan yang berjumlah 30 orang siswa, kemudian dipilih perwakilan pada kategori tingkat komunikasi matematis sedang 1 orang dan pada kategori tingkat komunikasi matematis rendah 1 orang untuk diwawancarai. Teknik pengumpulan data yang dilakukan adalah dengan Tes komunikasi matematis siswa, wawancara, dan dokumentasi. Adapun hasil dari penelitian adalah sebagai berikut: 1. tingkat komunikasi matematis siswa setelah diajar menggunakan model pembelajaran *Problem Based Learning* pada kategori tinggi sebanyak 8 orang dengan persentase 26,67%, pada kategori sedang sebanyak 12 orang dengan persentase 40%, dan pada kategori rendah sebanyak 10 orang dengan persentase 33,33%. 2. Hasil analisis komunikasi matematis siswa kelas VII-1 SMP Swasta Prayatna Medan yang dikaji dari indikator komunikasi matematis setelah diberikan model pembelajaran *Problem Based Learning* (PBL) Setelah dilakukan perhitungan rata-rata, indikator komunikasi matematis yang paling tinggi adalah *Written Text* dengan rata-rata 83,33%, kemudian diikuti dengan rata indikator komunikasi matematis tertinggi kedua adalah *Mathematical Ekspresion* dengan rata-rata 63,33%, kemudian diikuti dengan rata-rata indikator komunikasi matematis terendah adalah *Drawing* dengan rata-rata 43,33%. 3. Kesulitan yang dialami siswa kelas VII-1 SMP Swasta Prayatna Medan dengan siswa berkategori sedang yaitu kesulitan konsep, sedangkan kesulitan yang dialami siswa berkategori rendah yaitu kesulitan fakta, kesulitan konsep, kesulitan keterampilan, kesulitan prinsip.

Kata Kunci: Komunikasi Matematis, Model Pembelajaran *Problem Based Learning*

ABSTRACT

Wandi Aprianto Sitanggang, NIM 4182111032 (2022), Analysis of Mathematical Communication Difficulties of Students at Junior High School Prayatna Medan on Comparison of Materials with Problem Based Learning Models.

This study aims to determine the mathematical communication difficulties experienced by students of class VII-1 SMP Prayatna Medan in solving mathematical communication problems studied from mathematical communication indicators after being given a Problem Based Learning (PBL) learning model. This research is a qualitative descriptive study. The subjects in this study were class VII-1 Prayatna Junior High School Medan, which amounted to 30 students, then 1 person was selected as a representative in the medium mathematical communication level category and 1 person in the low mathematical communication level category to be interviewed. The data collection technique used is the student's mathematical communication test, interviews, and documentation. The results of the research are as follows: 1. The level of mathematical communication of students after being taught using the Problem Based Learning (PBL) learning model in the high category was as many as 8 people with a percentage of 26,67%, in the medium category as many as 12 people with a percentage of 40%, and the low category as many as 10 people with a percentage of 33,33%. 2. The results of the analysis mathematical communication of class VII-1 SMP Prayatna Medan were examined from mathematical communication indicators after being given a Problem Based Learning (PBL) learning model after calculating the average, the highest mathematical communication indicators was written text with an average of 83,33%, followed by the second-highest average mathematical communication indicator is mathematical expression with an average of 63,33%, then followed by the lowest average mathematical communication indicator is drawing with an average of 43,33%. 3. The difficulties experienced by students in grades VII-1 of Prayatna Junior High School Medan with students in the moderate category are conceptual, while the difficulties experienced by students in the low category are fact difficulties, concept difficulties, skill difficulties, and principle difficulties.

Keywords: Mathematical Communication, Problem Based Learning Model