ABSTRAK

PINTA YUNIARA. Analisis Kemampuan Komunikasi Matematis Ditinjau dari Gaya Belajar Siswa Mengunakan Model Pembelajaran Inkuiri. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk mendeskripsikan: (1) tingkat kemampuan komunikasi matematis siswa dengan menerapkan model pembelajaran inkuiri ditinjau dari gaya belajar siswa; (2) kesulitan siswa dalam menyelesaikan pemecahan masalah komunikasi matematis siswa ditinjau dari gaya belajar siswa. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Subjek dalam penelitian ini adalah kelas XI IPA-1 SMA Negeri 11 Medan yang berjumlah 35 orang siswa, kemudian subjek wawancara berdasarkan gaya belajar Kolb divergen, konvergen, akomodasi, dan asimilasi. Instrumen penelitian ini adalah tes kemampuan komunikasi matematis siswa, angket gaya belajar dan pedoman wawancara. Perangkat pembelajaran yang disiapkan adalah rencana pelaksanaan pembelajaran (RPP), Buku Siswa (BS) dan lembar aktivitas siswa (LAS). Tes kemampuan komunikasi matematis sudah valid untuk setiap butir soal dan reliabel dengan koefisien reliabilitas sama dengan 0,683.

Dari hasil penelitian diperoleh bahwa: (1) tingkat kemampuan siswa ditinjau dari gaya belajar, siswa yang memiliki gaya belajar konvergen berjumlah 4 siswa (tinggi), 4 siswa (sedang), 5 siswa (rendah). siswa yang memiliki gaya belajar divergen berjumlah 2 siswa (sedang), berjumlah 4 siswa (rendah). siswa yang memiliki gaya belajar akomodasi 3 siswa (sedang), 3 siswa (rendah). Untuk gaya belajar asimilasi 4 (tinggi), 3 siswa (sedang) 3 siswa (rendah). Pada masing-masing gaya belajar memiliki persamaanyaitu, siswa mampu dalam indikator pertama menjelaskan ide atausituasi yang digambarkan dengan kata-katanya sendiri secara tertulis; (2) Pada masing-masing gaya belajar siswa memiliki kesulitan yang berbeda-beda. Kesulitan siswa dalam pemecahan masalah komunikasi matematis siswa ditinjau dari gaya belajar konvergen adalah siswa mengalami kesulitan konsep berjumlah 1 siswa, selanjutnya yang mengalami kesulitan fakta berjumlah 1 orang siswa dan kesulitan prosedur sebanyak 9 siswa dan kesulitan prinsip berjumlah 5 siswa. Siswa yang memiliki gaya belajar divergen yang mengalami kesulitan konsep berjumlah 1 siswa, kesulitan fakta berjumlah 1 siswa, kesulitan prinsip berjumlah 4 siswa dan kesulitan prosedur berjumlah 6 siswa. Siswa yang memiliki gaya belajar akomodasi, siswa mengalami kesulitan konsep berjumlah 1 siswa, kesulitan fakta berjumlah 1 siswa, kesulitan prinsip 3 siswa dan kesulitan prosedur berjumlah 6 siswa. Siswa yang memiliki gaya belajar asimilasi, mengalami kesulitan fakta berjumlah 1 siswa, kesulian konsep 1 siswa, kesulitan prinsip berjumlah 3 siswa dan kesulitan prosedur berjumlah 6 siswa.

Kata Kunci: Gaya Belajar Kolb, Komunikasi Matematis, Model Pembelajaran Inkuiri.

ABSTRACT

PINTA YUNIARA. Analysis of Mathematical Communication Ability In Terms of Learning Styles Students Using the Inquiry Learning Model. Thesis. Medan: Postgraduate Program, State University of Medan.

This study aims to describe: (1) the level of students' mathematical communication skills by applying inquiry learning models in terms of student learning styles; (2) students 'difficulties in completing students' mathematical communication problem solving in terms of student learning styles. This research is a qualitative research with a descriptive approach. Subjects in this study were SMA Negeri 11 Medan in XI IPA-1 totaling 35 students, then interview subjects based on the learning styles of Kolb was divergent, convergent, accommodation, and assimilation. The instrument of this research is the students' mathematical communication skills test, learning style questionnaire and interview guidelines. The learning tools that are prepared are learning implementation plans (RPP), Student Books (BS) and student activity sheets (LAS). Mathematical communication ability test is valid for each item and reliable with reliability coefficient equal to 0.683.

From the results of the study it was found that: (1) the level of students' ability in terms of learning styles, students who have converging learning styles amounted to 4 students (high), 4 students (moderate), 5 students (low). students who have divergent learning styles were 2 students (moderate), amounting to 4 students (low). students who have learning styles of accommodation 3 students (medium), 3 students (low). For assimilation learning styles 4 (high), 3 students (medium) 3 students (low). In each learning style, the students are able in the first indicator to explain ideas or situations described in their own words in writing, (2) in each learning style students have different difficulties. Difficulties of students in solving mathematical communication problems of students in terms of convergent learning styles are students having conceptual difficulties amounting to 1 student, then those who experienced fact difficulties amounted to 1 student and procedure difficulties as many as 9 students and principle difficulties amounted to 5 students. Students who have divergent learning styles who experience concept difficulties are 1 student, 1 student has difficulty in fact, 4 students in principle difficulties and 6 students in procedure difficulties. Students who have an accommodation learning style, students experience conceptual difficulties totaling 1 student, 1 student fact difficulties, 3 student principle difficulties and 6 student procedure difficulties. Students who have an assimilation learning style, have 1 student fact difficulties, 1 student conceptual difficulties, 3 student principle difficulties and 6 student procedure difficulties.

Keywords: Inquiry Learning Model, Learning style by kolb, Mathematical Communication.