ABSTRAK

Ari Widiastutik. 2007. *Tindakan-Tindakan Guru pada Tiap – Tiap Tingkat Proses Reinvensi Terbimbing pada Pembelajaran Perbandingan Kelas VII SMP Semester I.* Skripsi, Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pendidikan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta

Penelitian dalam skripsi ini bertujuan mengetahui tindakan-tindakan guru pada tiap-tiap tingkat reinvensi secara terbimbing pada topik perbandingan yaitu tingkat situasional, tingkat referensial, tingkat umum, tingkat formal.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan kegiatan pembelajaran matematika di kelas. Berdasarkan data tersebut diungkap tindakan-tindakan guru selama proses pembelajaran berlangsung. Subjek terdiri dari 6 orang, perkelompok 3 orang. Subjek pada penelitian ini adalah kelas VII SMP Semester I dan objeknya adalah tindakan-tindakan guru yang diberikan dalam kegiatan pembelajaran Perbandingan.

Pengumpulan data berlangsung empat kali pada bulan November sampai dengan Desember di SMP N I Minggir Sleman, setiap pertemuan tidak lebih dari 2 jam pelajaran atau 90 menit. Pengumpulan data penelitian diperoleh dengan cara merekam kegiatan pembelajaran dengan alat bantu berupa *handycam* dan dilengkapi dengan pengumpulan data dari pengamat. Analisis data dilakukan dengan prosedur pembuatan transkripsi yang diambil dari rekaman kegiatan pembelajaran, menentuan topik-topik data dengan cara membandingkan dan mengkontraskan bagian-bagian data dalam transkripsi, penentuan kategori-kategori data dengan cara membandingkan dan mengkontraskan topik-topik data, penentuan hubungan-hubungan antara kategori-kategori data dengan cara membandingkan dan mengkontraskan kategori- kategori data.

Hasil penelitian terdiri dari tindakan-tindakan guru pada tiap-tiap tingkat reinvensi secara terbimbing pada topik perbandingan yaitu tingkat situasional, tingkat referensial, tingkat umum, tingkat formal. Tindakan-tindakan guru itu meliputi (i) mengarahkan dalam memulai pembelajaran matematika, (ii) memberi penghargaan, (iii) mendorong siswa dalam pengerjaan soal perbandingan, (iv) memberikan pancingan-pancingan pertanyaan, (v) memberi kesempatan mengerjakan soal perbandingan, (vi) membahas penyelesaian soal perbandingan, (vii) memberi penegasan atas jawaban siswa atau pendapat siswa, (viii) menuntun siswa dalam mengerjakan soal perbandingan, (ix) membimbing dalam mengerjakan soal perbandingan, (x) memberi kesempatan bertanya, (xi) menyimpulkan dalam kegiatan pembelajaran, (xii) memberikan kesempatan untuk berpendapat dalam membahas soal, (xiii) memahami maksud soal.

ABSTRACT

Ari Widiastutik. 2007. *Teacher' s Actions in Each Level of Guided Reinvention Process in the Teaching of Ratio, in the First Semester of Grade VII*. Thesis. Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher's Training and Education, Sanata Dharma University, Yogyakarta

The research in this thesis was intended to find out the teachers' actions in helping to over come the students' difficulties in each level of guided reinvention process in the topic of ratio. Those levels were situational level, referential level, general level and formal level.

The method used in the research was qualitative. The data collected were qualitative, related to the math class learning activity. Based on the data, teachers' activities were revealed during the learning. The subjects consisted of 6 people; there were 3 people in every group. The subjects of this research were the students of the first semester of Class VII of a junior high school and the object was a set of teacher's actions that were performed to help the students to find ideas in solving the ratio problem.

Data were collected four times in November until December 2007 in SMPN 1 Minggir, Sleman. Every meeting consisted of not more than 2 hours or 90 minutes. The research data collection was conducted through recording the learning activities by using *handycam* so that the observer could observe in an accurate way. Data analysis was done by determining data topics through comparing and contrasting parts of the data in the transcription, determining the data categories by comparing and contrasting data topics, determining the relationship between data categories and by comparing and contrasting data categories.

The results of the research consist of teachers' actions in helping the students' difficulties in each level of the guided reinvention process in the topic of ratio, namely the situasional level, referential level, the general level as well as the formal level. Teachers' actions are (i) directing the students in starting the mathematic learning , (ii) giving appreciation, (iii) encouraging the students in doing question, (iv) giving stimulating question, (v) giving a chance to do question, (vi) discussing the question solution, (vii) giving confirmation, (viii) guiding the students in answering questions, (ix) assisting students in answering questions, (x) giving a chance to propose questions, (xi) giving conclusions in the learning activity, (xii) expressing opinions in discussing questions, and (xiii) understanding the intention of the question.