

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Basilius Agung Wikaryanto, 2010. Diagnosis Kesalahan Konsep dan Pengajaran Remedial pada Pokok Bahasan Pecahan SMP Kelas VII. Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk (1) mengetahui kesalahan-kesalahan konsep yang dilakukan siswa dalam mempelajari pokok bahasan pecahan, serta faktor penyebabnya, dan (2) mengetahui bagaimana pengaruh pengajaran remedial untuk mengurangi kesalahan konsep siswa. Penelitian ini dilaksanakan di SMP Kanisius Gayam Yogyakarta mulai bulan Juli sampai dengan September 2010. Subjek penelitian adalah siswa kelas VIIA di sekolah tersebut.

Pengumpulan data dilakukan dengan tes diagnostik, tes remedial, dan wawancara dengan siswa, yang berkaitan tentang pecahan. Tes diagnostik dan tes remedial berupa pertanyaan uraian, sedangkan wawancara dilakukan setelah tes diagnostik dengan perekam suara. Hasil dari tes diagnostik dan wawancara dianalisis, ditranskrip, dan dideskripsikan untuk mengetahui kesalahan-kesalahan konsep yang dilakukan siswa, serta mencari faktor penyebabnya. Data yang diperoleh dari tes remedial digunakan untuk membandingkan konsepsi siswa pada tes diagnostik, yang sebelumnya telah dilakukan pengajaran remedial.

Hasil penelitian ini menunjukkan bahwa (1) kesalahan konsep siswa tentang pecahan bervariasi, ada yang menyimpang dari konsep ilmiah dan ada yang hampir sesuai dengan konsep ilmiah, (2) faktor-faktor penyebab kesalahan yaitu siswa yang kurang menguasai materi pembelajaran yang dihadapi dan siswa yang kurang teliti, dan (3) adanya penurunan banyaknya kesalahan konsep siswa setelah pengajaran remedial, yang dilihat dari perbandingan konsepsi siswa dan perbandingan rerata dari hasil tes, yang menunjukkan peningkatan hasil belajar siswa.

Dari hasil penelitian ini, ada beberapa hal yang perlu diperhatikan yaitu (1) pekerjaan siswa seperti PR, tugas, atau ulangan, perlu didiagnosis untuk mengetahui kesalahan-kesalahan konsep siswa dan segera dibetulkan, (2) pengajaran remedial dapat membantu siswa untuk membetulkan konsepsinya, dan (3) sebaiknya pengajaran remedial dilakukan dalam kelompok kecil atau dengan cara pengajaran tim.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRACT

Basilius Agung Wikaryanto, 2010. The Diagnose of Students' Errors in the Understanding of Concepts and the Remedial Teaching on the Topic of Fractions for Grade VII of Junior High School. Thesis. Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

This research aims to (1) know the errors in the concept comprehension done by the students in learning the topic of fractions, and the factors causing errors, and (2) know the effect of remedial teaching in reducing the students' errors. This research was done at SMP Kanisius Gayam Yogyakarta from July to September 2010. The subjects of research were the students of class VIIA at the school.

The collection of data was done by diagnostic test and remedial test, and by interviewing the students, on the topic of fractions. Diagnostic test and remedial test were essay questions, while the interview was done after the diagnostic test using tape recorder. The result of diagnostic test and interview were analyzed, transcribed, and described in order to know the errors in concept comprehension done by the students, and to find the factors causing errors. Data obtained from remedial test was used to compare students' conceptions on diagnostic test, which previously had been remedied by remedial teaching.

The results of this research showed that (1) the students' errors concept about fractions varied, some of them deviated from the scientific concept and some of them were almost true in line with the scientific concept, (2) the factors causing errors were the students had less mastery on the learning materials given and the students were less careful, and (3) the students' errors in concept comprehension after remedial teaching decreased, which was seen from the comparison of students' conception and comparison of the average of test results, which showed that the output of students' learning increased.

From the results of this research, there were several things to be noticed. Those were (1) students' work such as homework, assignment, or exam, need to be diagnosed for knowing the students' errors in concept comprehension and to be corrected immediately, (2) remedial teaching can help the students to correct their misconceptions, and (3) remedial teaching should be done in small groups or by the team teaching.