

ABSTRAK

ARI SETIYANI, 2003. Upaya untuk Mengatasi Kesulitan Belajar Matematika pada Pokok Bahasan Lingkaran II Kelas III-D Cawu Dua SLTP N 2 Parakan Tahun Ajaran 2001/2002 dengan Diagnosis Kesulitan Belajar dan Pengajaran Remedi.

Penelitian ini bertujuan untuk mencari penyebab kesulitan belajar siswa kelas III-D SLTP N 2 Parakan cawu dua tahun ajaran 2001/2003. Adapun penyebab kesulitan belajar dalam penelitian ini terdiri dari faktor-faktor yang bersifat langsung dan faktor-faktor yang bersifat tidak langsung.

Populasi dalam penelitian ini adalah kelas III-D SLTP N 2 Parakan tahun ajaran 2001/2002 dalam pokok bahasan Lingkaran II. Dengan menggunakan tes awal diperoleh sebagai sampel penelitian yaitu 13 siswa. Kemudian 13 siswa tersebut diberi tes diagnosis dan diwawancarai untuk mencari penyebab kesulitan belajar pada pokok bahasan Lingkaran II. Kemudian 13 siswa yang dinyatakan mengalami kesulitan belajar diberi pengajaran remedi, dan sebagai evaluasi belajar ketigabelas siswa tersebut diberi tes akhir yang dilaksanakan setelah pengajaran remedi.

Hasil dari analisis tes diagnosis diperoleh faktor-faktor yang bersifat langsung, yaitu; siswa tidak menguasai materi prasyarat seperti; operasi (+,-,×) pada bilangan bulat, dan pecahan, menyederhanakan bilangan berbentuk akar, sifat-sifat sudut pada segi empat, rumus Pythagoras; siswa tidak memahami definisi busur kecil lingkaran, busur besar lingkaran, juring, tembereng, tali busur; hubungan antara busur, juring dan sudut pusat; tidak memahami ruas garis singgung lingkaran; tidak memahami konsep ruas garis singgung persekutuan dua lingkaran; siswa tidak memahami konsep sudut pusat pada segi-n beraturan dan konsep sudut pada segi-n beraturan; siswa tidak relevan dalam menggunakan hukum dan strategi; tidak memahami sifat-sifat segi empat tali busur lingkaran; tidak memahami aturan-aturan sudut antara dua tali busur lingkaran. Sedangkan faktor-faktor penyebab kesulitan belajar yang bersifat tidak langsung adalah; fasilitas belajar kurang, disebabkan ekonomi keluarga terbatas, tidak ada waktu untuk belajar, karena siang hari untuk membantu orang tua bekerja, dan pada malam hari siswa sudah capek untuk belajar, tidak ada motivasi belajar matematika dari orang tua, sehingga siswa menjadi kurang berminat terhadap pelajaran matematika, tidak ada teman atau orang lain saat belajar matematika di rumah, sehingga jika pada waktu tidak dapat menyelesaikan soal maka tidak ada tempat untuk bertanya, siswa takut untuk bertanya mengenai materi yang belum jelas, keterbatasan waktu untuk melayani siswa-siswa yang mempunyai prestasi kurang.

Hasil belajar setelah pengajaran remedi menunjukkan bahwa ada peningkatan pada setiap siswa jika dibandingkan dengan hasil belajar sebelum siswa diberi pengajaran remedi, yaitu 6 siswa memperoleh nilai < 6 dan 7 siswa memperoleh nilai ≥ 6 , dari 13 siswa memperoleh nilai < 6 .

Mengacu pada hasil kesimpulan bahwa pengajaran diagnosis kesulitan belajar yang diikuti dengan kegiatan pengajaran remedi dapat meningkatkan hasil belajar siswa yang mengalami kesulitan belajar kelas III-D SLTP N 2 Parakan tahun ajaran 2001/2002.

ABSTRACT

ARI SETIYANI, 2003. Efforts to Overcome Mathematics Learning Difficulties on the Topic *Circles II* for Students of Class III-D SLTP N 2 Parakan 2001/2002 by Using Diagnosis of Learning Difficulties and Remedial Teaching.

The research was aimed to find out the causes of learning difficulties which were experienced by students of class III-D SLTP N 2 Parakan in The Second Term of the 2001/2002 Academic Year, consisting of direct causes and indirect causes.

The population consisted of students of Class III-D SLTP N 2 Parakan 2001/2002 who learned topic *Circles II*. Using an initial test, the researcher obtained a number of students as research sample. After that, they were given a diagnostic test and interviewed to find out causes of learning difficulties on topic *Circles II*. The students who had been found as having learning difficulties were given a remedial teaching. For evaluation, they were given a final test when the remedial teaching had been completed.

By analysing results of diagnostic test, some direct causes were found. First, the students did not have a sufficient mastery of prerequisite materials such as operations (+, -, ×) on integers and fractions, simplification of roots, the properties of angles in quadrilaterals, and the Pythagorean Theorem. Second, the students did not understand the definition of small arc and big arc, sectors, chords, and the relations between arc, sectors, and central angles. Moreover, they did not understand the concepts of common tangent lines on two circles. Third, the students sometimes used irrelevant theorems and strategies in solving problems. Another factor was that they did not understand the properties of a quadrilateral inscribed in a circle and the properties of angles between two chords in a circle.

Besides the direct causes, some indirect causes were also found. First of all was the economy factor, including problems like insufficient study facilities and time for study because the students had to help parents after school so that they were too tired for studying. The economy factor was not the only indirect cause. Problems also came from students themselves and the social environment such as parents, family and friends. Parents gave little motivation to children so that they did not have enough enthusiasm in learning mathematics. Students had no place to ask when they had some problems in learning mathematics at home. Problems were also found at school. Students were not brave enough for asking the teacher. For teachers themselves, they only had a little time to help students who had difficulties in mathematics lessons.

The evaluation after remedial teaching showed that every student had made a gain score on the final test. Before the remedial teaching, they obtained scores less than 6, and after remedial teaching, 6 students obtained scores less than 6, the others obtained scores higher than 6.

Based on the above results, it was concluded that the diagnosis followed by remedial teaching can increase the results of study for students who had learning difficulties in class III-D of SLTP N 2 Parakan in the Academic Year 2001/2002.