

ABSTRAK

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Penelitian skripsi ini mengambil judul “PENGARUH PEMBERIAN UMPAN BALIK TERTULIS HASIL LATIHAN SOAL-SOAL MATEMATIKA UNTUK POKOK BAHASAN PANGKAT RASIONAL DAN BENTUK AKAR TERHADAP PRESTASI BELAJAR MATEMATIKA SISWA KELAS I CATUR WULAN I SMU NEGERI 2 NGAGLIK SLEMAN TAHUN AJARAN 2001/2002”

Penelitian ini bertujuan untuk mengetahui ada tidaknya perbedaan prestasi belajar matematika siswa yang diberi umpan balik dalam bentuk komentar tertulis terhadap kesalahan yang dibuat siswa pada latihan soal-soal matematika dan petunjuk tentang jawaban yang benar di samping skor yang diperoleh, dengan prestasi belajar matematika siswa yang diberi umpan balik hanya dalam bentuk tanda benar atau salahnya jawaban siswa beserta skor yang diperoleh siswa pada soal tersebut.

Penelitian ini dilakukan di SMUN 2 Ngaglik Sleman dengan mengambil sampel kelas I.1 sebagai kelas kontrol dan kelas I.2 sebagai kelas eksperimen.

Penelitian dimulai dengan meneliti terlebih dahulu keadaan awal siswa dengan memberikan Tes Awal. Data dari skor Tes Awal kemudian dianalisis. Hasil analisis menghasilkan bahwa kelas tersebut sepadan. Dengan demikian sampel siap dikenai perlakuan yang berbeda yaitu untuk kelas eksperimen diberi umpan balik dalam bentuk komentar tertulis terhadap kesalahan yang dibuat siswa pada latihan soal-soal matematika dan petunjuk tentang jawaban yang benar di samping skor yang diperoleh, sedangkan kelas kontrol diberikan umpan balik hanya dalam bentuk tanda benar atau salahnya jawaban siswa beserta skor yang diperoleh. Setelah pembelajaran Pokok Bahasan selesai, sampel kemudian diberikan Tes Prestasi Belajar Matematika. Hasil Tes kemudian dianalisis dengan menggunakan uji-t.

Hasil analisis menunjukkan bahwa t sebesar 2.054 lebih besar dari t tabel 1.645, sehingga disimpulkan bahwa prestasi belajar matematika siswa yang diberi umpan balik dalam bentuk komentar tertulis terhadap kesalahan yang dibuat siswa pada latihan soal-soal matematika dan petunjuk tentang jawaban yang benar disamping skor yang diperoleh memberikan hasil yang lebih baik dibandingkan dengan prestasi belajar matematika yang diberi umpan balik hanya dalam bentuk tanda benar atau salahnya jawaban siswa beserta skor yang diperoleh.

ABSTRACT

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The title of this study was "The Effects of Written Feedback Concerning the Mistakes Made by Students in Dealing with Rational Powers and Root on Mathematics achievement, among the first year students of SMUN 2 Ngaglik Sleman, in the first term of the 2001/2002 academic year".

The objective of this study was to find out whether there was a significant difference in the achievement between the students who obtained written feedback in the form of comments and hints on the correct ways of solving the given mathematics problems and those who obtained the feedback in the form of checking marks only, that just indicated the correctness or incorrectness of the solutions made by the students.

The study was conducted at SMUN 2 Ngaglik Sleman. The sample of this study consisted of 2 groups : the control group and the experimental group. The control group was Class I.1, and the experimental group was Class I.2.

The procedures of this study were as follows. First, both groups were given a pretest. The pretest was meant to identify the prior conditions of the sample students before the treatments were given. The results of the pretest were then analyzed. The result of the analysis indicated that both groups had equal conditions in term of the mathematics achievement prior to the treatments. It means that both groups were ready to receive the different treatments. The experimental group was given the feedback in the form of written comments concerning the mistakes made by the students and the correct solutions for the respective problems. The control group was given the feedback in the form of checking marks only, that just indicated the correctness or incorrectness of the solutions made by the students. After the treatments were completed, both control and experimental groups were given a post-test. The result of the posttest was then analyzed using the t-test. The result of the analysis showed that the computed t was 2.054. This figure was bigger than the t -table (1.645). From the computation, it was concluded that the students who obtained the feedback in the form of written comments concerning the mistakes and hints on the correct ways of solving the problems had better achievement than those who obtained the feedback in the form of checking marks only, that just indicated the correctness or incorrectness of the solutions made by the students.