

## ABSTRAK

**Sepriani Liliana (NIM : 121414016). 2017. *Profil Kemampuan Pemecahan Masalah Siswa Kelas VII Yupiter SMP Stella Duce 2 Yogyakarta pada Soal Cerita Segiempat*. 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 mengetahui profil kemampuan siswa dalam memecahkan masalah matematika dalam bentuk soal cerita pada pokok bahasan segiempat. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas VII Yupiter SMP Stella Duce 2 Yogyakarta berjumlah 25 siswa. Data yang diperoleh dari penelitian ini adalah data hasil tes kemampuan pemecahan masalah matematika diperoleh dari tes tertulis dan wawancara. Hasil penelitian terhadap jawaban siswa dalam menyelesaikan soal cerita menunjukkan adanya 8 profil kemampuan pemecahan masalah siswa dalam menyelesaikan masalah pada soal cerita menyangkut materi segiempat yaitu yang pertama, siswa mampu menuliskan apa yang diketahui dan ditanyakan dengan tepat, melakukan langkah penyelesaian dengan tepat, jawaban benar serta menarik kesimpulan. Kedua, siswa mampu menuliskan apa yang diketahui dan ditanyakan dengan tepat, melakukan langkah penyelesaian dengan tepat hanya saja terjadi kesalahan perhitungan, jawaban salah, menarik kesimpulan. Ketiga, siswa mampu menuliskan apa yang diketahui dan ditanyakan dengan tepat, namun langkah penyelesaian kurang tepat, dan jawaban salah. Keempat, siswa mampu menuliskan apa yang diketahui dan ditanyakan dengan tepat, namun tidak melakukan langkah penyelesaian. Kelima, siswa menuliskan data soal tetapi tidak lengkap, namun langkah penyelesaian tepat, jawaban benar dan menarik kesimpulan. Keenam, siswa menuliskan informasi tidak sesuai dengan data soal, melakukan langkah penyelesaian tetapi kurang sempurna, jawaban kebetulan benar, menarik kesimpulan. Ketujuh, siswa tidak menuliskan data soal/menuliskan tetapi tidak sesuai dengan data soal/menuliskan data soal tetapi tidak lengkap, melakukan langkah penyelesaian yang kurang tepat, jawaban salah, dan yang terakhir siswa tidak menuliskan data soal/ menuliskan data soal tetapi tidak lengkap serta tidak melakukan langkah penyelesaian.

Berdasarkan analisis hasil wawancara terhadap beberapa siswa yang dipilih dari 25 siswa yang mengikuti tes tertulis, ada satu siswa yang Hasil analisis tes tertulisnya tidak sesuai dengan hasil analisis wawancara. Dalam menyelesaikan soal cerita jajargenjang dan belahketupat profil kemampuan pemecahan masalah  $S_{16}$  sesuai dengan profil kemampuan pemecahan masalah 7, sedangkan berdasarkan wawancara profil kemampuan pemecahan masalah  $S_{16}$  sesuai dengan profil kemampuan pemecahan masalah 3. Berdasarkan tes tertulis, dalam menyelesaikan soal cerita layang-layang profil kemampuan pemecahan masalah  $S_{16}$  sesuai dengan profil kemampuan pemecahan masalah 8, sedangkan berdasarkan wawancara profil

kemampuan pemecahan masalah  $S_{16}$  sesuai dengan profil kemampuan pemecahan masalah 1.

Kata kunci : Kemampuan pemecahan masalah, soal cerita, segiempat



## ABSTRACT

**Sepriani Liliana (121414016). 2017. *The Ability Profile of Stella Duce Junior High School Students in Mathematics Problem Solving on the Topic of Quadrilaterals*. Thesis. Mathematics Education Study Program, Department of Mathematics Science and Education, Faculty of Teachers Training and Education, Sanata Dharma University Yogyakarta.**

This research aimed to find out the profile of students' skills in solving mathematics of problems in the form of word problems on the topic of quadrilaterals. It was a qualitative descriptive research. The subjects were seventh graders in SMP Stella Duce 2 Yogyakarta jupiter class which consisted of 25 students. The data were gathered by written test and interviews. According to the result of this research about the students' answers in solving word problems, it was found that there were eight profiles of problem solving skills in answering the word problems on the topic of quadrilaterals. First, the students could write what was known and asked correctly, could follow the steps in answering correctly, could answer correctly, and could make a conclusion. Second, the students could write what was known and asked correctly, could follow the steps in answering correctly, but they made mistakes in counting so the answer was wrong, could make a conclusion. Third, the students could write what was known and asked correctly, but the steps in answering were incorrect, and the answer was wrong. Fourth, the students could write what was known and asked, but couldnot follow the steps in answering. Fifth, the students wrote the question incompletely, but the steps and the answer were correct, and could make a conclusion. Sixth, the students wrote incorrect information about the question, followed the steps in answering imperfectly, the answer was accidentally correct, could make a conclusion. Seventh, the students did not write the data of the question/ they wrote it incorrectly/ they wrote it incompletely, followed the steps in answering imperfectly, the answer was wrong, and the last, the students did not write the data of the problem but it was incomplete and they did not follow the steps in answering.

According to the result of the interviews with some students who were chosen from 25 students who did written test, there was one student whose the written test result was not consistent with the result of the interview. In solving the parallelogram and rhombus word problems, the profile of problem solving skill of  $S_{16}$  was consistent with the profile of problem solving skill 7, meanwhile according to the interview, the profile of problem solving skill  $S_{16}$  was consistent with the profile of problem solving skill 3. According to the written test in solving quadrilateral word problems, the profile of problem solving skill  $S_{16}$  was consistent with the profile of problem solving skill 8, meanwhile according to the interview, the profile of problem solving skill  $S_{16}$  was consistent with the profile of problem solving skill 1.

**Keywords:** Problem solving skill, word problems, quadrilaterals.