

ABSTRAK

Syarqiyah, Rosyidatus. 2024. *Analisis Kesulitan Siswa dalam menyelesaikan soal cerita perbandingan berdasarkan Teori Polya.* Skripsi, Prodi Pendidikan Matematika, Fakultas Sosial dan Humaniora, Universitas Nurul Jadid Paiton Probolinggo. Pembimbing: Shofia Hidayah, M.Pd.

Kata Kunci: Kesulitan Siswa, Soal Cerita, Perbandingan, Teori Polya.

Soal cerita materi perbandingan merupakan materi yang berkaitan dengan kehidupan sehari-hari, sehingga siswa diharapkan mampu menguasai materi tersebut. Namun pada kenyataannya masih banyak siswa yang mengalami kesulitan dalam menyelesaikan soal cerita materi perbandingan. Tujuan dari penelitian ini adalah untuk mengetahui faktor yang menyebabkan siswa mengalami kesulitan dalam mengerjakan soal cerita materi perbandingan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian adalah siswa kelas VII Mipa SMP Nurul Jadid, Subjek pada penelitian ini sebanyak 3 siswa yang diambil berdasarkan kelengkapan jawaban siswa terhadap soal tes serta kemampuan siswa dalam berkomunikasi, maka diambil 1 siswa dari kelompok berkemampuan tinggi, 1 siswa dari kelompok berkemampuan sedang dan 1 siswa dari kelompok berkemampuan rendah.

Hasil penelitian ini menyatakan bahwa (1) Siswa berkemampuan tinggi mengalami kesulitan dalam menyelesaikan tahap keempat Teori Polya, yaitu tidak paham apa yang diperintahkan ditahap keempat, (2) Siswa berkemampuan sedang mengalami kesulitan di tahap ketiga yaitu siswa berkemampuan sedang kesulitan menyelesaikan pembagian, dan juga mengalami kesulitan ditahap keempat yaitu tidak paham apa yang diperintahkan ditahap ke empat, (3) Siswa berkemampuan rendah mengalami kesulitan ditahap kedua, ketiga dan keempat. Pada tahap ke dua Siswa berkemampuan rendah tidak tahu apa yang harus dimisalkan, Siswa berkemampuan rendah tidak bisa merencanakan penyelesaian, Pada tahap ketiga Siswa mengaku sulit menghitung baik perkalian maupun pembagian, Dan pada tahap keempat Siswa berkemampuan rendah melihat hasil di tahap ke tiga kemudian Siswa berkemampuan rendah menulis kalimat solusi sudah diperiksa kembali, S3 tidak paham apa yang diperintahkan ditahap ke empat.

ABSTRAC

Syarqiyah, Rosyidatus. 2024. *Analysis of Students' Difficulties in solving comparison story problems based on Polya's Theory*. Thesis, Mathematics Education Study Program, Faculty of Social and Humanities, Nurul Jadid University Paiton Probolinggo. Advisor: Shofia Hidayah, M.Pd.

Keywords: Student Difficulties, Story Problems, Comparison, Polya's Theory.

Comparison material story problems are material related to everyday life, so students are expected to be able to master the material. But in reality there are still many students who have difficulty in solving story problems on comparison material. The purpose of this research is to find out the factors that cause students to have difficulty in working on story problems of comparison material. This research uses a descriptive qualitative approach. The research subjects were students of class VII Mipa SMP Nurul Jadid, the subjects in this study were 3 students who were taken based on the completeness of students' answers to test questions and students' ability to communicate, so 1 student from the high ability group, 1 student from the medium ability group and 1 student from the low ability group were taken.

The results of this study state that (1) high ability students have difficulty in completing the fourth stage of Polya's theory, namely not understanding what is ordered in the fourth stage, (2) medium ability students have difficulty in the third stage, namely medium ability students have difficulty completing division, and also have difficulty in the fourth stage, namely not understanding what is ordered in the fourth stage, (3) low ability students have difficulty in the second, third and fourth stages. In the second stage low ability students did not know what to suppose, low ability students could not plan the solution, in the third stage students admitted that it was difficult to calculate both multiplication and division, and in the fourth stage low ability students saw the results in stage three then low ability students wrote the solution sentence had been checked again, low ability students did not understand what was ordered in stage four.