

PENGARUH PENDEKATAN PEMECAHAN MASALAH TERHADAP KEMAMPUAN KOMUNIKASI MATEMATIS SISWA SEKOLAH DASAR

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ABSTRAK

Penelitian ini dilakukan oleh peneliti untuk mengetahui pengaruh pendekatan pemecahan masalah terhadap kemampuan komunikasi matematis siswa di kelas IV SDN 2 Sukamaju. Penelitian ini menggunakan metode kuantitatif dengan desain *Non-equivalent Control Group*. Sampel penelitian adalah 60 siswa di kelas IV SDN 2 Sukamaju. Teknik pengumpulan data yang digunakan adalah tes, observasi, dan dokumentasi. Untuk melihat perbedaan kemampuan komunikasi matematis siswa di kelas eksperimen dan kelas kontrol, digunakan uji *Independent Samples T-Test* dengan bantuan SPSS 16.0. Hasil penelitian menunjukkan bahwa kemampuan komunikasi matematis siswa di kelas eksperimen lebih baik daripada di kelas kontrol. Nilai *Sig. (2-tailed)* adalah 0,000, yang menunjukkan bahwa perbedaan tersebut signifikan. Hal ini berarti kemampuan komunikasi matematis siswa yang menggunakan pendekatan pemecahan masalah lebih baik daripada yang menggunakan pembelajaran tradisional.

Kata Kunci: Kemampuan Komunikasi Matematis, Pendekatan Pemecahan Masalah.

ABSTRACT

This research is motivated by the lack of ability of the students to work on the problems in communicating the stories, especially in math sentence. To overcome the low mathematical communication skills of students, researchers choose and use one as a problem-solving approach to problem-solving approach is more emphasis on process rather than outcomes, as well as guidance in stages to find a solution to the problem in the given research. Initial purpose is to: 1) Determine the communication ability of fourth grade math students who learn through problem-solving approach and not through a problem-solving approach; 2) Knowing the math learning process by using a problem-solving approach in the experimental class; 3) Test the problem-solving approach advantages compared with traditional learning in improving students' mathematical communication skills. This study uses a form of quasi-experimental non-equivalent control group performed a quantitative approach to students of SDN 2Sukamaju and SDN 3 Sukamaju. Data collection techniques used were tests, observation, and documentation. To see the difference in mathematical communication capabilities of data processed with SPSS 16.0 samples through Compare Means Independent T-test or 2 test different average. The results obtained are: 1) Before learning implemented, the same math class communication skills and the control experiment. 2) Implementation of the problem-solving approach to learning in the classroom experiment carried out in accordance with the four-stage learning approach to solve the problem. 3) Based on the t-test (Independent Samples T-Test) obtain Sig. (2-tailed) assuming equal variance was 0.000. Significance value less than 0.05 and H_0 is rejected based on the test criteria. This means that the communication ability of students to use mathematical approaches to solving problems better than learning tradisisonal use.

Keywords: *Mathematics Communication Ability, Problem Solving Approach*