

GENDER DAN KEMAMPUAN KOMUNIKASI MATEMATIS SISWA SMP  
(STUDI KUALITATIF PADA SISWA SMP KELAS VIII KOTA BANDUNG)

**TESIS**

diajukan untuk memenuhi sebagian syarat memperoleh gelar magister  
Prodi Pendidikan Matematika



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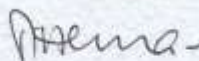
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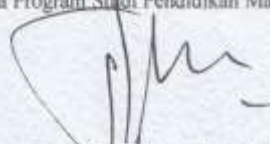
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## ABSTRAK

Kemampuan komunikasi adalah salah satu kemampuan yang dibutuhkan pada abad ke-21, tetapi kenyataannya menunjukkan bahwa keterampilan komunikasi matematis siswa masih rendah. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan komunikasi matematis siswa laki-laki dan perempuan pada materi bangun ruang khususnya kubus, balok, limas, dan prisma. Metode penelitian yang digunakan adalah fenomenologi. Partisipan pada penelitian adalah 6 siswa laki-laki dan 6 siswa perempuan kelas VIII SMP dengan karakteristik usia antara 13 -14 tahun yang memiliki kemampuan tinggi, sedang, dan rendah dalam matematika. . Data dikumpulkan dengan menggunakan tes tulis, wawancara dan observasi. Analisis data meliputi mengolah dan mempersiapkan data, membaca keseluruhan data, memulai *coding*, menerapkan proses *coding*, menunjukkan bagaimana deskripsi dan tema-tema ini yang akan dalam narasi, dan memaknai data. Hasil penelitian menunjukkan bahwa hanya siswa laki-laki dengan kemampuan tinggi dalam matematika mampu menyatakan konteks verbal ke dalam bentuk visual, menyatakan konteks visual ke dalam bentuk verbal, merepresentasikan suatu situasi berdasarkan bentuk bangun ruang, menganalisis dan mengevaluasi ide-ide matematika yang berhubungan dengan masalah sehari-hari, sedangkan siswa perempuan dengan kemampuan tinggi dalam matematika, siswa laki-laki dan perempuan yang memiliki kemampuan sedang dan rendah dalam matematika masih mengalami kesulitan dalam komunikasi matematis. Penelitian ini diharapkan dapat menawarkan rekomendasi berbasis bukti untuk praktik pembelajaran matematika yang efektif di sekolah.

Kata-kata kunci : Gender, komunikasi, komunikasi matematis

## ABSTRACT

Communication skills were one of the abilities needed in the 21st century, but the reality shows that students' mathematical communication skills are still low. The purpose of this study was to analyze the mathematical communication skills of male and female students on space building materials, especially cubes, cuboid, pyramid, and prisms. The research method used was phenomenology. Participants in this study were 6 male students and 6 female students of class VIII junior high school with age characteristics between 13 -14 years who have high, medium, and low ability in mathematics. Data were collected using written tests, interviews and observations. Data analysis includes processing and preparing data, reading the entire data, starting coding, implementing the coding process, showing how these descriptions and themes will be in the narrative, and interpreting the data. The results showed that only male students with high ability in mathematics were able to express verbal contexts in a visual form, declare visual contexts in verbal form, represent a situation based on the shape of the space, analyze and evaluate mathematical ideas related to the problem on a daily basis. While female students with high ability in mathematics, male and female students who have the medium and low ability in mathematics still difficulties in mathematical communication. This research is expected to be able to offer evidence-based recommendations for effective mathematics learning practices in schools.

Keywords: Gender, communication, mathematical communication

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