

ABSTRAK

Irma Yanti. (2026). Analisis Kesalahan Siswa Dalam Menyelesaikan Soal komunikasi Matematis Berkonteks Budaya Melayu Pada Materi SPLDV Berdasarkan Jenis Kesalahan Kastolan. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Dr. Nur Izzati, S.Pd., M.Si. Pembimbing II: Susanti, S.Pd., M.Pd.

Kata Kunci: Analisis Kesalahan, Soal Komunikasi Matematis, Konteks Budaya Melayu, Kastolan

Komunikasi matematis merupakan kemampuan penting dalam pembelajaran matematika, namun kenyataannya masih banyak terdapat kesalahan khususnya dalam menyelesaikan soal cerita. Hasil penelitian menunjukkan jenis kesalahan berbeda pada tiap tingkat kemampuan: siswa berkemampuan tinggi banyak melakukan kesalahan teknik (operasi hitung, koefisien, bentuk aljabar), meski masih ditemukan kesalahan konseptual dan prosedural; siswa berkemampuan sedang lebih banyak melakukan kesalahan prosedural (langkah tidak runtut, variabel pemisalan dan kesimpulan tidak ditulis), meski juga masih ditemukan kesalahan konseptual dan teknik; sedangkan siswa berkemampuan rendah mengalami kombinasi kesalahan konseptual, prosedural, dan teknik yang paling beragam. Dengan demikian, semakin rendah kemampuan komunikasi matematis siswa, semakin beragam jenis kesalahan Kastolan yang dilakukan. Hasil penelitian dapat menjadi bahan pertimbangan guru dalam merancang pembelajaran untuk meminimalkan kesalahan siswa pada soal komunikasi matematis berkonteks budaya lokal.

ABSTRACT

Irma Yanti. (2026). An Analysis of Students' Errors in Solving Mathematical Communication Problems in the Context of Malay Culture on the Topic of Systems of Linear Equations in Two Variables (SPLDV) Based on Kastolan's Error Types. Undergraduate Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Supervisor I: Dr. Nur Izzati, S.Pd., M.Si. Supervisor II: Susanti, S.Pd., M.Pd.

Keywords: Error Analysis, Mathematical Communication Problems, Malay Cultural Context, Kastolan.

Mathematical communication was an important ability in mathematics learning; however, in reality, many errors were still found, particularly in solving word problems. The results showed that the types of errors varied according to the students' levels of ability. Students with high mathematical communication abilities mostly made technical errors, such as errors in arithmetic operations, coefficients, and algebraic expressions, although conceptual and procedural errors were also found. Students with moderate abilities made more procedural errors, such as performing steps in an unsystematic order and failing to write variable definitions and conclusions, although conceptual and technical errors were also identified. Meanwhile, students with low abilities experienced the most diverse combination of conceptual, procedural, and technical errors. Thus, the lower the students' mathematical communication abilities were, the more varied the types of Kastolan errors they made. The findings could serve as a consideration for teachers in designing learning activities to minimize students' errors in mathematical communication problems involving local cultural contexts.