

## SARI

**Jusman. 2018.** Analisis Kemampuan Penalaran Matematis ditinjau dari Gaya Belajar *Field Independent* dan *Field Dependet* Siswa Kelas X Materi Trigonometri. Skripsi, Pendidikan Matematika. Universitas Islam Sultan Agung Semarang. Pembimbing I. M. Aminudin, S.Pd.,M.Pd., Pembimbing II. Hevy Risqi Maharani, S.Pd., M.Pd.

**Kata Kunci :** Kemampuan Penalaran Matematis, *Field Independent* dan *Field Dependent*

Kemampuan penalaran matematis siswa dipengaruhi gaya belajar sehingga penting menganalisis kemampuan bernalar siswa ditinjau dari gaya belajar. Berdasarkan hal tersebut maka penelitian ini dilakukan untuk mengetahui bagaimana kemampuan penalaran matematis siswa SMA ditinjau dari gaya belajar *field independent* dan *field dependent* siswa.

Tujuan penelitian untuk mendeskripsikan dan menganalisis kemampuan penalaran matematis siswa kelas X MIA1 SMA Islam Sultan Agung 1 Semarang ditinjau dari gaya belajar *field independent* dan *field dependent* siswa pada sub pokok materi perbandingan trigonometri. Jenis penelitian merupakan penelitian kualitatif deskriptif. Metode pengumpulan data melalui pemberian tes kemampuan penalaran dan Group Embedded Figures Test (GEFT) dan wawancara. Subjek penelitian adalah enam siswa kelas X MIA 1 SMA Islam Sultan Agung 1 Semarang, yang terdiri atas tiga siswa bergaya belajar *field independent* dan tiga siswa bergaya belajar *field dependent*. Analisis data yaitu dengan reduksi data, menyajikan data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa siswa dengan gaya belajar *field independent* : siswa mampu menyajikan apa yang diketahui dan yang ditanyakan pada soal, mampu menentukan pola dari soal dengan benar, mampu mengajukan dugaan rumus yang benar, mampu memberikan bukti terhadap kebenaran solusi, mampu melakukan manipulasi, mampu menarik kesimpulan dari hasil pekerjaannya. Secara umum, sebagian besar siswa dengan gaya belajar ini memiliki kemampuan penalaran yang baik. Sementara siswa dengan gaya belajar *field dependent* : Siswa mampu menyajikan apa yang diketahui dan yang ditanyakan pada soal, belum mampu menentukan pola dari soal dengan benar, mampu mengajukan dugaan rumus yang benar, belum mampu memberikan bukti terhadap kebenaran solusi, belum mampu melakukan manipulasi, serta belum mampu menarik kesimpulan dari hasil pekerjaannya dengan baik. Secara umum, sebagian besar siswa dengan gaya belajar ini masih kurang kemampuan penalarannya.

## ABSTRACT

**Jusman. 2018.** Analysis Of Mathematical Reasoning Abilities In Terms Of Field Independent And Field Dependent Learning Styles For Students In Grade X Trigonometry Materials. Thesis. Mathematics Education. Sultan Agung Islamic University of Semarang. Supervisor I. M. Aminudin, S.Pd., M.Pd., Supervisor II. Hevy Risqi Maharani, S.Pd., M.Pd.

**Keywords:** Mathematical Reasoning Abilities, Field Independent And Field Dependent

The students' mathematical reasoning abilities is influenced by the learning styles that is important to analyze students' reasoning abilities in terms of learning styles. Based on the above, this research is conducted to find out how the mathematical reasoning abilities of high school students in terms of field independent and field dependent learning styles.

The purposes of this research are to describe and analyze the mathematical reasoning abilities of students in grade X MIA1 of SMA Islam Sultan Agung 1 Semarang in term of independent field and the dependent field learning styles on the sub subject of the comparison of trigonometry. This type of research is descriptive qualitative research. Methods of data collection through the provision of reasoning, Embedded Figures Test (GEFT) and interviews. The subjects are six students in grade X MIA 1 SMA Islam Sultan Agung 1 Semarang, consisting of three students with field independent learning style and three students with field dependent learning style. Data analysis are by reducing data, presenting data and drawing conclusions.

The result of the reswarch showed with the independent field learning style: students were able to present and question on what they have learned from the problem, able to determine the pattern of the problem corectly, able to propose the correct formula, able to manipulate, and able to draw conclusions from their work well. In general, most students with this learning style have good reasoning abilities. While the students with the field dependent learning style: students were able to present and question on what they have learned from the problem, Have not been able to determine the pattern of the problem correctly, able to propose the correct formula, can not prove the honest solution, can not manipulate, have not been able to draw conclusions from the results of his work well. good. In general, most students with this learning style are still lacking in reasoning ability