

## ABSTRAK

### ANALISIS PERCAKAPAN MATEMATIS SISWA DAN GURU PADA PEMBELAJARAN STATISTIKA (Studi pada Siswa Kelas VII SMP Negeri 26 Bandar Lampung Semester Genap Tahun Pelajaran 2022/2023)

Oleh

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Penelitian ini bertujuan untuk menganalisis percakapan matematis siswa dan guru pada pembelajaran statistika. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Subjek penelitian ini adalah enam siswa kelas VII-A SMP Negeri 26 Bandar Lampung tahun pelajaran 2022/2023 yang dikelompokkan berdasarkan kemampuan matematis mereka yaitu tinggi, sedang, dan rendah, dengan masing-masing kelompok terdiri dari dua siswa. Data yang dikumpulkan berupa data kualitatif mengenai percakapan matematika yang diperoleh melalui observasi dan wawancara. Teknik analisis data yang digunakan adalah analisis tematik. Hasil penelitian memperoleh proporsi percakapan didominasi oleh kategori *Teacher Intervention* sebesar 51,09%. Tipe percakapan kategori *Teacher Intervention*, ditemukan (1) *question to elicit student thinking* (24,11%), (2) *question to extend student thinking* (4,58%), (3) *closed progress details* (49,26%), (4) *point out recap* (10,35%), (5) *give instruction* (6,36%), (6) *simplification* (2,21%), (7) *request assessment from other student* (3,10%). Tipe percakapan kategori *Student Intervention*, ditemukan (1) *explain action* (20,24%), (2) *explain reason* (4,6%), (3) *challenging* (7,88%), (4) *response to closed progress details* (53,78%), (5) *correct but partial* (1,08%), (6) *wrong answer* (2,00%), (7) *sharing* (1,23%). Keikutsertaan dalam percakapan ditemukan siswa AT1 paling banyak muncul dengan frekuensi 59 kali atau 42,14%.

**Kata Kunci:** percakapan matematika, *teacher intervention*, *student intervention*

## **ABSTRACT**

### **ANALYSIS OF STUDENT AND TEACHER MATHEMATICAL CONVERSATION IN STATISTICS LEARNING (Study on Students of Class VII SMP Negeri 26 Bandar Lampung Even Semester of the 2022/2023 Academic Year)**

**By**

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*This study aims to analyze the mathematical conversations between students and teachers in statistics learning. This is a descriptive study with a qualitative approach. The subjects of this study are six seventh-grade students from SMP Negeri 26 Bandar Lampung in the 2022/2023 academic year, grouped based on their mathematical abilities: high, medium, and low, with two students in each group. The data collected is qualitative data regarding mathematical conversations, obtained through observation and interviews. The data analysis technique used is thematic analysis. The study results show that % of conversations dominated by the Teacher Intervention category is 51.09%. The types of conversation in the Teacher Intervention category include (1) questions to elicit student thinking (24.11%), (2) questions to extend student thinking (4.58%), (3) closed progress details (49.26%), (4) point out recap (10.35%), (5) give instruction (6.36%), (6) simplification (2.21%), (7) request assessment from other students (3.10%). The types of conversation in the Student Intervention category include (1) explain action (20.24%), (2) explain reasons (4.6%), (3) challenging (7.88%), (4) response to closed progress details (53.78%), (5) correct but partial (1.08%), (6) wrong answer (2.00%), (7) sharing (1.23%). The student most actively participating in the conversation is AT1, who appeared 59 times with a frequency of 42.14%.*

**Keywords:** *Mathematical conversation, teacher intervention, student intervention*