

ABSTRAK

ANALISIS *CLASSROOM DISCOURSE* DALAM MENGEMBANGKAN PEMAHAMAN KONSEP MATEMATIS SISWA

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Penelitian ini dilatarbelakangi oleh masih rendahnya pemahaman konsep matematis siswa pada materi pola bilangan. Penelitian ini bertujuan mendeskripsikan bentuk-bentuk *classroom discourse* dalam pembelajaran matematika serta perannya dalam mengembangkan pemahaman konsep matematis siswa pada materi pola bilangan. Penelitian ini merupakan penelitian evaluasi dengan pendekatan kualitatif yang melibatkan 16 siswa kelas VIII SMP IT Ar Raihan Bandar Lampung yang dikelompokkan berdasarkan kemampuan matematis tinggi, sedang, rendah, dan campuran. Data dikumpulkan melalui observasi, wawancara, dan perekaman pembelajaran, kemudian dianalisis melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa (1) seluruh bentuk *classroom discourse*, yaitu *questions*, *answers*, *explanations*, *verifications*, dan *non-attempt answers*, berhasil terlihat dengan *questions* dan *answers* sebagai bentuk yang paling dominan. (2) Indikator pemahaman konsep matematis yang terindikasi meliputi konseptual, representasi, prosedural, dan miskonsepsi, dengan pemahaman prosedural sebagai indikator yang paling sering terlihat. (3) Pola interaksi pembelajaran didominasi oleh *Initiation–Response–Evaluation (IRE)* dan *Initiation–Response–Follow-up (IRF)*, namun pada beberapa kelompok, khususnya kelompok berkemampuan matematis tinggi mulai terlihat pergeseran menuju *dialogic discourse*. Temuan ini menunjukkan bahwa kualitas *classroom discourse* berperan penting dalam mendukung pengembangan pemahaman konsep matematis siswa melalui proses diskusi, penjelasan, dan verifikasi ide secara reflektif.

Kata Kunci: *classroom discourse*, pemahaman konsep matematis, pola bilangan, interaksi kelas

ABSTRACT

ANALYSIS OF CLASSROOM DISCOURSE IN DEVELOPING STUDENTS' MATHEMATICAL CONCEPTUAL UNDERSTANDING

By

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This study was motivated by the low level of students' mathematical conceptual understanding in the topic of number patterns. The study aimed to analyze the forms of classroom discourse in mathematics learning and their role in developing students' mathematical conceptual understanding of number patterns. This research employed an evaluative research design with a qualitative approach involving 16 eighth-grade students of SMP IT Ar Raihan Bandar Lampung, who were grouped based on high, medium, low, and mixed mathematical ability levels. Data were collected through observations, interviews, and classroom recordings, and were analyzed using data condensation, data display, and making a conclusion. The results indicated that (1) all forms of classroom discourse, such as questions, answers, explanations, verifications, and non-attempt answers, based on the all forms, questions and answers emerging as the most dominant forms; (2) the indicators of mathematical conceptual understanding identified in this study included conceptual, representational, procedural understanding, and misconceptions, with procedural understanding being the most frequently observed indicator; and (3) classroom interaction patterns were dominated by the Initiation–Response–Evaluation (IRE) and Initiation–Response–Follow-up (IRF) patterns. However, in several groups—particularly those with high mathematical ability—a shift toward dialogic discourse began to emerge. These findings indicated that the quality of classroom discourse played an important role in supporting the development of students' mathematical conceptual understanding through reflective processes of discussion, explanation, and verification of ideas..

Keywords: *classroom discourse, mathematical conceptual understanding, number patterns, classroom interaction.*