

Richa Mulya Arikasari. 2026. *Analisis Kesalahan Siswa Dalam Memecahkan Soal Cerita Berlatar Teori Newman Topik Kelipatan Persekutuan Terkecil*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing: Indah Setyo Wardhani.

ABSTRAK

Tujuan penelitian ini adalah mendeskripsikan jenis kesalahan siswa kelas V dalam menyelesaikan soal cerita topik kelipatan persekutuan terkecil berdasarkan teori Newman. Jenis penelitian ini adalah kualitatif deskriptif. Subjek penelitian terdiri atas 5 siswa kelas V-C SDN Kemayoran 1 Surabaya yang dipilih berdasarkan hasil tes prapenelitian dan rekomendasi guru kelas, yang mewakili variasi hasil jawaban prapenelitian yang berbeda, yaitu siswa yang mampu menjawab soal dengan benar, siswa yang tidak menjawab soal, siswa yang menjawab soal tanpa menggunakan langkah penyelesaian, siswa yang menjawab tidak sesuai dengan permintaan soal, dan siswa yang menjawab dengan langkah penyelesaian yang tidak sesuai, serta mewakili tingkat kemampuan akademik tinggi, sedang, dan rendah. Pengumpulan data dilakukan melalui tes tertulis dan wawancara. Hasil penelitian menunjukkan bahwa: (1) Subjek 1 melakukan kesalahan pada tahap process skill error dan encoding error; (2) Subjek 2, 4, dan 5 melakukan kesalahan pada tahap process skill error dan encoding error; dan (3) Subjek 3 melakukan kesalahan pada tahap comprehension error, process skill error, dan encoding error. Hasil penelitian ini diharapkan dapat memberikan gambaran mengenai jenis-jenis kesalahan siswa dalam menyelesaikan soal cerita materi KPK berdasarkan teori Newman.

Kata kunci: Pemecahan masalah, Kelipatan persekutuan terkecil, Teori Newman

Richa Mulya Arikasari. 2026. An Analysis of Students' Errors in Solving Word Problems Based on Newman's Error Analysis Theory on the Topic of Least Common Multiples. Undergraduate Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University of Madura. Supervisor: Indah Setyo Wardhani.

ABSTRACT

The purpose of this study was to describe the types of errors made by fifth-grade students in solving word problems on the topic of Least Common Multiple (LCM) based on Newman's Error Analysis theory. This study employed a descriptive qualitative research design. The research subjects consisted of five students from Class V-C of SDN Kemayoran 1 Surabaya, selected based on the results of a preliminary test and the classroom teacher's recommendations. The subjects represented different types of responses in the preliminary test, namely students who answered the problems correctly, students who did not answer the problems, students who answered without showing solution steps, students whose answers did not match the problem requirements, and students who used inappropriate solution procedures, as well as representing high, medium, and low academic achievement levels. Data were collected through written tests and interviews. The results showed that: (1) Subject 1 made errors at the process skills and encoding stages; (2) Subjects 2, 4, and 5 made errors at the process skills and encoding stages; and (3) Subject 3 made errors at the comprehension, process skills, and encoding stages. The findings of this study are expected to provide an overview of the types of errors students make in solving LCM word problems based on Newman's Error Analysis theory.

Keywords: *Newman's Error Analysis, word problems, Least Common Multiple (LCM), students' errors, mathematics learning.*