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ANALYSIS OF STUDENTS' ERRORS IN SOLVING STORY PROBLEMS MATEMATIKA REVIEWED FROM LEARNING STYLES OF STUDENTS OF CLASS VII SMP NEGERI 13 MATARAM IN THE 2023/2024 ACADEMIC YEAR

This study aims to describe the level of tendency and causes of students' errors in solving mathematical story problems. Error analysis was carried out based on the Polya procedure reviewed from the students' learning styles. This type of research is descriptive qualitative. The sampling technique used purposive sampling and consideration from the mathematics teacher so that class VII H of SMP Negeri 13 Mataram was obtained as the research subject. The sample used was 34 students, of which only 29 students took the test. Data collection techniques used learning style questionnaires, test questions, and interviews. Data analysis techniques were data collection, data reduction, data presentation, and drawing conclusions. The results of the analysis obtained (i) all students' errors based on the type of Polya procedure error were understanding the problem by 35%, devise a plan by 36%, carrying out the plan by 55%, and checking back by 73%. (ii) the results of error analysis reviewed from learning style are 16 students with a visual learning style are more likely to make errors in the type of error carrying out the plan by 63% and checking back by 86%, 7 students with a auditory learning style are more likely to make errors in the type of error carrying out the plan by 46% and checking back by 58%, 4 students with a kinesthetic learning style are more likely to make errors in the type of error checking back by 44%. (iii) the causes of student errors in solving mathematics problems are less able to understand the problem, sometimes students forget the formula or procedure for working on the problem, are not careful in calculations, are not accustomed to writing conclusions
Keywords: Error analysis; Story problems; Polya; Learning style

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