

## Diagnostic Analysis of Newman's Types of Students' Error in Finishing Questions of Mathematical Problem Solving

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>          | Diagnostic Analysis of Newman's Types of Students' Error in Finishing Questions of Mathematical Problem Solving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Author Order</b>   | 2 of 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Accreditation</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Abstract</b>       | <p>This study was aimed at understanding the diagnostic description of the students' errors types according to Newman in solving the questions of mathematical problem-solving. This study was qualitative. Purposive sampling was used in this study that based on Newman's theory of five errors' types, namely reading error, comprehension error, transformation error, process skill error, and encoding error. The instruments used in this study were the test of the ability to solve mathematical problem and interview. The subject of the study was grouped based on the errors conducted by the eighth-grade students of MTs Al Ma'arif Rakit in solving the question. The result showed that the students' error was varied. The diagnostic results showed that among the 26 students who did four exercises of mathematical problem solving, 3 students did the reading error, 6 students did the comprehension error, 7 students did the transformation error, 9 students did the process skill error, and 11 students did the encoding error.</p> |
| <b>Publisher Name</b> | Universitas Negeri Semarang                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Publish Date</b>   | 2021-01-30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Publish Year</b>   | 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Doi</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Citation</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Source</b>         | Unnes Journal of Mathematics Education Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Source Issue</b>   | Vol 10 No A (2021): January, 2021 (Special Edition)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Source Page</b>    | 32-40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Url</b>            | <a href="https://journal.unnes.ac.id/sju/index.php/ujmer/article/view/34302/18020">https://journal.unnes.ac.id/sju/index.php/ujmer/article/view/34302/18020</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Author</b>         | Dr. KARTONO, S.H., M.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |