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For Xinan Jiaotong Daxue Xuebao/Journal of Southwest Jiaotong University

Name of Author : Chairil Faif Pasani
Manuscript Title : [Analyzing Elementary School Students Geometry Comprehension Based on Van Hiele's Theory](#)

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COVER LETTER

Title of the manuscript: **ANALYZING ELEMENTARY SCHOOL STUDENTS GEOMETRY COMPREHENSION BASED ON VAN HIELE'S THEORY**

Abstract:

The topic of geometry in elementary school is delivered to build and develop students' logical thinking skills. Students' comprehension of geometry topics is expected to develop the students' skills to solve every day problems. However, this learning objective has not been met as expected. In Indonesia, there are many elementary school students who still do not understand the basic concepts of geometry, such as shapes and planes. Based on this problem, the researcher conducted a study to examine students' comprehension of geometric concepts. This study is an experimental study, involving two classes; the first serves as experiment class and the second serves as control class. To solve the problem of geometric topics learning, the researcher utilizes the Van Hiele's theory. Geometry learning in the first class is delivered using a learning approach based on Van-Hiele's theory (experiment group), while the learning in the second class is delivered with conventional approach (control group). This study comprised of 150 students, drawn from primary five, representing two classifications of the medium and low performances from the selected schools found in Banjarmasin. Before conducting the study, the researcher designed learning scenario and research procedure to ensure the study goes as expected. The conclusion of this study is that students' comprehension of geometric concepts after Van-Hiele's Theory-Based Geometry Learning belongs to the medium category which is better than the students' comprehension of geometric concepts after conventional learning, which is in the low category. Conclusively, Van Hiele's geometry learning theory is found to be effective on the teaching and learning of mathematics.

Keywords: Concept comprehension, elementary school, learning geometry, mathematics communication, Van hiele learning theory

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Keywords: Concept comprehension, elementary school, learning geometry, mathematics communication, Van hiele learning theory

Type of manuscript (please specify):

- Regular article
- Review article
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- Short communication
- Research note

Chairil Faif Pasani

Department of Mathematics Education, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Jl. Brigjen H. Hasan Basri No.87, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70123, Indonesia

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I hereby confirm that the manuscript was prepared in accordance with the instructions for authors of scientific publications, and that the content of this manuscript, or most of it, was not published in the journal indicated, and the manuscript was not submitted for publication elsewhere.


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Full names of all authors: **Chairil Faif Pasani**

Full name and address of the corresponding author:

Chairil Faif Pasani, Department of Mathematics Education, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Jl. Brigjen H. Hasan Basri No.87, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70123, Indonesia

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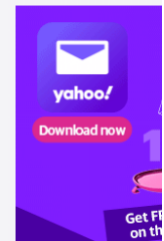
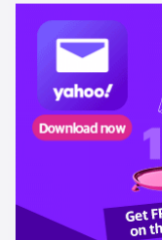
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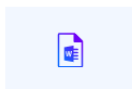
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PART B: Reviewer Only

SECTION II: Comments (Please give your critical comment for the deficiencies of each section of the manuscript).

| | |
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| Author and Title of the paper under review | Chairil Faif Pasani Analyzing Elementary School Students Geometry Comprehension Based on Van Hiele's Theory |
| General comment: | |
| Introduction: | The author has introduced the paper well though still shallow, with improvement it makes a good paper for publication under section "EDUCATION" of the Journal. |
| Methodology: | The methodology is ok, since aligns with teaching mathematics. |
| Results: | The results are convincing. |
| Discussion: | The discussion needs to be enhanced and improved to make more meaning in regarding to the implementation of the theory to teach geometry in mathematics. |
| Bibliography/References: | References should be updated to avoid very old references before the paper is accepted for publication. |

| | |
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| | before the paper is accepted for publication. |
| Other remarks: | If the author has made all the necessary improvements, I recommend publication. |
| Decision: | Accept with minor improvements. |

SECTION III: Please rate the following: (1 = Excellent) (2 = Good) (3 = Fair) (4 = Poor).

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| Originality: | 1 |
| Contribution to the Field: | 2 |
| Technical Quality: | 1 |
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Reject (Please be Specific):

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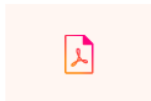
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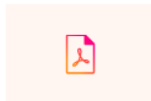
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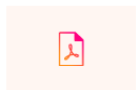
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Thank you for the communication, eagerly waiting to see the publication online in Vol. 54 (5). Thank you for this wonderful communication.

Sincerely,

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Analyzing Elementary School Students Geometry Comprehension Based on Van Hiele's Theory

 Chairil Faif Pasani

Abstract

Teaching geometry in elementary school sets out to build and develop students' logical thinking skills. Comprehension of geometry topics is expected to develop the students' skills to solve everyday problems. However, this learning objective has not been met as expected. In Indonesia, there are many elementary school students who still do not understand the basic concepts of geometry, such as shapes and planes. Based on this problem, the researcher conducted a study to examine students' comprehension of geometric concepts. This study is of an experimental kind and involves two classes: an experiment class and a control class. To solve the problem of geometric topics learning, the researcher utilizes the Van Hiele's theory. Geometry learning in the first class is delivered using a learning approach based on the Van-Hiele theory (experiment group), while learning in the second class is delivered with the conventional approach (control group). This study comprised of 150 students, drawn from primary five, representing two classifications of the medium and low performances from the selected schools found in Banjarmasin. Before conducting the study, the researcher designed learning scenario and research procedure to ensure the study goes as expected. The conclusion of this study is that students' comprehension of geometric concepts after Van-Hiele's Theory-Based Geometry Learning belongs to the medium category, which is better than the students' comprehension of geometric concepts after conventional learning, which is in the low category. Conclusively, Van Hiele's geometry learning theory is found to be effective in teaching and learning mathematics.

Keywords: Concept Comprehension, Elementary School, Learning Geometry, Mathematics Communication, Van Hiele's Learning Theory

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