**ABSTRACK**

Haviva, N. 2018. Analysis of the Critical Thinking Process of Junior High School Students in Solving Algebra Problems in Terms of Cognitive Visualizer-Verbalizer Differences. Essay. Mathematics Education Study Program. Degree Program. STKIP PGRI Bangkalan. Supervisor : (I) Buaddin Hasan, M.Pd. Pembimbing (II) Zaiful Ulum, M.Sc.

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The purpose of this study is to describe the critical thinking process of junior high school students in solving algebra problems in terms of cognitive visualizer-verbalizer differences. Description of critical thinking refers to the specific problem solving indicator by polya namely: (1) understanding the problem, (2) devising a plan, (3) carrying out the plan, and (4) looking back. Research instruments include researchers, cognitive style tests, troubleshooting tasks, and interview guidelines. Data analysis is done by data reduction, presentation data, interpretation of data, and conclusion. The result of this research, it can be conclude that undergraduate degree in understanding the problem can reveal information that known and asked using algebraic pictures and notation, whereas post graduate degree in understanding discloses the information that known and asked by comparison formula without pictures. In devising a plan undergraduate degree can determine steps solved problem with two strategies correctly, while post graduate degree can determine steps solved problem with only one strategy correctly. In carrying out the problem-solving plan, undergraduate degree conducts problem-solving activities according to the previous plan with attention to the essentials needed in solving the problem, while post graduate degree does problem-solving activities according to the previous plan by forgetting the important things needed in solving the problem. In looking at the results of the answers, while the undergraduate degree is checked every step by recalling and paying attention to the results of the answers. So it can be concluded that the subject of *Visualizer* has the ability to think critically better than *Verbalizer* subject.