CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

Based on the research results presented in the previous section can be concluded that:

1. The improvement of students’ mathematical communication ability by the implementation Number Head Together learning model belongs to medium category with the normalized gain value is 0.46 where the average of students’ mathematical communication ability in cycle I is 62.11 or categorized to low category and in cycle II the average is improved become 77.92 or categorized to medium category. As mastery learning students classical in the first cycle reached 38.46% and in the second cycle improved become 89.74%.

2. The process of student’s answer in solving a problem through implementation Number Head Together learning model on the subject cuboid and cube were more varied.

5.2 RECOMMENDATIONS

The recommendations in this research are as follows:

1. Learning mathematics learning model Number Head Together can be used as an alternative learning effective to improving the student’s mathematical communication ability. But in the early learning teachers will have difficulty in preparing children to make the process of cooperative learning, student learning is difficult to accept the changes they have done so far with constructivism learning through Number Head Together learning model. It is therefore advisable that before learning process performed, learning familiarize teachers with cooperative learning so that students will get used
to communicate both orally and in writing in conveying the idea of mathematics.

2. When learn with Number Head Together, teacher must be give more attention in answering question activity, because in this phases students will give their answer and became the appointment that students have understand about the problem or not.

3. From three indicators of mathematical communication ability, teacher must be more pay attention in drawing an idea into a picture, so that the students will produced the correct and complete picture.

4. When learning in cuboid and cube topics, teacher must be give more attention in drawing a cuboid/cube and showing the parts of it. Because it is the first material that students must be obtained and understanding so that there is no problem happened when it continue into others topic.

5. For teacher and school practitioner is equitable to change the learning custom which is dominated by teacher and starting to involve students more actively in the learning process, as well as give more attention to students’ mathematical communication ability. For this case, Number Head Together learning model can be one of learning alternative to improve students’ mathematical communication ability.

6. For the further researcher is recommended to continue the research in more complex aim. Because the students’ success in learning can’t be measured only with the written test and also expected to use the research result as comparison matter and to implement Number Head Together learning model in the other topic.