

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result of research from data analysis and test of hypothesis then it can be conclude that: There is difference between problem – based learning model and cooperative learning model type of think – pair – share toward students' mathematics achievement at SMA Negeri 2 Balige. The students' mathematics achievement taught by Problem – Based Learning (PBL) Model is higher than students' mathematics achievement taught by Think – Pair – Share (TPS) Model.

5.2. Suggestion

Based on the conclusion and the relevant study can be offered some suggestion below:

1. For mathematics teacher, Problem – Based Learning (PBL) Model or Think – Pair – Share (TPS) Model can be alternative learning model to improve the students' mathematics achievement. These model can produce the higher mathematics achievement rather than use conventional learning which not involved student actively.
2. For mathematics teacher which provide student activity sheet, it will be better if the problems given have any clue or scaffolding. Student activity sheet of PBL and TPS class should be appropriate and proportional so that students could solve the problem although the composition of group members of PBL and TPS are different.
3. For mathematics teacher who want to use PBL or TPS as model in learning process should be attended at class and time management. Especially for TPS class which has many pair, teacher have to be watchful when control the class, so that the objectives of learning can achieved well.