

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of research and discussion can be concluded that there is difference of student's mathematical communication ability which taught by cooperative learning model TTW type (experimental class I) with NHT type (experimental class II) at SMP Negeri 1 Lubuk Pakam. The three indicators of mathematical communication ability at class which taught by cooperative learning model type TTW is higher than class which taught by cooperative learning model type NHT. For indicator the ability of stating mathematical problem into mathematical model and solving it, student taught by cooperative learning model TTW type is higher than student taught by cooperative learning model NHT type. For indicator the ability of explaining mathematical problem into figure, student taught by cooperative learning model TTW type is higher than student taught by cooperative learning model NHT type. For indicator the ability of explaining problem situations by own words and doing calculation , student taught by cooperative learning model TTW type is higher than student taught by cooperative learning model NHT type.

#### 5.2 Suggestion

Based on research that has been done, mathematics teachers are suggested to use cooperative learning model type TTW or NHT as learning model alternative in improving student's mathematical communication ability. Based on communication aspect that will be achieved, cooperative learning model TTW type is more effective than cooperative learning NHT type because the syntaxes of cooperative learning model TTW type including all communication aspects.