

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

According to all classroom action research implementation, include learning process, analysis result, and observation result can be concluded that as follow :

1. The Improvement of mathematic learning by using realistic mathematic education can improve students' mathematic reasoning. It is given by average score of mathematic reasoning in reasoning mathematic test, in cycle I is 67,90 get improved to be 75,16. the improvement of average score from cycle I to cycle II is 0,14 categorized into low category.
2. From implementation of cycle I from 36 students there are 23 (64%) students achieved the mastery learning and 13 (36%) students are not yet achieved the mastery learning. In cycle II, from 36 students, there are 32 (89%) students achieved the mastery learning and 4 (11%) students are not yet achieved the mastery learning, classically mastery learning in cycle II is 89%.
3. Based on learning process which are implemented in this research and observation result, mathematic learning process by using realistic mathematic education, as we know that realistic mathematics education is an approach of learning. Firstly, teacher give contextual problem and divided students in a group at the learning process . We can see from the syntax of realistic mathematic education. In opening activity's teacher give greetings and some information to students about the matter will be learned. Students answering greeting's teacher and listening some information from the teacher. Then, in core activity's there are five phase must through by students. The five phase are observing (orientation of students on problem), questioning (organizing students to learn), associating (guiding investigation of individual and group), experiment

(Developing and presenting the work), and networking (Analyze and evaluate the problem-solving process). So in every phase use problem to develop students thinking and creativity. After that, closing activity's. in this part teacher an students do reflection from the learning, teacher give homework to students, and teacher give information about next topic to students. In realistic mathematics education has reinvention after learning process. Mathematic learning process by realistic mathematic education get the score is 3,62 which categorized into very good category. Implementation of learning by using realistic mathematics education approach is done by done contextual problem. After give the contextual problems, teacher gives students any moment to understand the problem. After that, teacher guides students to make description based on problem which are happened in their life and then students find the solution by their own way. If students learn in group, teacher also gives any moment to compare and discuss together and decide the best answer. Then, make any conclusions to create mathematic concept. in the end, students get intended knowledge.

## 5.2. Suggestion

According to the conclusions and imolementations of the research, there are some suggestion to get the attention of all parties on the use of realistic mathematic approach in the process of learning mathematics. The suggestions are as follow :

1. This research shows that the learning based approach to realistic mathematics education: (1) Improving mathematical reasoning ability, (2) make students were active in learning. Because in using mathematic realistic education approach potential to be applied in mathematics learning.
2. In reaslistic mathematics education approach, the teacher acts as a moderator and facilitator. Therefore, mathematics teacher who will implement realistic mathematics education approach should consider the following matters : (a)the availability of teaching materials in the form of contextual issues as serve as informal mathematics (model for) inj the learning process, (b) the consideration required for teachers in intervention so that students attempt to achieve more optimal the actual progress, (c) realistic mathematic approach should be applied to the material that is essential regarding real objects around the place of learning, so that students more quickly understand the lesson being learned, (d) need consider students' knowledge of the issues presented.
3. In every meeting the teacher should create the life discussion for students. Because students can express their mathematical ideas in their own language and manner, so that the students' more brave to get out their argues, more confident and creative
4. In realistic mathematics education approach, the success students in learning process is not enough from written test but required an evaluation tool that is able to evaluate all their activities in the learning process. For instance, as like students activity in asking-answer question individually and grouply and respond students about asking questions.