

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research discussion in the previous chapter, it can be concluded that the implementation of cooperative learning type numbered head together model can improve the student's mathematics problem solving ability can be described as follows:

1. There is an increase in students' mathematical problem solving abilities from initial tests to cycle I and cycle II. This is known based on the results of tests given, where the average grade increased by 1.19. In the initial test 2.06 increased to 2.58 in cycle I and increased to 3.25 in cycle II. There was also an increase in classical completeness by 28 students (77.78%). In the initial test as many as 4 students or 11.11% completed completed to 14 students (38.89%) who completed in the first cycle and experienced an increase to 32 students (88.89%) who completed the second cycle. This shows that the completeness of student learning has exceeded the 85% target so that it can be categorized that the mastery is good.
2. There is an increase in the average percentage of student learning activities from cycle I and cycle II. This can be seen from the average results of observasi, in the first cycle the average is 0.63 or 63.00% which is in the low category or increased to 0.80 or 80.00% which is in either category or in the second cycle.
3. The process of student answers in solving problems has increased. This is seen from the classical percentage in the process of solving students' answers in every aspect of problem solving ability. The aspect of understanding the problem of the first cycle is 97.22% increasing in the second cycle to 100%. The planning aspect of the first cycle was 41.67%, increasing in the second cycle to 77.78%. The implementation aspect of the first cycle was 66.67%, increasing in the second cycle to 91.67%. The re-

checking aspect of the first cycle, namely 69.44% increased in the second cycle to 72.22%. This result shows the process of student answers increased.

5.2 Sugesstion

Based on the conclusions of this study, the researchers gave the following suggestions:

1. To the Mathematics Teacher
 - a. At the end of each lesson self-training is provided as a means to strengthen understanding of newly learned concepts while training students' abilities
 - b. When learning takes place, especially in the guiding stage of group learning it is recommended that teachers pay more attention to groups that are experiencing difficulties but do not focus on just one group.
 - c. In learning by applying the NHT the teacher should be able to manage the time during the learning process so that there is no shortage of time
 - d. In implementing learning with the NHT model, the division of groups should be academically heterogeneous.
 - e. In each learning teacher should provide opportunities for students to express mathematical ideas in their own language and ways so that in learning mathematics students are bolder in arguing, more confident and more creative
2. To the students
 - a. Learning by applying the NHT model aims to guide students who work as a team to solve a problem. Therefore, when the learning process takes place, do not hesitate to give ideas of completion, discuss, argue and present the results of the discussion in front of the class
 - b. The thirsty students are more disciplined in using time during group discussions, so that learning objectives can be achieved properly
3. It is suggested to other researchers that the results of this study be taken into consideration in applying the NHT type cooperative model to other material for further research and to pay attention to the weaknesses in the research so that the research conducted is getting better.