CHAPTER V

CLOSING

5.1. Conclusion

1. There is an effect of problem posing model to improve students' mathematical communication ability. Based on t test by using SPSS got the result of sig. $0.000 < 0.005$ so H_0 was rejected and H_a was accepted. There is a difference of mathematical communication ability between students who apply the problem posing model and the conventional model. The different effect caused different model in class. Furthermore, the category of n-gain is obtained, namely the category of the experimental class is medium in $0{,}621$ indicates that the problem posing model applied is enough to improve students' mathematical communication ability. While the category of control class is medium in $0{,}305$ indicates that the conventional model applied is enough to improve students' mathematical communication ability. The differences occurs because difference model in class. So it can be concluded that the problem posing model has an effect to improve students' mathematical communication ability in class VIII MTs M 09 KHA Dahlan Sipirok.
2. The way problem posing model has an affect occurs because the stages of problem posing model. The stages are stimulation, identification problem and problem posing. By using this model, teacher not to be center in class. Students are active in class and brainstorm. Students write their ideas and posing the problem in paper using notation and symbol of mathematics. This model training student to improve mathematical communication ability. It is indicates that there is an effect by problem posing model to mathematical communication ability. Therefore, stages of problem posing model capable to improve students' mathematical communication ability at MTs M 09 KHA Dahlan Sipirok.

5.2. Recommendation

1. Students

   For students, it is better to prepare before learning, and be serious in participating in class and obeying the directions given by the teacher.

2. Teachers

   For teachers, especially for mathematics' teachers at MTs M 09 KHA Dahlan Sipirok, they can use the problem posing model as an alternative and variation in learning to improve students' mathematical communication ability.

3. Researcher

   For other researchers who will use this problem posing model in their research, it is expected to equip them with the ability to apply this model as well as possible so they are better in managing class, implementing models and controlling students as well as the time set.