CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

From the results of research and data processing in this research, it was concluded that the average posttest value of experimental class I using the Think Pair Share cooperative learning model was 83.81 and the average posttest value of experimental class II using the Numbered Head Together cooperative learning model was 78.26. Based on the results of hypothesis testing with one-way t test (right side) obtained $t_{count} > t_{table}$, which is 2.4 > 1.666 the H_0 is rejected and H_1 is accepted. So, it is concluded that students' mathematical communication ability using the Think Pair Share cooperative learning model is better than students' mathematical communication ability using the Numbered Head Together cooperative learning model.

5.2. Suggestion

1. Students

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

2. Teachers

   For mathematics teachers can use the Think Pair Share (TPS) cooperative learning model as an alternative learning in an effort to improve students' mathematical communication ability in the learning process so that students are easier and able to automatically understand and learn the material being taught.

3. Researchers

   Because the researchers felt that the research time was too short between the pre test and the posttest, the researchers did not deny that this research still had many shortcomings that needed to be improved.

Therefore, for future researchers are expected to evaluate and improve this research through deeper study and pay attention to other factors that can affect research results.