

CHAPTER V

CLOSING

5.1. Conclusion

The research entitled “The Effect of Jigsaw Cooperative Learning Model on Students’ Mathematical Communication Skills” at SMPN 37 Medan conclude that:

1. The Jigsaw Cooperative Learning Model has a positive effect on students’ mathematical communication skills. This can be seen from the significance value for the two-tailed test is observed as $0.031 < 0.05$. Then, H_0 is rejected and H_a is accepted.
2. The effectiveness of the Jigsaw Cooperative Learning Model is taken from the N-Gain result, which is 0.16. It can be concluded that the effectiveness of the jigsaw cooperative learning model on students’ mathematical communication skills is in the low category. In this research, the most significant impact of the Jigsaw Cooperative Learning Model on the indicators of Mathematical Communication skills are “Mathematical Expression” and “Conclusion”.

5.2. Suggestion

1. Teacher

For teachers, especially mathematics teachers at SMPN 37 Medan, it is hoped that teachers will pay attention to the students’ mathematical communication skills. The teacher also has to design learning processes that can improve students’ mathematical communication skills and train students to get used to working on questions that can improve students’ mathematical communication skills.

2. Researchers

For other researchers who will use this topic in their further research, it is expected to the teacher must ensure that each student is accountable for their learning and for contributing effectively to their group can be difficult to enforce, so some students may not dominate the discussion while others may not contribute as much, leading to an imbalance in learning and communication practice and facilitate better teaching materials to improve the drawing indicator