

CHAPTER V

CLOSING

5.1 Conclusion

1. The mathematics problem solving abilities of students taught with Problem-Based Learning model is better than students taught with Direct Instructional model. This is evidenced from the result of sig. $0.03 < 0.05$. Then, H_0 is rejected and H_a is accepted.
2. The way problem-based learning model has an effect occurs because the stage of problem-based learning model. The first stage attracts students' attention to begin to understand the problem and think about how to solve it. The second stage trains students in identifying the elements in the problem and analyzing ways to solve the problem. The third stage trains students in devising the plan to solve the problem. The fourth stage trains students in carrying out the strategies to solving the problems. The fifth stage trains students to conclude and interpret the solution obtained from the problem solving process.

5.2 Recommendation

1. At the problem orientation stage, the teacher must keep making triggering questions so that students can express all their ideas or opinions.
2. When finished presenting the results, it is important for students to appreciate and respect other people's opinions, regardless of whether they are right or wrong.
3. Special attention is needed on the fourth indicator for future researchers if they want to conduct research on similar topics.