CHAPTER V
CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on all of this classroom action research implementation, include learning process, the analysis result, and observation result concluded some cases as follow:

1. Based on the teaching and learning process that have done in this research and the result of observation activity, to get the best result of realistic mathematics approach implementation, the using of context is also supported by visualization like using visual aids and figures. After teacher gives contextual problem, teacher must give student time to understanding the problem. After that, teacher guides student to make a description of the problem based on their experiences in daily life and then, let student to find the solution by using their own model. If students learn in group, teacher also give time to students to compare and discuss the answer with friends. Moreover, the last teacher guides students to discuss together and decides solution the most appropriate one. Then, make the conclusion so that constructed a mathematics concept. Finally, students find out the knowledge that expected.

2. The implementation of realistic mathematics approach can improve mathematical reasoning ability. It can be seen from the result of mathematical reasoning ability test. From cycle I, still under of fifty persen, means the mathematical reasoning ability of students still very low. Then, it is improving become middle level in cycle II. In cycle III improve on high level and in cycle IV achieve more than ninety persen or in very high level.

3. The effectiveness of Realistic Mathematics Education (RME) implementation can be seen from the improvement of observation result and mathematical reasoning test result. Based on the observation result, for teacher's activity get good criteria. And for students' activity get

good criteria also. From the mathematical reasoning ability test, in cycle I only three students that get minimum standard. In cycle II improve become more than eighty persen classically. Moreover, in cycle III and IV all of students have achieved the minimum standard.

5.2 Suggestion

Based on the conclusions that have concluded from all activities in learning process, there are some recommended suggestions, namely:

1. It is suggested to the teacher to more often train the student mathematical reasoning ability in learning process.

2. It is suggested to the teacher to use contextual problem in teaching mathematics and combined with appropriate visual aids, guided student worksheet (GSW) or the figures to help the students construct their own knowledge from informal to formal knowledge. So that, students can reinvention the mathematics concept especially in fraction subject.

3. It is suggested to the students to making the best use of student's experiences in daily life to build their own knowledge in mathematics. Because by building student's own knowledge from informal to formal knowledge, student has done thinking process that can help to develop student's reasoning ability.

4. It is suggested to teacher also to improve stimulation and motivation in the use of interactivity and the use of students' contribution.

5. It is suggested to the principal to persuade the mathematics teacher to implement Realistic Mathematics Education (RME) in learning process especially in fraction's material to improve student mathematical reasoning ability and also students' learning outcomes. School also should supporting teaching and learning process by improving the school facilities like visual aids for the material, etc.