

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

From the result of research that has been done, it can be conclude that as follows:

1. The students' problem solving ability that taught by Contextual Teaching and Learning (CTL) is better than taught by Direct Instruction (*DI*) in IX grade at SMP Negeri 1 Medan Academic Year 2012/2013. It can shown from post test data is the average is CTL class is 81.54 and DI class is 68.09. And after calculation use t – test we gotten $t_{\text{calculate}}$ 3.177 and t_{table} 1.684.
2. From the observation by the observer, it can be concluded that the learning CTL approach is better than the learning DI when viewed from the students' activity. Students were taught through learning model of CTL is more flexible and the student active by discussion. Students are more active in doing the questions in student sheet activity. Then, by randomly the students presenting the result discussion in front of class. Contrast to the student who were taught through learning model of DI was occur more emphasize in listening activity to the teacher explanation in front of class.
3. Based on the teachers' observation that observed it can be concluding that the teacher who implement the learning CTL approach more attractive rather than who implement the learning model of DI.
4. The kinds of mistake that student made after being taught using contextual teaching and learning approach and direct instruction are: wrote not complete information from the problem, wrote wrong formula of surface area and volume of cylinder, wrote not complete strategy to solve the problem, errors in calculation and algebra operation. The kinds of mistake that student made after being taught using direct instruction are same with

contextual teaching and learning, but they did not make re-evaluation correctly.

5.2 Suggestion

Based on research result, then the suggestions that can be given by writer are:

1. For mathematic teacher, learning taught Contextual Teaching and Learning (CTL) can be used as alternative learning approach because it can be increase problem solving skills of student.
2. For mathematics teacher given problem related in daily life then students should be solve using mathematics problem solving steps.
3. For the next researcher, to make deeper analysis about the mistakes that student made in solving problem using both of those approaches.