

CHAPTER V

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

1. Based on above research result, it can be concluded that implementation of Numbered Head Together model in teaching learning process able to improve the degree of student's conceptual understanding in the topic linear equation system of two variables. It has shown by the score of conceptual understanding test which has been improved in every cycle. In cycle I, the average score of conceptual understanding test is 58 while in cycle II, the average score of conceptual understanding test is improved becomes 72.57. In cycle I, the percentage of student in middle category is 12 student or 42.9% of total students, while in cycle II is 11 students or 39.3%. In cycle I, the student in high category is 6 students or 21.4%, while in cycle II increase to be 14 students or 50%. In cycle I, no one student in very high category while in cycle II, there are 3 students or 10.7% are in very high category. Regarding to indicator of conceptual understanding, in cycle I, the highest score was achieved on giving the example and counter example aspect is 65.71%, and the lowest score was achieved by applying the concept aspect is 55.68%. While in cycle II, the highest score was achieved by defining the concept is 82.14%, and the lowest score was achieved by applying the concept aspect is 63.57. In cycle I, student who's already satisfy the minimal point criteria is 29% while in cycle II is being improved to be 86%.
2. The student's activity in learning process with Numbered Head Together has high activity concentration. In cycle I, known that percentage of student's learning activity to actively and independently learn is 86.1% while in cycle II is 88.05% of available time. It means that, Numbered Head Together model provides the students the opportunity to work independently, they use their time mostly to learn more by sharing with their friend and cooperate each other.

B. SUGGESTION

Based on result of research and overall explanation of implementation of Numbered Head Together model which has been conducted, researcher gives some suggestions which are need to be considered by state alike as effort to improve the degree of student's conceptual understanding for student in class VIII SMP Negeri 5 Percut Sei Tuan as below:

1. For school, expected that this research will be an alternative model which be used in SMP Negeri 5 Percut Sei Tuan, keep on turns with other learning model. Because, implementation of Numbered Head Together model was proven to improve the degree of student's conceptual understanding.
2. For teacher, in conducting the mathematics learning by Numbered Head Together model, teacher as could as possible give ample opportunity to students to teach and refine their ideas, questions and approaches in the security of a small study team and also explain what they think they know to the else teammate.
3. For student, in order to actively build their new knowledge, student had better to read the book literature. Student should be actively engaged in learning process to create the better understanding. Because discussing the problems together assure that each member understands the information better.
4. For other researcher, mathematics learning by Numbered Head Together model can be used as alternative to improve the degree of student's conceptual understanding. For the next research, can further examine about Numbered Head Together model with different aspects.