

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the analysis and discussion of research results, then it can be concluded that there is significant difference of student's mathematical connection ability which taught by Realistic Mathematics Education approach (experimental class I) with Problem Posing approach (experimental class II) at SMP Swasta Katolik Assisi Medan Academic Year 2014/2015.

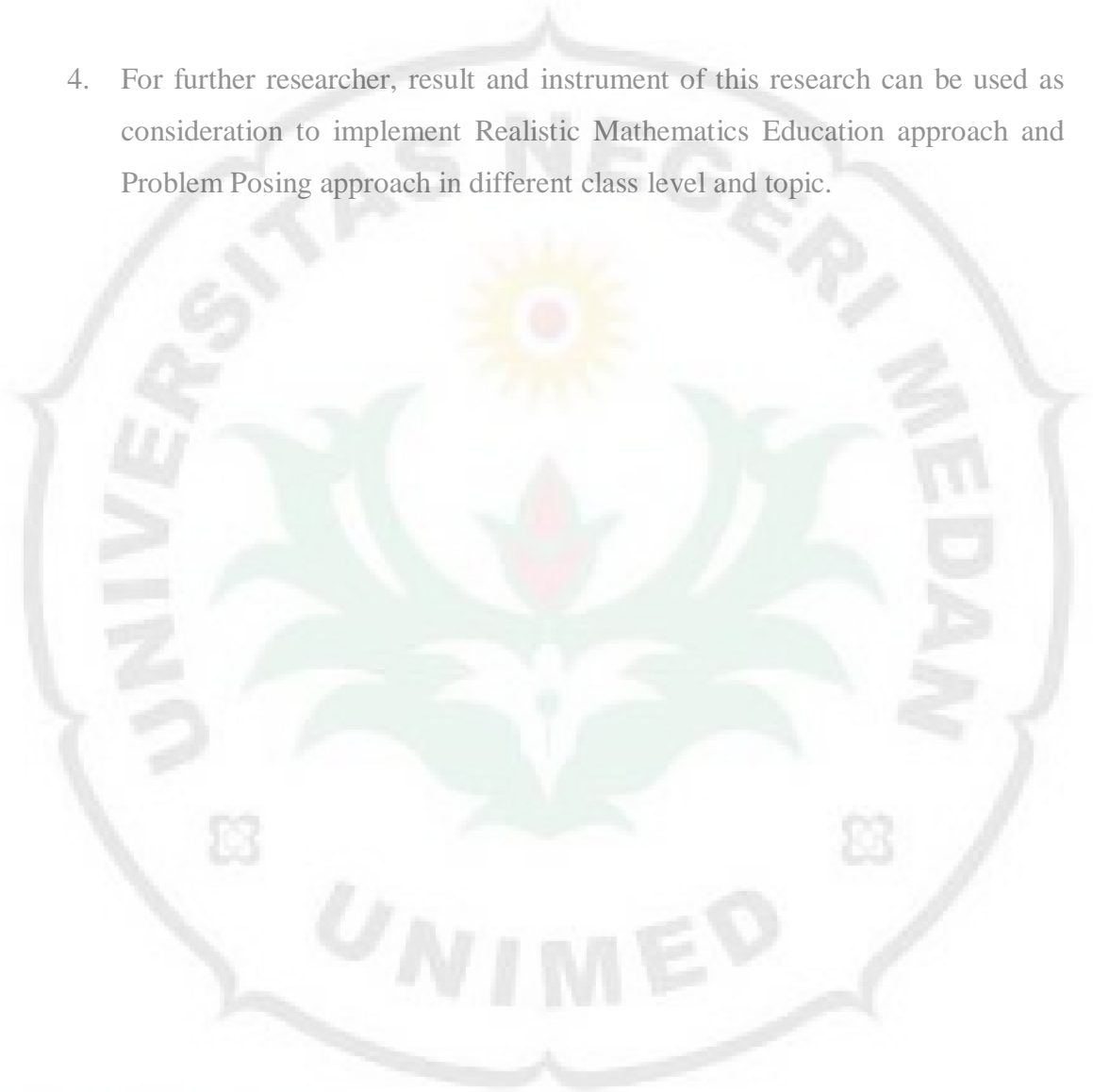
For indicator to use connection between mathematical topics and to use connection of mathematics to other subject, students' mathematical connection ability taught using problem posing approach is higher than using realistic mathematics education approach. For indicator to use connection of mathematics to daily life, students' mathematical connection ability taught using realistic mathematics education approach is higher than using problem posing approach.

#### 5.2 Suggestion

Based on the results of research, then researcher submits some suggestions, as follows:

1. Based on mathematical connection indicator that will be achieved, problem posing approach is more effective than realistic mathematics education approach with requirement that teacher should be able to manage time effectively.
2. Contextual problem that used in realistic mathematics education class should ask students to do real activity and situation that given in problem posing class should contain many information that could used by students.
3. Learning process of mathematics by using Realistic Mathematics Education approach and Problem Posing approach needs longer time since in its learning, students receive information from teacher indirectly, so that is needed preparation and used time effectively in its implementation.

4. For further researcher, result and instrument of this research can be used as consideration to implement Realistic Mathematics Education approach and Problem Posing approach in different class level and topic.



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