

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the research and processing of data it can be concluded that:

1. Average students' problem-solving ability who taught by cooperative learning TPS is not equal to average students' problem-solving ability who taught by cooperative learning STAD in the topic of trigonometry in grade X of SMA Negeri 1 Perbaungan A.Y. 2013/2014.
2. Using cooperative learning model TPS type can increase students' problem solving ability and can increase the average scores of students.

#### 5.2. Suggestion

Based on these results it is suggested that researchers can provide are as follows:

1. To mathematics teachers are suggested to use cooperative learning model TPS type or STAD type as learning model alternative in improving students' mathematical problem solving ability.
2. Based on problem solving aspect that will be achieved, cooperative learning model TPS type is more effective that cooperative learning model STAD type with the requirement teachers should be handle allocation time in the classroom.
3. For prospective teachers to apply cooperative learning model TPS type in improving the average value of students' problem solving abilities.