CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of research obtained can be concluded that students' mathematical communication ability taught by cooperative learning Think-Pair-Share type in experimental class I is better than students' mathematical communication ability taught by cooperative learning Numbered-Heads-Together type in experimental class II on subtopic rectangle and square at SMP Negeri 3 Kisaran.

5.2 Suggestion

Based on the conclusion above, so as a follow-up of this study is suggested several things which are:

1. Teacher is suggested for applying cooperative learning Think-Pair-Share type as an alternative instructional model to improve the students' mathematical communication ability.
2. For improving the students' ability of explaining mathematical problem by own words taught by cooperative learning Numbered-Heads-Together type, teacher should give more time for students in giving responds about problem solving in learning activities so that the students' ability in explaining mathematical problem by own words can improve.
3. For further researcher, this research just discusses three indicators of mathematical communication which are stating mathematical problem in writing into figure, explaining mathematical problem by own word, and stating mathematical problem in writing into mathematical model and solving it, then the researcher suggests to the next researcher for continuing this study in wider scope by adding indicator of mathematical communication so that it can be obtained better result and it can be

beneficial to the improvement of education in applying an instructional model in class.