

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research results presented in the previous section can be concluded with regard to the application of investigative learning groups to increase communication ability of junior high school students' mathematical follows:

1. Strategies to discuss the role in everyday life before the start of learning and gives students' awards have a positive impact for students' is very high enthusiasm categorized to good category.
2. The increase of students' mathematical communication ability by the implementation of Group Investigation (GI) model learning belongs to moderate category with the normalized gain value is 0.62 where the average of students' mathematical communication ability percentage in cycle I is 8,51% or categorized to bad category and in cycle II the average of percentage is improved become 95,74% or categorized to good category.

5.2 Suggestion

Based on these results, the authors propose some suggestions for learning mathematics, especially in secondary schools, namely:

1. Learning mathematics with group investigative learning model can be used as one of the effective learning alternative to increasing the students' mathematical communication ability. But in the early days of learning the teacher will have difficulty in preparing a child to perform cooperative learning process, student learning is difficult to accept the changes they have done so far with the constructivism learning through group learning model investigation. Therefore, it is suggested that before the process of learning to do, learning to familiarize teachers with cooperative learning so that students will get used to communicate both orally and in writing to convey ideas of mathematics.

2. To support the successful implementation of the investigative group learning models necessary teaching materials of interest, to the student activity sheet should be designed based on contextual issues close to students' daily lives and challenges students to solve.
3. In the learning process so that learning outcomes can be maximized teachers should pay attention to: (a) how to ask a question or type of question that can evoke the curiosity of students, (b) how to settle disputes over the students can have high confidence that they are not totally dependent on teacher (c) the provision of *scaffolding* on students' prior knowledge was limited to connecting students to their problem solving. (D) how to create an atmosphere of discussion among students with other students so that the discussion is not dominant mastered by students who have high ability.
4. In the investigation group learning model, the teacher acts as a facilitator. Therefore, teachers of mathematics who wish to apply this learning need to pay attention to: (a) the availability of instructional materials in the form of problems that lead to *kemampuan kontekstual* to be achieved, (b) required careful consideration for teachers in providing assistance to the student so that the student is able to achieving the expected competencies to the maximum, (c) the provision of assistance may be needed if it is to encourage the development of students' potential.
5. In addition to increasing communication skills of mathematics and learning outcomes, learning models can also spur investigation group of students in a learning activity and can assist students in forming a positive perception towards learning mathematics, therefore it is advisable to learning as developed further on the topic - the topic of mathematics and different levels of education.
6. This study only reveals the role of investigative group learning model in increasing communication skills of mathematics. To complete the study of the role of investigative learning model as a whole group needs to be further research to look at the role of the investigative group learning model in increasing problem-solving abilities, reasoning, and mathematical connections.