

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. Based on the result of research obtained can be concluded that students' mathematical communication ability by using cooperative learning Teams Games Tournament (TGT) type in experimental class I is better than students' mathematical communication ability by Learning Cycle model in experimental class II on topic Statistics at SMA Negeri 1 Berastagi.
2. From the process of the students in solving mathematical communication ability test can be seen some differences from both of experimental classes. There are significant differences in the second and third indicator of mathematical communication ability. In the second indicator, namely the ability to explaining mathematical problem to figure, TGT class students answer more completely than the Learning Cycle class. While in the third indicator, namely the ability of explaining the mathematical problem by their own words students' answers in TGT class also more complete that learning cycle class.

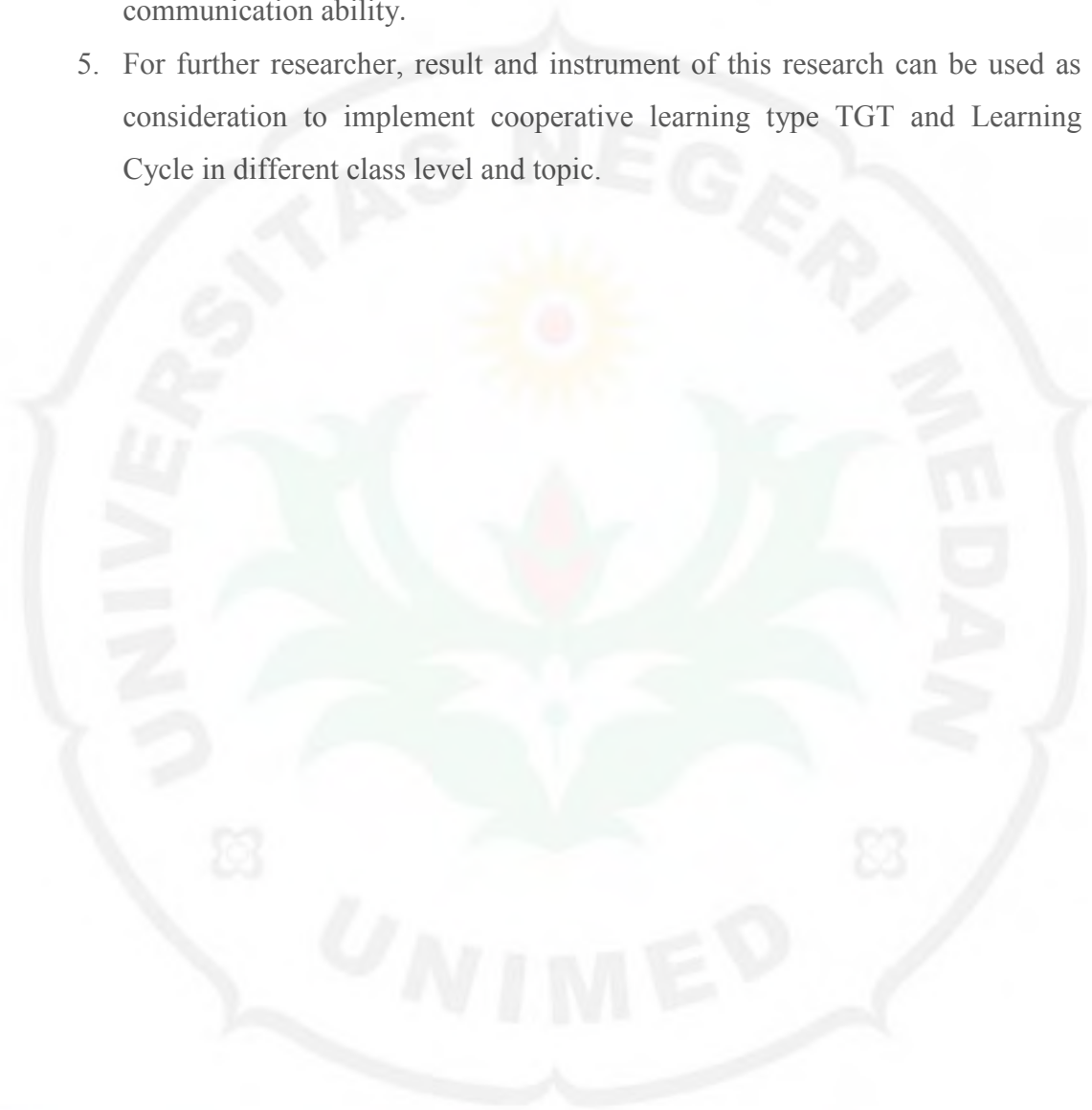
5.2 Suggestion

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

1. Cooperative Learning Teams Games Tournament Type and Learning Cycle can be as consideration to teachers in senior high school to develop students' mathematical communication ability.
2. In the implementation of Teams Games Tournament (TGT) model, it's better the teacher consider time allocation in learning process because phase games tournament will take much time.
3. If teacher want to implemented Teams Games Tournamnet model, first teacher have to ensure that students can be arranged so that the time to apply the TGT effectively is enough.
4. Students' mathematical communication ability in the indicators explaining mathematical problem to figure and by their own words should be further

enhanced by give SAS more frequent to students to improve mathematical communication ability.

5. For further researcher, result and instrument of this research can be used as consideration to implement cooperative learning type TGT and Learning Cycle in different class level and topic.



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