

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In this research, the comparison of students' mathematical problem solving ability in the unit of Program Linear in grade XI classes in SMA N 5 Medan is examined between the class which is taught using Think – Pair – Share (TPS) and Student Teams – Achievement Division (STAD)

In Hypothesis test, the data are processed based on difference of posttest and pretest shows that $t_{calculated} (0.100) < t_{table} (1.99)$ which mean H_0 accepted. So, can be concluded that there is no difference between cooperative learning model type of think – pair – share and student teams – achievement division towards students' problem solving ability

5.1 Suggestions

Related to the writer's research, some suggestions are pointed out as follows:

Based on the conclusion and relevant study of this research, there are some suggestions as follows:

1. For mathematics teacher, to implement Think-pair-share and student teams – achievement division model in the learning activity such that students' problem solving ability can be increased significantly.
2. For students, to cooperate with teachers by following the steps of learning process and don't ignore the steps of problem solving ability.
3. For next researcher, to observe another students' ability of mathematics which can be affected by problem based learning model and another choices of learning model and also choose the school that already familiar with cooperative learning.
4. Because in this research the learning models are implemented to the topic of program linear, it is suggested to try another topic of mathematics and relate it to others factor which may influent students' learning outcomes