

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

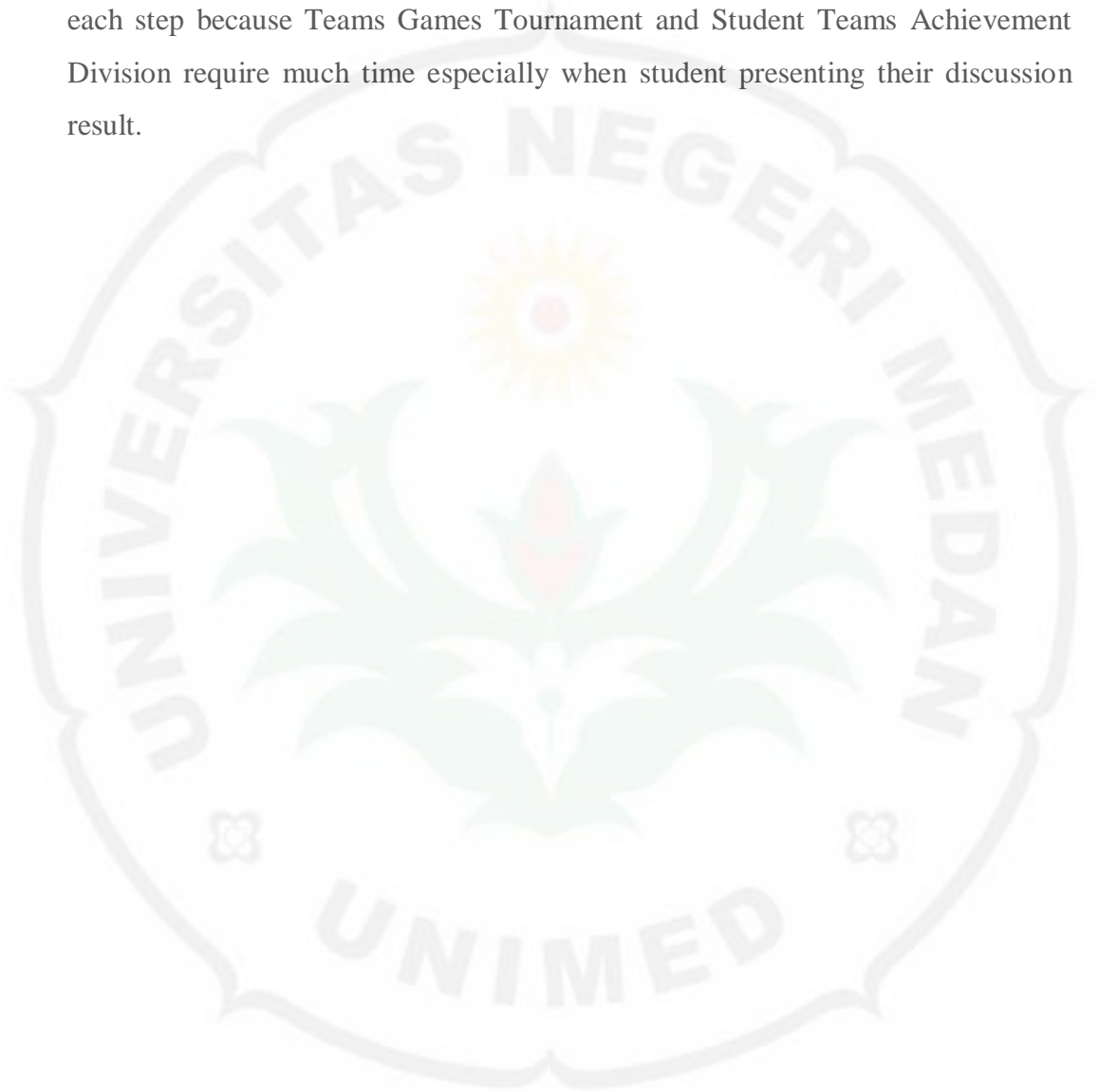
Based on the result of research and discussion can be concluded that students' mathematical communication ability especially writing using cooperative learning model type *Teams Games Tournament* higher than cooperative learning model type *Student Teams Achievement Division* in grade VII SMP Negeri 2 Porsea Academic Year 2014/2015. It can be seen from the means score of posttest data using cooperative learning model type *Teams Games Tournament* are 22.89 better than using cooperative learning model type *Student Teams Achievement Division* namely 20.11. And based on analysis result using t-test one tailed with alpha value is 5% obtained that  $t_{\text{count}} = 2.272$  for posttest data higher than  $t_{\text{table}} = 2.015$  so that  $H_0$  which state that mathematical communication ability especially writing of students by using cooperative learning model type *Teams Games Tournament* is not higher than cooperative learning type *Student Teams Achievement Division* is rejected and  $H_a$  is accepted.

#### 5.2 Suggestion

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

1. Cooperative Learning Model Type *Teams Games Tournament* and *Student Teams Achievement Division* can be as consideration to teachers in junior high school to develop students' mathematical communication ability.
2. In the implementation of *Teams Games Tournament* and *Student Teams Achievement Division* type of cooperative learning model, its better teacher gives motivate to students to develop their confidence that will present their discussion result, because not all students are ready to make presentation
3. For the next researcher who wants to do research using *Teams Games Tournament* and *Student Teams Achievement Division* type of cooperative learning model expected to manage the time for

each step because Teams Games Tournament and Student Teams Achievement Division require much time especially when student presenting their discussion result.



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