

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. Learning model by using Think-Talk-Write (TTW) can increasing students' mathematical communication ability, especially in solving mathematical problems of quadrilateral from the first cycle to the second cycle. In the second cycle teachers have been able to maintain and increase the implementation of teaching and learning activities with the application of the Think-Talk-Write (TTW) and increase the weaknesses of students in cycle I. Through Think-Talk-Write (TTW) learning model, the results of tests of students' mathematical communication ability in particular on the subject of quadrilateral has increased. It can be seen from the increase in the average value of each indicator writing situation or mathematical idea in to picture by 0.72; illustrating the mathematical ideas in mathematical models is 1.66; explaining the procedures of solution is 1.73. Likewise, the number of students who have reached a value ≥ 2.66 increased by 68% and the gain normalized index is 0.77.
2. Learning by using Think-Talk-Write (TTW) learning model can make students' activity be in active category.
3. Learning by using Think-Talk-Write (TTW) learning model can make students' response be in positive response in the learning process.

5.2. Suggestion

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

1. For mathematics teachers, in learning process were suggested to applicate students centered learning. Meanwhile if teacher wants to measure students' mathematical communication ability were suggested to using Think-Talk-Write (TTW) learning model as part of efforts to increase students' mathematical communication. In addition to increasing students'

mathematical communication ability and learning outcomes, Think-Talk-Write (TTW) learning model can also stimulate the activity of students during learning process and can help students in forming a positive response to the learning of mathematics. Therefore this kind of learning is recommended to be developed further on mathematical topics and different levels of education.

2. To the students of SMP Negeri 1 Onan Ganjang particularly for the students who have low mathematical communication ability to do practice, reading and be confidence to communicate mathematical ideas both orally and in writing in mathematics.
3. To the researchers, expected to use the research result as comparison matter and to implement Think-Talk-Write (TTW) learning model in the other topic. For researchers who want to measure students' activity and responses were suggested to use the other media such as photos and videos. More active to giude the students in learning process.