CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result and discussion of research in the previous chapter, can be conclude that :

1. Metacognitive skill and learning outcomes are related which the correlation of SBMPTN Students is 0.75. The correlation of SNMPTN Students is 0.52 and for UMBPTN students is 0.62. It means the correlation of UMBPTN and SBMPTN is strong or can be said that metacognition skill is influential enough toward their learning outcomes in this study, and the correlation of SNMPTN Students is medium.

2. SBMPTN student still aware of the planning, monitoring and evaluation. In this study, metacognitive skill of mathematics students in SBMPTN students is relative medium with average score of questionnaire is 72.57%. and from essay test get 74.70%. Students SBMPTN has using completely their metacognitive skill in solve the problem shown by: In planning students always write the steps in solve the problem, and write what is known and asked and can draw the graph. In monitoring students still good in choose the strategies to solve the problem. In evaluation, students has using evaluation skill completely. There is seen that SBMPTN students always trying to check again the steps in solve the problem, check the calculation, and the SBMPTN Students always trying to solve the problem by using another strategy. In SNMPTN and UMBPTN students has using Planning and monitoring skill in solve mathematics problem, but they have mistake in evaluation skill. The evaluation skill of SBMPTN Students is better than SNMPTN and UMBPTN Students. The percentage for SNMPTN and UMBPTN is 68.15 and 56.55. It shows that students SBMPTN is better than SNMPTN Student and UMBPTN students from Subject Calculus II in mathematics education State University of Medan.

3. In SBMPTN Students, students in high category has the Reflective level metacognition, students can solve the problem correctly, and

systematically, and students always check the answer and if was doing mistake, students revision and student can evaluate the result. In medium category has the Strategic Use, in this level student are aware of the ability in solve the problem, student know what will be do and always check the answer. In low category students has Tacit use level metacognition. Students have confused with the problem, not sure of the result, but students always aware of the mistake, and there students understand what is known and asked.

In SNMPTN Students, students in high category has the Reflective Use Level metacognition, students are aware of the ability in solve the problem, students know what will be do and always check the answer. In medium category also has the Strategic Use, but still not complete like student in the high category. In low category, students has the aware use metacognitive level. Students have confused with the problem, not sure of the result and still aware of the mistake. But in SNMPTN students, student solve the problem by just trying to try and also not know what is know and asked from the problem.

In UMBPTN Students, students in high category has the Reflective Use Level metacognition, students are aware the ability in solve the problem, students know what will he do and always check the answer. In medium category also has the Strategic Use, but still not complete like students in high category. In low category, students has the aware use metacognitive level. Students have confused with the problem, not sure of the result and still aware of the mistake.

5.2 Suggestion

Based of the finding and conclusion on the researchers gave some suggestion are:

1. For students: in mathematical problem solving students should use their metacognitive skill because the metacognitive skill can guide the thinking process in solve mathematics problem.

2. For next researchers: it need more participant in metacognitive research, because the research about metacognitive in State University of Medan still less, so the research result can be used and applied generally and to get the accurate data, researcher recommend you to research the final semester students.

3. For lecturer, while giving students the material, lectures should always be guided the students' thoughts and use the metacognitive skill in thinking process in solve the mathematics problem. for the finding area, lecturer must emphasize the formulas to find the area. Like in finding the area bound 2 curve, lecturer must emphasize the formula the above curve minus bottom curve. Because in this research, researcher finds many of students has mistake in entering the formula, so many students get the negative in the result. Because the area is never negative, students trying to make it positive without know it happen negative.