

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result and discussion of research can be concluded:

1. There is difference of student's mathematical communication ability which taught by cooperative learning model TPS type (experimental class I) with PBL (experimental class II) at SMP Budi Murni 2 Medan.
2. In the model of cooperative learning TPS type of student answer process obtained an average score of 70.45. Whereas in PBL learning model, the students' answers process got an average score of 81.26. Thus the process of student answers on the PBL learning model shows higher results than the student's answer process on the cooperative type model of TPS.

5.2 Suggestion

Based on research that has been done, mathematics teachers are suggested:

1. Based on the results of research that learning mathematics with PBL learning model able to improve students' mathematical communication ability especially on Rectangle and Square materials, so this learning model can be used as one of variation in mathematics learning which can be applied by teacher.
2. For teachers who will use cooperative learning model in order to pay attention to the allocation of time available so that all the stages of learning can be implemented properly in order to obtain satisfactory results.