

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION OF THE RESEARCH

Based on the result of the data which has been proceed by using Microsoft Excel, we find that there exists the difference of the student's mathematical problem solving ability which taught by Students Team Achievement Division and Numbered Head Together type in SMP Swasta Pahlawan Nasional Medan. This can be proved by the hypotheses testing data which shows that $t_{\text{count}} > t_{\text{table}} = 2,2 > 1,99$ then H_a was accepted. Besides, the average score of post-test which taught by Student Team Achievement Division was higher than Numbered Head Together, 82,81 > 79,47, then the researcher concludes that the student's problem solving ability which taught by Students Team Achievement Division (STAD) learning model was better than Numbered Head Together (NHT) in VII grade student of SMP Swasta Pahlawan Nasional Medan.

5.2 SUGGESTION

Based on the result of this study, the researcher would like to give some suggestions for the ones who need something from this study. The suggestions from the author are:

1. For the teachers, especially the ones who teach mathematics, to apply the Students Team Achievement Division learning model in teaching-learning process as one of the solutions to increase the student's mathematical problem solving ability level.
2. For school, to facilitate the teachers and the students who are going to apply the cooperative learning model in order to reach the goal of studying mathematics.
3. For the students, to be cooperative and able to be applied the STAD learning model.

4. For the readers who want to apply the learning model in this study, since cooperative learning needs much time in its application, so it's better for us to check the allocation of time provided before applying it. Time and tools and materials are important in cooperative learning model. Time sufficiency and tools and materials comprehensiveness will help the teacher to reach the goal of learning and to get the best result.



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