CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the results of research and data processing, the following conclusions are obtained:

The mathematical communication ability of students taught by the RME approach have an average of 83.55 and those taught using problem posing has an average of 77.59. Statistically, by using the independent t test, and obtained that $t_{count} > t_{table}$ namely 3.158 > 2.00324 which means H_0 is rejected and H_a is accepted. It can be concluded that students' mathematical communication ability using the RME approach higher than students' mathematical communication ability using the problem posing approach in class VIII at SMP Negeri 1 Bandar A.Y 2022/2023.

5.2. Suggestions

Based on the results of this study, the suggestions that researchers can give are:

1. For mathematics teacher for the implementation of learning, it is hoped that the teacher will emphasize more on the active involvement of students during the learning process, the role of the teacher is only as a facilitator and motivator. The use of the RME and Problem Posing learning approaches is an alternative learning approach that can be used.
2. For mathematics teacher to use the RME and Problem Posing approaches, teachers must always be creative in preparing materials and learning resources well so that students can understand and associate their knowledge with the surrounding environment and students are able to work well together in a

study group to solve a problem so that learning can take place. actively and smoothly and the objectives of learning can be achieved.

3. For school, it is expected always to direct teachers to use learning approaches that can activate students, including being able to link the knowledge they have with real-world situations around them and being able to work well together in a study group to solve a problem, so that learning objectives will be achieved optimally. The RME and Problem Posing approaches are an option that can be used by teachers in implementing learning.
4. For students are expected to be able to participate actively during the learning process. Therefore students must be accustomed to critical thinking, work well in groups, dare to express ideas/opinions and dare to ask questions.
5. For students should be accustomed to associating subject matter with contextual problems in learning mathematics so that they will find it easier to understand the material being studied.
6. For other researchers are expected to be able to develop this research with similar studies on other mathematical ability or other subject matter so that this research can be used widely