

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research results that have been described, the following conclusions can be drawn:

1. The increase in mathematical representation ability of students in class VII-B SMP Negeri 37 Medan T.A 2022/2023 through *Reciprocal Teaching* learning model occurred in cycle II by 8,28 and cycle III by 2.81. With a total increase of 11,09. Judging from the test results in cycle I, the average student problem representation ability was 71,09 with a moderate category. In the cycle II test, students' mathematical representation ability increased with an average of 79,37 and was still in the medium category. However, in cycle II, it did not meet the success indicators set, namely the percentage of classical completeness of at least 85% with a minimum score of 70 or the class had high criteria mathematical representation ability, so the research was still continued to cycle III. In cycle III, students' mathematical representation ability increased again with an average of 82,18 and was in the high category.
2. The classical completeness of students in class VII of SMP Negeri 37 Medan through the *Reciprocal Teaching* learning model on mathematical representation ability can be seen from the mathematical representation ability test results that have been analyzed. In cycle I, there are 20 students who achieved completeness with a percentage of 62,50%, in cycle II, 24 students were complete with a percentage of 75%, and in cycle III, 28 students were complete with a minimum score of 70 and a percentage of 87,50%. So that it is obtained, the increase in student learning completeness

from cycle I to cycle III is 8 students or 25%. Thus, it can be said that the class has met the criteria of classical completeness.

5.2 Suggestion

Based on the above conclusions, the researcher provides the following suggestions:

1. Mathematics teachers are advised to apply the *Reciprocal Teaching* learning model in teaching mathematics learning materials with student-centered learning as an alternative to improving students' mathematical representation ability. It is expected to always hold an evaluation and reflection at the end of the learning that has been done, so that the shortcomings found by teachers and students can be immediately corrected and can improve the success of learning in the next class.
2. To future researchers who want to further research the same topics and problems, they should pay more attention to the appropriate learning model and learning strategy in order to achieve learning success. It is recommended to focus more on improving visual and verbal indicators in order to achieve learning success in this case to improve mathematical representation ability.
3. To the students of SMP Negeri 37 Medan, it is suggested to keep developing their mathematical representation ability and be more active and courageous in learning activities both in expressing their ideas or opinions to solve math problems or asking the teacher about things that have not been understood.
4. To the head of SMP Negeri 37 Medan, it is recommended to instruct teachers to apply relevant and innovative learning models to improve students' mathematical representation ability.