

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion, the conclusions in this study are as follows:

1. The average of students' mathematics learning achievement class XI. IPA 2 SMA Negeri 12 Makassar after being taught by using problem posing learning model of pre-solution posing type that is 84.30 and is in very high category.
2. The average of students' mathematics learning achievement class XI. IPA 6 SMA Negeri 12 Makassar after being taught by using problem posing learning model of post solution posing type that is 73.41 and is in high category.
3. Problem posing learning model of pre-solution posing and post solution posing types is done very well. The average of problem posing learning model of pre-solution posing type is 3.69 and the average of problem posing learning model of post solution posing type is 3.51.
4. Student activity in learning is in very active category. The average percentage of overall class XI. IPA 2 which was taught by using problem posing model of pre-solution posing type is 92% and class XI. IPA 6 is taught by using problem posing model of post-posing type is the average percentage obtained 86%.

5. There is a difference students' mathematics learning achievement which is taught using problem posing learning model of pre-solution posing type and students are taught using problem posing learning model of post solution posing type. The difference resulted from both of the learning, it is found that the average of the students' mathematics learning achievement using the problem posing learning model of pre-solution posing type is higher than the average of the students' mathematics learning achievement using the problem posing learning model of post solution posing type. So it can be concluded that the learning of mathematics by using problem posing learning model of pre-solution posing type have positive effect to students' mathematics learning achievement.

B. Suggestion

Based on the above conclusions, the researchers suggested some things to note:

1. To improve student's mathematics learning achievement, it is suggested to the teacher to do a learning innovation or some kind of learning change so that the student's mathematics learning achievement will increase further. So in the learning of mathematics it is better to use problem posing learning model type pre-solution posing as an alternative model of the spin.
2. Teachers should be careful and ready in using problem posing learning model, because based on the experience of the author in the process of

research problem posing learning model is not easy to use, it takes careful preparation such as learning devices used, so teachers who use this type, must be really ready and understand this learning model.

3. For other researchers in the field of mathematics who intend to develop this research to try to use other materials to find out if this learning model can apply to any type of material or apply only to certain materials such as Linear Program. In addition other researchers can take one of the models that have been used in this research and compare it with other learning models.

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