**CHAPTER V**

**CONCLUSIONS AND SUGGENTIONS**

1. **Conclusion**

According to the analysis result and its discussion, the author can take conclusion as follows:

* 1. Average score of students’ mathematics learning achievement in the subject exponent before taught using a model of cooperative learning type STAD with giving an extra learning in the Internet network-assisted video tutorial was 13.44 with standard deviation was 13.01 from the ideal score of 100 achieved by students and after taught using a model of cooperative learning type STAD with giving an extra learning in the internet network-assisted video tutorial was 81.35 with a standard deviation was 7.53 from the ideal score of 100 achieved by students on grade X SMA Negeri 1 Bajeng Gowa.
  2. Average score of students’ mathematics learning achievement in the subject exponent before taught using a model of cooperative learning type STAD without giving an extra learning in the Internet network-assisted video tutorial was 9.419 with a standard deviation was 5.51 from the ideal score of 100 achieved by students and after taught using a model of cooperative learning type STAD without giving extra learning in the internet network-assisted video tutorial was 40,61 with a standard deviation was 11.149 from the ideal score of 100 achieved by students on grade X SMA Negeri 1 Bajeng, Gowa.
  3. Average score of students’ mathematics learning achievement improvement on the subject exponent after taught using a model of cooperative learning type STAD with giving an extra learning in the Internet network-assisted video tutorial was 0.7390 with a standard deviation was 0.0835 from ideal score 1 and it is in high category in on grade X SMA Negeri 1 Bajeng, Gowa.
  4. Average score of students’ mathematics learning achievement improvement on the subject exponent after taught using a model of cooperative learning type STAD without giving an extra learning in the Internet network-assisted video tutorial was 0.343 with a standard deviation of 0.120 from ideal score 1 and it is in medium category on grade X SMA Negeri 1 Bajeng, Gowa.
  5. Descriptively, There are the difference students’ mathematics learning achievement improvement between students taught cooperative learning model type STAD with giving extra learning in the internet network-assisted video tutorials and students taught cooperative learning model type STAD without giving extra in internet network-assisted video tutorial in the subject of exponent,on grade in X SMA Negeri 1 Bajeng and inferentially significant.
  6. There are improvement students’ mathematics learning achievement on grade X SMAN 1 Bajeng who taught cooperative learning model type *STAD* without giving extra learning in the Internet network-assisted video tutorial
  7. There are improvement students’ mathematics learning achievement on grade X SMAN 1 Bajeng who taught cooperative learning model type *STAD* with giving extra learning in the Internet network-assisted video tutorial
  8. Enhancement students’ mathematics learning achievement on grade X SMAN 1 Bajeng who taught cooperative learning model type *STAD* with giving extra learning in the Internet network-assisted video tutorial be better compared with enhancement students’ mathematics learning achievement on grade X SMAN 1 Bajeng who taught cooperative learning model type *STAD* without giving extra learning in the Internet network-assisted video tutorial

1. **Suggestions**

Based on the conclusions that have been presented, then author propose some suggestions:

1. To mathematics teacher, be able to apply the model of cooperative learning type STAD with giving an extra learning in the Internet network-assisted video tutorials for certain subjects to increase the students’ mathematics learning achievement thus becoming one of the alternatives in learning process.
2. For the teacher, in other that the implementation of Cooperative learning model type STAD with giving extra learning in the Internet network-assisted video tutorial to work well in the classroom, you should prepare a lesson plan (RPP), Activity Sheet Students (LKPD) as well as the allocation of time needed to resolve issues in LKPD.
3. For further research, this research can be continued with a larger sample, in order to obtain accurate information to expand the results of this research.

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