**CHAPTER V**

**CLOSING**

1. **CONCLUSION**

Based on the results of the discussion in Chapter IV, it can be concluded as follows:

1. Description of creative thinking ability of students with high mathematics skill in problem posing is as follows
2. Fluency was showed by the students' ability to present each 11 items in situations of geometry and algebra situations and be able to solved them correctly.
3. Flexibility has not been shown by students because it has not been able to posed problems that can be solved by different methods.
4. The novelty was showed by the students' ability to posed problems with different concepts which is Phytagoras, triangular, and rectangles on geometrical situations and use the concept of linear equations of two variables and the concept of linear equations of three variables in the algebraic situation.
5. Description of creative thinking ability of students with low mathematics skill in problem posing is as follows
6. Fluency has not been shown by the students because of the 2 items the students asked in the geometry situation can’t be solved correctly.
7. Flexibility has not been shown by students because it has not been able to posed problems that can be solved by different methods.
8. Novelty has not been shown by students because it has not been able to posed a problem (matter) that is different from the concept and context that used. Problems (questions) posed by the students use only one concept of a triangle.
9. Description of creative thinking ability of students with high mathematics skill in problem solving is as follows
10. Fluency was showed by the student's ability to solve the problem in the geometry situation and the algebra situation that she posed was complete and correct.
11. Flexibility has not been shown by the student because she was unable to solved the problem that she posed in one way (method) then with other (methods) of the solution.
12. The novelty has not been shown by the students because it has not been able to provide answers to the problem in a way (method) of completion that is not usually done by students at the level of knowledge.
13. Description of creative thinking ability of students with low mathematics skill in problem solving is as follows
14. Fluency has not been shown by the student because she are not able to solve the problem on the situation of geometry and algebra situations that she posed completely and correctly.
15. Flexibility has not been shown to the student because she is unable to solve the problem (problem) that she posed in one way (method) then with other (methods) of the solution.
16. The novelty has not been shown by the student because it has not been able to provide answers to the problem in a way (method) of completion that is not usually done by students at the level of knowledge.

This shows that the subject's mathematical skill has an influence on his mathematical creative thinking ability.

1. **SUGGESTIONS**

Based on the results of the discussions and conclusions that have been presented, then the things that need to be suggested are as follows:

1. To teachers of mathematics at the level of primary and secondary education is expected to develop learning that can develop the creativity of the students.
2. The use of problem posing tasks in the learning of mathematics should be cultivated, so it is expected to encourage creative thinking of the students.
3. It is expected that other researchers would like to do relevant research in order to allocate more time for better results.