**CHAPTER V**

**CLOSING**

**A. Conclusion**

Based on the results of data analysis and discussion, it can be drawn some conclusions as follows:

1. Mathematics learning outcomes of students grade VIII in SMP Negeri 1 Rantepao after applying cooperative learning model type STAD with the subject of geometry flat side (cube, cuboid, prisms, and pyramids) has an average score of 80.8649 from maximum score 100 with standard deviation 9 , 01592 and located in the standard score of B , the high category.
2. Mathematics learning outcomes of students grade VIII in SMP Negeri 2 Rantepao after applying cooperative learning model type Articulation with subject of geometry flat side (cube, cuboid, prisms, and pyramids) has an average score 70,9189 from maximum score 100 with standard deviation 16 , 49980 and located in the standard score of C, the medium category.
3. Inferentially, cooperative learning model type STAD is better use in improving learning outcomes on the subject matter geometry flat side (cubes, cuboid, prisms, and pyramids).
4. Based on the students’ activity analysis, cooperative learning model type STAD and type Articulation that applied in the learning process is well executed and its application in learning mathematics can be the influence in improving students’ learning outcomes who learn by applying the model in class. Percentage of students’ activity in the treatment group I by applying cooperative learning model type STAD (94%) is higher than the treatment group II that applying the cooperative learning model type Articulation (92%).
5. Based on students’ response questionnaire, cooperative learning model type STAD and type Articulation performed well and responded positively by the students, so that it can be an influence in improving students’ learning outcomes who learn by applying the model in the classroom. Percentage of students’ response in the treatment group I by applying cooperative learning model type STAD (85%) is higher than the treatment group II that applying the cooperative learning model type Articulation (81%).
6. Mathematics learning outcomes of students grade VIII in SMP Negeri in North Toraja Regency who learn using cooperative learning model type STAD is better than learn using cooperative learning model type Articulation.

1. **Suggestion**

Based on the conclusions that have been put forward, the author propose some suggestions as follows:

1. Teachers can apply learning with cooperative learning model type STAD as an alternative in teaching, with the subject of geometry flat side (cube, cuboid, prisms, and pyramids).
2. For teachers who want to apply cooperative learning model type STAD should be more creative in choosing and preparing LK to be given so students more easily find their own concept of the material taught based on LK instructions.
3. Learning model applied in this research, get the good response from students. Thus, for readers who have an interest in conducting experimental research, can apply cooperative learning model type STAD and type Articulation on different materials.