

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the results and discussion that has been described above, The conclusions are:

1. The implementation of inquiry oriented interactive demonstration method can improve students' activity in class VII/6 SMP Negeri 1 tebing Tinggi academic year 2011/2012 on the environmental management topic where the students who are active in the cycle I is 24%, cycle II is 56% and cycle III is 88%.
2. The implementation of inquiry oriented interactive demonstration method can improve each aspect of students' activity in class VII/6 SMP Negeri 1 tebing Tinggi academic year 2011/2012 on the environmental management topic where:
 - a. Asking the question score in the cycle I is 22.5, cycle II is 44, and cycle III is 53.5
 - b. Answering teacher's question score in the cycle I is 57.3, cycle II is 73.3, and cycle III is 81.3
 - c. Giving opinion score in the cycle I is 49.3, cycle II is 73.3, and cycle III is 81.3
 - d. Doing the task score in the cycle I is 74.6, cycle II is 81.3, and cycle III is 89.3
 - e. Performing in front of the class score in the cycle I is 30.6, cycle II is 52, and cycle III is 56
 - f. Team work score in the cycle I is 66.6, cycle II is 92, and cycle III is 96
3. The implementation of inquiry oriented interactive demonstration method can improve students' learning outcomes in class VII/6 SMP Negeri 1 tebing Tinggi academic year 2011/2012 on the environmental management topic with the classical completion in the cycle I is 12%, in the cycle II is 48% and in the cycle III is 88% .
4. The implementation of inquiry oriented interactive demonstration method can improve students' learning mastery in class VII/6 SMP Negeri 1 tebing Tinggi academic year 2011/2012 on the environmental management topic where the students who have high level of learning mastery in the cycle I is 12%, in the cycle II is 48% and in the cycle III is 88%

5.2. Recommendations

The recommendations that can be given after carrying out this research:

1. To overcome the perceived lack of time allocation in implementing inquiry oriented interactive demonstration method, the teacher should set a specific learning parts that can be done outside of class time.
2. To make students become more active in learning by inquiry oriented interactive demonstration method, the procedure can be modify a little, in which students will be more involved in the learning process by doing experiments themselves to prove their hypothesis or prediction.
3. Further research about the implementation of inquiry oriented interactive demonstration should be done by giving better and right experiments or demonstrations based on the topic being studied.



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