

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the results of analysis, statistical test, and discussion of the results of research on dynamics and equilibrium of rigid bodies topic in class XI SMAN 1 Perbaungan A.Y. 2018/2019 concluded as follows

1. Student's science process skills using scientific inquiry learning model has average posttest 66 is included in enough category.
2. Student's science process skills using conventional learning has average posttest 60 is included in enough category.
3. Students learning activity taught by Scientific Inquiry learning model in experimental class got good category according to the science process skills indicator during treatment (learning process).
4. The effect of scientific inquiry learning model to student's science process skills is better than effect conventional learning to student's science process skill in dynamics and equilibrium of rigid bodies.

#### **5.2 Suggestion**

Based on the conclusion above, so as a follow-up of this study is suggested several things which are: The results of this study indicate that scientific inquiry learning model can improve students' science process skills. On this basis inquiry learning model can be used as one model that teachers can apply in the learning process. The lack of completeness of tools and materials while doing the experiment can interfere with the effectiveness of the teaching and learning so it is advisable for the next researcher to use the tools and materials enough and can be used properly and correctly. Because the tools and materials used can be a support to improve students' science process skills. The lack of teachers' ability to manage the class greatly affects the effectiveness of learning. so it is hoped for further researchers to improve their class management skills before doing the research. For the next researchers, should assess the science process skills of both of class. Not only in the experimental class but also in the control class.