

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of research can be concluded as follow:

1. Students' Science Process Skills who taught by Inquiry Training Learning Model have initial ability 35.55 and after student given treatment there is 0.17 increased level to be 44.24 and N-gain is low category.
2. Students' Science Process Skills who taught by Conventional Model have initial ability 32.67 and there is an increase 0.14 increased level to be 40.64 and the N-gain is low category.
3. Inquiry Training Learning Model and Conventional Learning Model have an impact on students' science process skills. Experimental class and control class have increased but the increasing in the experimental class is higher than control class.

#### 5.2 Suggestion

Based on the conclusion above, so as follow-up of this study is suggested several things that is :

1. For further researchers who want to examine more about the Inquiry Training model as one of the learning alternatives to improve students' science process skills, the researchers can use the other media because it can attract students' attention easily. Once students are attracted to the multimedia presentation, they are motivated in a way to continue exploring the presentation. When this process goes on, the students are engaged in the learning process. Hence, the multimedia technology is able to create some initiatives for the students to keep learning. This can be one way to increase student's Science Process Skills.