CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

1. The student's achievement in the experimental class that is taught using guided inquiry learning method with macromedia flash media is higher compared to the control class that is taught using conventional method in the solubility and solubility product topic.
2. The cognitive aspect that is improved by the implementation of guided inquiry learning method with macromedia flash media is C2, C3 and C4. The average of normalized gain from the level of cognitive aspects is C2 (0.92, high category) and followed by C3 (0.84, high category) and C4 (0.74, high category).

5.2. Suggestion

1. For chemistry teachers should using guided inquiry learning with macromedia flash media in the solubility and solubility product topic. It will be able to increase the student's achievement and make students easier to remember the basic concept of chemistry because they are trained to think critically and analytically to seek and find their own answer from a problem that is asked.
2. For school holder in order to provide and increase the facility of school, especially computer laboratory and equipment and material for doing experiment in the laboratory.
3. For the next researcher and chemistry teacher that should using guided inquiry learning method with macromedia flash media, they should be arrange the best of procedure research.
4. It is expected that there will be done the next research about this learning method with using another learning media that is more effective.