

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The conclusion after the research was conducted were:

1. The analysing of some chemistry book grade X for bilingual students, especially for oxidation and reduction reaction topic are not fully meet the standards competency and basic competency feasibility of content, design presentation and feasibility of language, with book code A is 40% , book Code B is 65% , book Code C is 55%, and book Code D is 65%. It caused by those book are not communicative (understandable language), materials are explain briefly, some of them didn't present the introduction, and something that make readers interested.
2. The standarization that was conducted by three kinds respondents, those are chemistry lecturers who actively teach in International and Bilingual class students in State University of Medan, chemistry teachers, and International students grade XI. They assessed the chemistry module with the value 3.42 means that the sequence of chemistry materials in the module in order the topic of oxidation and reduction reaction is easy to be learned and it meet the curriculum education unit can be arranged.
3. Chemistry teacher who taught oxidation and reduction reaction actively have positive perception think that learning module have fulfill the standard categorize, with The average of questionnaire which assessed by chemistry teacher is 3.47 . It can help them to prepare their learning sources, and it used as learning media, so the learning activities are more active, and students also prepare theirselves at home by learning module.
4. Learning module is effective to increase student's achievement in HG but not in LG. It can be seen from the average value of post test-I by using module is higher than chemistry book. The student's achievement in posttest-I using module for high class (77.37 ± 6.21) is higher than control class ($70.48 \pm$

5.45), and for low class by using module (74.71 ± 7.30) is higher than by using book (72.49 ± 7.16).

5. The resistance of learning module obtained by doing post test-II two weeks after posttest-I, and the affectivity percentage of developed learning module (109.49%) is higher than with chemistry book (108.92). The developed and standardized chemistry learning module is effective in increasing the student's achievement on chemistry.

5.2. Suggestion

Based on the result of research which has conducted, the authors suggest that:

1. Before using a chemistry book or a chemistry learning module, teacher should check the overall of the book, especially the material content, its language, its presentation design layout, so the teacher should select it before consumed by students.
2. The developed and standardized chemistry learning module with the title: Oxidation Reduction Reaction or RSBI and SBI students grade X was recommended for used as a teaching and learning media in RSBI school.
3. Chemistry teacher should master all contents in chemistry module and master the way of using module before consumed by students, and students should bring it while teaching and learning process.
4. For the next researcher it is better using observation sheet for students and teacher as authentic data while teaching and learning process.