

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result and discussion in the previous chapter, can be concluded that there is significant difference of students learning achievement taught by guided-inquiry learning model and cooperative learning type jigsaw in SMA Swasta Santo Yoseph Medan Academic Year 2014/2015. Students learning achievement taught by guided-inquiry learning model is better than cooperative learning type jigsaw in SMA Swasta Santo Yoseph Medan Academic Year 2014/2015.

5.2. Suggestion

Based on the research result and conclusion above, there're some suggestions offered, they are:

1. For teacher, teacher can use guided-inquiry learning model as a alternative teaching to increase the students mathematics achievement.
2. In this study, researchers did not conduct the initial test to determine the normality and homogeneity both classes. For the next researcher are expected to perform initial tests to determine the normality and homogeneity of classes that will be studied.
3. Guided-inquiry learning model and cooperative learning type jigsaw are applied to mathematics learning of geometry in cognitive level for senior high school. For other researchers are suggested to take study in another subject or level.
4. The study about Guided-inquiry learning model is still hard to get especially in mathematics. For other researchers are suggested to compare this learning model with another learning model and different topic.