

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

1. the students achievement in the experimental class that is taught by inquiry strategy based on collaborative is higher than the control class that is taught by direct instructional in teaching buffer solution.
2. the cognitive aspects that is improved by the implementation of inquiry strategy based on collaborative is C1, C2, and C3. The average of normalized gain from the level of cognitive aspects is C1 (0.73 included high category), C2 (0.76 included high category) and C3 (0.72 included high category).
3. The improvement of the collaborative learning in experimental class shown that sociality of the students is high, in the point of caring others (88%). While the low is in active using media (63%) because of they have discussed and enjoy it with their friends and impress to know from the other students.

5.2. Suggestion

1. For the chemistry teachers should use the inquiry strategy based on collaborative in teaching buffer solution, because it will be able to increase the students' achievement and can make the students be active to share and discuss also find the answer of the problem by themselves, because it can increase their critically thinking.
2. For school holder in order to provide and increase the school facility especially.