

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

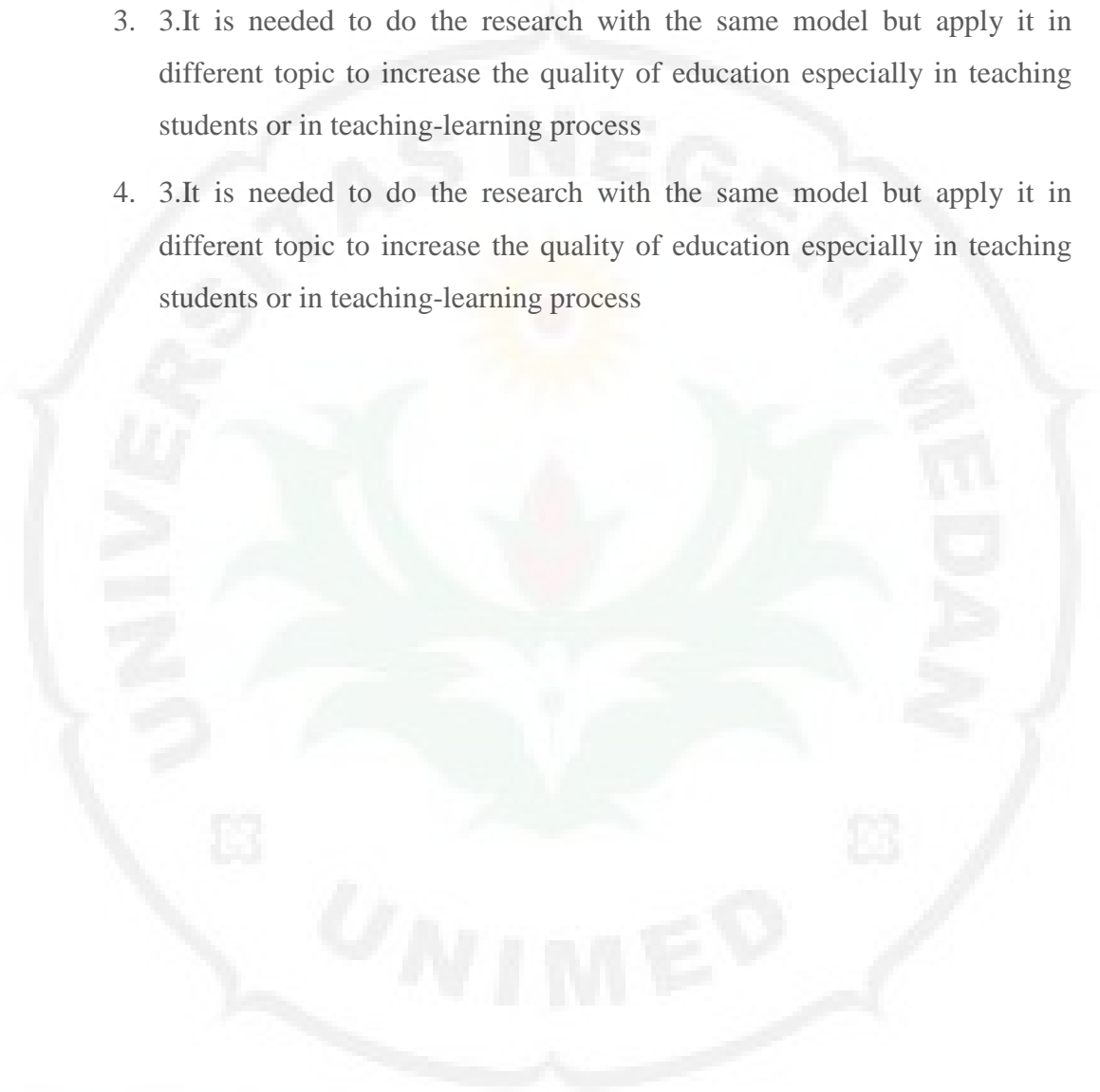
Based on the research result in the discussion obtained the conclusion, Student's achievement that taught with M3PK based on collaborative with media is higher than conventional method on topic of salt hydrolysis. The statement supports the data research result of hypothesis test is  $t_{\text{count}} = 2.915$  and  $t_{\text{table}} = 1.672$ , then  $t_{\text{count}} > t_{\text{table}}$  ( $2.915 > 1.672$ ). The calculation result shows that  $H_a$  is received and  $H_o$  is rejected. The average normalized gain for experiment class is 0.7445 (high category) and control class is 0.648 (medium category). The cognitive aspect of the student's achievement that taught M3PK with M based on collaborative with media index card match on topic of salt hydrolysis is C1, C2, C3, and C4. The statement supports the data research result average of normalized gain from the level of cognitive aspect C1 is 0.61 (medium category), C2 is 0.71 (high category), C3 is 0.8 (high category), and C4 is 0.63 (medium category). Based on the research results can be concluded cognitive aspect C3 (application)

#### 5.2. Suggestion

From the result obtained from this study, some suggestion had to be raised in order to the learning process on chemistry is effective in increasing student's achievement, they are :

1. It is suggestion to chemistry teacher to use contextual teaching and learning M3PK match in order to increase student's achievement and student's activity on teaching salt hydrolysis, so that chemistry be a fun lesson.
2. It is suggestion to order researcher in order to notice the relevant topic so that research result for the next will be better and activity of student's will be increase

3. 3.It is needed to do the research with the same model but apply it in different topic to increase the quality of education especially in teaching students or in teaching-learning process
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