CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.3 Conclusion

From the analysis performed in this study can be concluded as follows:

1) The science process skills of students taught using learning model Scientific Inquiry is improved. It consisting of observed, collecting and organizing data, identifying and controlling variables, formulating and testing hypotheses, formulating Explanations, inferring in every meeting is significantly increase. The average value of student's science process skills is 49.76 pretest and posttest is 76.31 it include in good category.

2) The science process skills of students taught using conventional learning models students listen more to the teacher's explanations in front of the class, recording teacher-centered learning and teaching activities. The average value of student's science process skills is 48.81 pretest and posttest is 70.83 it include in enough category.

3) Students learning activity taught by scientific inquiry learning model in experimental class got **good** category according to the science process skill indicator during treatment (learning process).

4) There is an increase due to the effect of scientific inquiry learning model on Student's science process skills compared the conventional learning model in the subject matter of Elasticity and Hooke's Law in the odd semester of class XI SMA Swasta Santa Maria Medan.

5.2.   Suggestions

Based on the discussion and the obstacles encountered in this study, then as a follow-up of this study suggested some of the following:

1) To the school it is expected that the attention to the state of the physics laboratory is more concerned and complete the practical tools needed in the learning process.

2) Teachers are expected to be able to teach with learning models that are more attractive to students to be active, such as the model used in this study.

3) Students are expected to be more prepared and more serious in carrying out teaching and learning activities so they can better draw conclusions from the learning.

4) The next researcher is expected to be able to further optimize classroom management especially when organizing students for groups and being able to manage time during the learning process well.