

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The research about the effect of levels of inquiry implementation to students' scientific inquiry skills achievement was done to be conducted. Three conclusions were drawn based on the result of research as followed.

First, the scientific inquiry skills of students were not improved significantly after levels of inquiry being implemented. Even though there were improvement which was proven in the difference between pretest and posttest result, yet this improvement was not considered significant as it was shown in the t-test result. The students interest in reading as it was recorded in PISA and the ineffective delivery of the learning process are two main reasons why this result was gained.

Second, SIS six or "*explain any unexpected result*" was the skill which was being mastered the most by the students. This average n-gain score of this skill was recorded as much as 0.18, supporting the theory which stated that students around that age were having tendency to explanatory activity, as in terms of explaining how a system works.

Third, the feasibility of lesson delivery was considered 72,72%, by considering fluctuative percentage if it is seen on each levels due to various time allocation. This, by all means, affected the effectivity of the teaching method in drilling students' scientific inquiry skills' mastery. Students response and the reality of the lesson plan excution are two main reasons this result was recorded this way. The result of the observers showed that the execution of the lesson plan

was considered as fair or enough as the steps were conducted but the skills were not emphasized well.

B. Recommendation

The research which was conducted surely still having so many imperfections both in the construction of the paper and during implementation. Thus, the researcher gives several recommendations which can be implemented on the future research.

First, the number of sample taken during research can be added to be more, like in hundreds. This will affect the reliability and standard error of the research during statistical calculation since the more number of samples then the least possibility that might happen, which makes the research to be more accurate.

Second, in order to know the improvement of each levels more accurately, it is better if the test is conducted for every end of levels implemented (such as after discovery learning, etc). This will enable the researcher to focus more on the improvement of each level and the observer could observe the sequence better.

Third, the inquiry-based learning requires a long time during the implementation. It is better that the time allocated for each level could be scheduled a bit longer or each level is conducted in every meeting. Although, several levels doesn't require the same proportion of time allocation compared to other but this condition will create a fair time allocation so it will be eliminated from the variables that disturbs the result of experiment.

Fourth, it is better for the researcher to be the one who teach the students during the implementation and let the other people observe the implementation. Although the teacher, whom teaching during this research, had been trained and conducted several consultations, yet the researcher predicts the result may turns out more positively if the researcher who teaches instead of other person. There will be some transition period of course before the research being conducted so that there will be no bias created due to new condition and new teacher teaching in the class.