

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Based on the result of this research, the researcher conclude that there is significant difference on students' concept mastery and no significant difference on science anxiety between experiment group which learn using Round Table and control group. The conclusion for the research questions are:

1. The implementation of round table in learning global warming is good to be used. The good implementation stage is grouping and writing where there is some development from the first meeting until last meeting.

2. From all of the subtopics, the students got the medium improvements in experiment group. While in control group, students only got the medium improvement in explaining the understanding of greenhouse and global warming and for the rest, they got low improvement. So, there is significant difference on students' concept mastery in experiment group and control group. Students' concept mastery in both experiment group and control group have improvement. The improvement of students' concept mastery in experiment group with round table method is higher than control group. The N-Gain score from experimental group is experiment group is 40.03 which categorized as medium improvement and control group is 18.2 which categorized as low improvement.

3. The experiment group has self efficacy and in class and assignment anxiety higher than control group, while the control group has grade and future anxiety higher than experiment group. There is no significant difference on science anxiety in experiment group and control group. Experiment group had an average rank of 25.56, while control had an average rank of 25.44.

5.2. Recommendation

During the research, the researcher found some weakness that can be explained as the recommendation for the next research, which are:

1. In implementing round table, the longer time allocation or more meetings is recommended in order to make the learning process to be more efficient.

2. Science anxiety should be given before the pretest and after the post test.
3. Need an adaptation from Mathematics Anxiety to Science Anxiety since the original instrument is coming from Mathematics Anxiety.
4. It is better if there is an interview with all of the students to support more sources for science anxiety.
5. Global warming should be learned with student center activities.