CHAPTER V
CONCLUSION, IMPLICATION, AND RECOMMENDATION

5.1 Conclusion

Based on the implementation of WBIL that has been described in the previous chapter. First, the implementation of WBIL is successfully implemented through online learning, synchronously and asynchronously The strategy was designed through lesson plan and the worksheet, and the activity 100% done observed by the teacher. Perfect implementation tend to build the proper research for gaining the data.

The second point that can be conclude the implementation of WBIL in students' science inquiry skills gain high category in formulating questions and in constructing the data into the table. The lowest score is in discussing the result that is categorized as sufficient. In average, the category for science inquiry skills is in the high category (86.4%).

Last, for the students' concept mastery, after the implementation of WBIL the data gained was analyzed using paired sample t-test and the results shows there is significance difference with the N-gain score interpretation is on the medium level.

5.2 Implication

As research that has been carried out in an educational environment, the conclusions drawn, it is implies that the results of the research on students' science inquiry skills by implementing WBIL show a high interpretation in average. Based on this study, it shows that the use of technology for doing inquiry support the students to acquire science inquiry skills. It is also implies that the research on concept mastery shows a significant difference by using WBIL after the treatment. Therefore, WBIL is important to improve students' concept mastery

5.3 Recommendation

Based on the result that has been obtained and concluded in this research, there are several recommendations that can be considered for the next research. The first is that conducting the inquiry-based learning using WBIL is suggested to consider the topic that has an experiment, this is used to make sure all of the inquiry processes can be done either in a virtual lab experiment or live experiment. So, the user (students) who use the WBIL can understand the whole instruction from the web easily.

The second is when implementing WBIL it requires a long time during the learning process. To make sure the data gained is suitable for the research, the meeting for doing inquiry using WBIL should be done minimum within 2 meetings. During the research, the level of students to familiarize themselves with the new media requires time. Therefore, the activities to carry out the inquiry process are divided into two parts so that students are not overwhelmed and for further research to develop this WBIL can consider adding some features, such as slots for uploading the worksheet and column chat. This is used to simplify the instruction, so the students and the teacher can only focusing on the WBIL for doing the whole activity without using any other platform such as google classroom.

The third is to increase the level of cognitive C1 and C2, in the next research is recommended to modify the worksheet by adding a box about several terms used for that topic and further research is recommended to investigate the WBIL used in this research with the different subjects such as chemistry or physic.