

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The drawing method in combined with individual interview and Certainty of Response Index (CRI) has been applied to explore students' misconception about plant structure in relation to photosynthesis concept and it provides valuable information which can be used as a mirror of students' representational world misconceptions and the conclusion can be drawn as follow:

1. The implementation of drawing method in combined with interview have identified students' misconception about photosynthesis concept which is higher than plant structure concept and the misconception intensify on determining time when photosynthesis happen, location of photosynthesis occurred, as well as structure and function of plant that related with photosynthesis concept.
2. The students cannot grasp the idea of root system, shoot system, and photosynthesis as interrelated concept in science.
3. The multiple choice item test in combined with open reason and Certainty of Response Index (CRI) has shown that the percentage of students with misconception is higher than the students understand the concept well. The students' misconceptions are mostly found on plant structure related to the higher plants and lower plants, structure of types of root, function of chlorophyll, products of photosynthesis and components needed for photosynthesis, and time when photosynthesis occur.

B. Recommendation

Based on the research findings, there are several recommendation that could be considered for a better and more qualified research as follow:

1. The drawing method as one instrument to diagnose misconception could be used to identify the misconception in other science concepts. Then, it would be better if the construction of item test in combined with CRI should be based on the misconception pattern on the topic that used, so that the misconception could be identified precisely.
2. The researcher should consider the students' interest of drawings, because this aspect gives influence to the result of the drawings.
3. Not only descriptive study, the drawing method also could be developed by next researcher in other design of research, such as experiment that focus on diagnosing students' misconception and remediation.
4. In order to obtain the data which merely represent students' misconception among middle school students, the number of samples should be increased. So that the samples do not only come from one school.