CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The conclusion of students’ concept mastery and scientific argumentation skill both in oral and written argumentation skill in learning global warming at SekolahIndonesia Kuala Lumpur are shown:

1) The Profile of students’ concept mastery in cognitive aspect in learning global warming is categorized on satisfactory level. Satisfactory category indicated A majority of the students do not have a scientific concept of global warming. Students acknowledge the existence of global warming, but most of them do not understand its scientific mechanism. The order from the highest percentage is C2, C5, C1, C3, and C4. The attainments of all respondents on cognitive level in learning global warming are expected at least for being to promote higher forms of thinking in education.

2) The Profile of students’ scientific argumentation skill both in oral and written Argumentation the highest percentage of component argumentation based on Toulmin are claim. Based on the argumentation level developed by Erduran. Both of argument have highest percentage in level 2. Student who reach level 3, 4, and 5, the higher percentage is in oral argumentation. It indicates students tend to state rebuttal either weak or identifiable rebuttal in oral argumentation.

3) There is no correlation between written and oral scientific argumentation. The high level of oral argumentation level didn’t give any influence to the written argumentation test and vice versa. Collaboration in group oral argumentation did not enhance students’ performance in writing test.

4) The result of correlation between concept mastery and both oral and written argumentation skill are positively medium correlation. The higher students concept mastery, the higher level of scientific argumentation skill. Students need to understand both the content in conceptual mastery and apply it in argumentation in oral and written.
5) Students’ perspective towards their scientific argumentation skill is students tend to agree that they have self confidence, ability to express the argumentation, ability to accept and rebut other arguments and ability to express argumentation either in oral and written argumentation. Those are in line with the result of students’ argumentation skill. Moreover, several factors that influence students’ argumentation quality are self confidence, experience to expressing arguments, content, reference, and data, and also the audience.

5.2 Recomendation
After conducting this research, finding and processing the result, there are several recommendations that should be suggested by the researchers, some of them are:

1) The habituation stage should be done longer. This is because students may not be accustomed in terms of expressing the arguments, moreover in individual arguments to make students independently practice in expressing the arguments.

2) For the further research, it is better to analyze the quality of arguments based on the substance or content of the argument, beside analyzing in terms of the structure of the argument. Moreover, this research can be used as consideration to conduct research about Argumentation related with any type of model, method, or approach to improve students’ scientific argumentation skill and concept mastery.

3) Teachers who guide students in discussions should understand about this research and have broad insights and knowledge towards the argumentation and the topic. During teaching learning process, it is better to improve the educative interaction to trigger students to express their argumentation.

4) Issues or topic presented in discussion should be an issue that may involve or apply science concepts at the time of learning, and have a wide range of information, and tend to be more socioscientific issue.