CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

After the study was conducted, the research questions were answered and concluded as follow:

1) The measurement of Students' Scientific Attitude become suitable for the sample after 20 statements of the first 65 statements of Scientific Attitude Questionnaire were removed due to its low inter-item corellation value.
2) Students in "X" Junior High School in Bandung were profiled as having Average and High Level of Scientific Attitude. No student was profiled as having Low Level of Scientific Attitude. From 110 total sample, 54% of them were profiled as having Average Level of Scientific Attitude, and 56% of them were profiled as having High Level of Scientific Attitude. Students with Average Level of Scientific Attitude has the total point between 100 – 149 from their answers in the Scientific Attitude Questionnaire. While students with High Level of Scientific Attitude has the total point between 150 – 200 from their answers in the Scientific Attitude Questionnaire.
3) Students in "X" Junior High School in Bandung were prefer various kind of Learning Styles. From 110 total sample, 46% of them prefered to learn with Kinesthetic Learning Style, 28% prefered to learn with Auditory Learning Style, and 26% preferd to learn with Visual Learning Style.
4) Relationships that were identified between Scientific Attitude and Learning Style found by the distribution of Students Learning Style in Levels of Scientific Attitude and Aspects of Scientific Attitude. In the relationship between level of Students' Scientific Attitude and Students' Learning Style, it was found that 50% of students with Average Level of Scientific Attitude were prefered to learn with Kinesthetic Learning Style, 32.1% were prefered to learn with Visual Learning Style, and 17.9% were prefered to learn with Auditory Learning Style. Also for students with High Level of Scientific Attitude, there were found that 40.7% prefered to learn in Kinesthetic

Learning Style, 38.9% prefered to learn in Auditory Learning Style, and 20.4% prefered to learn in Visual Learning Style.

Meanwhile, in the relationship between Aspects of Scientific Attitude and Students' Learning Style, it was found that in all aspect of Scientific Attitude 26.36% students were prefer to learn with Visual Learning Style. In Rationality, Aversion to Superrstition, and Objectivity aspects 28.18% of students were prefer to learn with Auditory Learning Style, and 45.45% were prefer to learn with Kinesthetic Learning Style. While for Curiosity and Open-mindedness aspect, the distribution were found to be different. In Curiosity aspect students who prefer to learn with Auditory Learning Style was 29.09% which is higher than other aspect and those who prefer to learn with Kinesthetic Learning Style was 44.54% which is lower than other aspect. Finding in Open-mindedness aspect shows the opposite from the Curiosity aspect where 27.27% students were prefer to learn with Auditory Learning Style which is lower than other aspect, while 46.36% students were prefer to learn with Kinesthetic Learning Style which is higher than other aspect of Scientific Attitude.

5.2 Recommendation

There are several recommendations for further research about Scientific Attitude and Learning Style in Junior High School that will mainly relate to sample size, data collection technique, and Learning-Style-related teaching approach. Those three were mainly highlighted based on its importance that researcher found during the research execution.

The sample size profiled in this research was only 110 students from a Junior High School in Bandung. To gain more information and also strengthen the possible relationship between the two variables analyzed in further research, a larger sample size would highly be recommended. Future research might apply this research to more than one school in Bandung, or another places possible; such as national or international scale.

Another important aspect found in this research that is recommended to be applied in the further research is the data collection technique. In this research, the data were collected only from one type of instrument, which was the questionnaire. There were only some information can be drawn from one type of instrument, while some variations of instruments might be useful to gain more information from the sample. It is recommended for further research to conduct interview. From interview, it might be possible for the research to gain direct feedback of questionnaire usage from the sample. Samples might express their difficulties that can be a reflection for revision and develop a more suitable questionnaire.

Last is the possible approach that can be used by teachers to design a more suitable teaching approach in their teaching and learning process. By knowing Students' Learning Style, teachers are recommended to use a suitable teaching approach towards their students. Teacher can probably group their students based on their preference Learning Style when conducting a group activity in order to deliver the learning process in more suitable approach. Teachers can also help students to improve their preference in other sensory receivers, example is that teachers can help students with Visual Learning Style preference to enhance their ability to learn with Auditory and Kinesthetic Learning Stye, thus students will be more flexible in any kind of teaching and learning approach.