

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the research questions and the conducted study, it can be concluded that by creating info-graphics students were able to develop scientific literacy and communication skill. Even though the attainment for both skills are low which indicates ineffective implementation, but it still shows significant difference between pretest and posttest. The conclusion in order to meet the research questions is as followed.

- 1) Students' scientific literacy skill is showing various results. In competency domain, the enhanced skill is in explaining phenomena scientifically indicated by 0.000 value after Wilcoxon test is used to analyze. Then, in knowledge competency, students enhanced their comprehension in global warming process, impacts of global warming and overcoming global warming. Students are in the need to develop intact understanding on the concept of greenhouse effect (0.153) and the factors of global warming (0.267). In addition to that, in terms of attitude domain, there is no significant different between low achiever and high achiever students. But the highest attainment is in the "interest in science" which performed better by high achiever students ($t=0.880$, $p=0.383$). Meanwhile low achiever students were better for being aware for the current environmental issue shown by the result of sub domain "environmental awareness" ($t=-1.153$, $p=0.255$).
- 2) Students' outcome in verbal communication and visual communication were enhanced significantly (both score Wilcoxon value = 0.000). Students' verbal communication average score is 2.3625 (satisfactory) while the average score for visual communication is 2.08125 (satisfactory). Though both competency

areas scores are in satisfactory criteria, but verbal communication skill is still higher. Thus, students' communication skill needs to be fostered in a balanced way. The creation of info-graphic in other science learning process needs to be adjusted in order to accommodate students' motivation in learning, curiosity in learning, and meeting the qualification in mastering certain skills in facing the current challenges.

5.2 Recommendation

There are several recommendations for further research about the incorporation of info-graphic in learning climate change topic to enhance students' scientific literacy and communication skill based on the execution of the research as followed:

- 1) The sample in this study is only 50 students due to students' availability in remote learning. This new condition is resulting to students' slower response in learning process because they need to adjust to the using of new technology and learning methods. Suppose the time to conduct the research is extended, the sample number can be added to gain more information and strengthen the results of related variables in this study.
- 2) The researcher is suggested to prepare two researches plans to be conducted just in case unexpected things might take place. The possible ways can be taken by considering whether the research would be conducted online or offline.
- 3) Considering the availability of facility or technology of the school and the students to make sure the implementation of experiment can be conducted optimally.
- 4) Another research instruments can be elaborated to attain more reliable result and more information about students' achievement both in scientific literacy and communication skill.