

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the research question and the result that has been obtained in this research, the conclusion of students' concept mastery and students' perception that can be concluded is explained as follow:

- 1) The ability of the students in mastering the concept showed a different result based on their grade. For the students' concept mastery which viewed from the level of cognitive domain, the order percentage from the highest to the lowest was C1, C3, C4, C4, C2 and C6.
- 2) The students' concept mastery that viewed from the subtopic perspective also presented various results. The human effort in reducing the global warming subtopic gained the highest percentage, and then followed by the effect of global warming subtopic, then the cause of global warming subtopic, and the greenhouse effect subtopic got the least percentage from the students from 7th to the 9th grade,
- 3) For the students' perception, semantic network analysis method has been successfully revealed students' perception towards global warming topic. Various result of how students perceived the global warming topic also showed based on the students' grade. Students from the 7th grade identified global warming as an increasing of the earth' temperature. Students from the 8th grade defined global warming as two statements; affecting the earth's ozone layer, and an increasing the atmosphere's temperature. Meanwhile the 9th grade students resumed global warming topic in there statements; increasing the earth's average temperature, the effect of greenhouse gas and ozone layer depletion.
- 4) This research also investigated how students of junior high school in general defined global warming topic. The result shared similarity to ho the 9th grade students define global warming topic. Students' perception is summarized in three statements: ozone layer depletion, an increasing the earth's average temperature, and there is human influence in global warming.

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THE PROFILE OF STUDENTS' CONCEPT MASTERY AND STUDENTS' PERCEPTION USING SEMANTIC NETWROK ANALYSIS IN LEARNING GLOBAL WARMING

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5.2 Recommendation

Based on the result that has been obtained and concluded in this research, there are some recommendations that can be considered for the next research, the recommendations are listed below:

- 1) In investigating students' concept mastery, consider the topic of the research in order to get fair result. Select the topic where all the students from all grades have learned before. In this research, the global warming topic has not delivered yet to the students in the 7th grade due to the pandemic.
- 2) Semantic network analysis method is a good methodology to see how the students perceive a concept, idea, or a principle of a material in science learning. The result can be used by the teacher to develop the teaching method which supports the learning objective.
- 3) Further research could investigate several factors which might influence students' perception. Such as whether gender can influence how the students define a certain concept by using semantic network analysis method.