

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Research of digital Storytelling video implementation to measure student's concept mastery and creativity in learning food additives has been conducted. Based on this research, the conclusions are:

1) The use of digital storytelling video in learning food additives has been assessed based on students' concept mastery. The implementation digital storytelling video has enough impact to students' concept mastery. The result of pretest and posttest have N-gain is 0.30 it indicates medium improvement. Furthermore, T-paired test result is sig. (2-tailed) 0.000, which $0.000 < 0.005$. it means H_1 has positive impact for students' concept mastery. The result of pretest (2.54) and posttest (46.9) is categorized as medium improvement, so it needs more effort to improve students' concept mastery.

2) The implementation of digital storytelling video on students' creativity has positive effects for students. The students' creativity is used the rubric of students' creativity is from Creative Product Semantic Scale (CPSS). The creativity dimensions divided into novelty, resolution, and elaboration and synthesis. The novelty is 54% it indicates very low improvement in criteria (germinal and surprising). Resolution is 61% it indicates medium improvement in criteria (logical, useful, and valuable) and elaboration and synthesis is 66% indicates medium improvement in criteria (complex, elegant, understandable, organic and well-crafted). It concludes that digital storytelling video has effect for students' creativity.

5.2 Recommendation

Based on findings in research has been conducted, there are some recommendation:

1) For another researcher:

1) The students' concept mastery and students' creativity are measured through objective item and CPSS rubric through digital storytelling video in learning food additives topic. this study can be reference as next another research.

- 2) For another researcher is suggested for develop scoring of students' creativity into other rubric.
- 3) The researcher can investigate and analysis of digital storytelling video for different aspect and another science topic.
- 4) For another researcher, RASCH Model is only used for limited test.
- 5) It is better the researcher uses quasi experiment method to compare the effect of digital storytelling between the control group and experimental group

2) For teacher

- 1) The digital storytelling video can be a product for assessing students' concept mastery. It is a good product for enhancing students' achievement. And the teacher should make sure the students have a large phone storage to download the application.
- 2) Digital storytelling video can be used for teaching and learning process to improve their concept mastery.