

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of the research and the data obtained, the conclusions of the research by considering the research objectives have been formulated as follows:

1. The results of content validity obtained in the small-scale test showed that 17 questions out of 20 questions were valid and feasible to use. The test instrument was obtained to be reliable which is in very high category. The discrimination power of the test instruments on multiple choice questions obtained a score of 22% in the very good category, 56% in the good category, and 22% in the sufficient category, in the essay form questions obtained 75% in the good category and 25% in the sufficient category. The difficulty level of the test instrument obtained 12% of the questions in the difficult category, 47% in the medium category, and 41% in the easy category. The effectiveness of the item distractor obtained a value of 5.5% with the criteria for the distractor being rejected and a value of 94.4% with the criteria for the distractor being accepted.
2. The results of students' critical thinking skills as measured by scientific literacy-based test instruments in this study. The results of the analysis of each indicator obtained that the interpreting problem indicator obtained a percentage of 37.45% in the low category, the analyzing solution of the problem indicator obtained a percentage of 42.86% in the sufficient category, the applying gained solution indicator obtained a percentage of 33.4% in the low category, and for evaluating the gained solution indicator, a percentage of 27% is obtained in the low category.

## 5.2 Suggestion

Based on the results and conclusions that have been obtained in this study, as a follow-up to this research the following are suggested:

1. It is necessary to have scientific literacy-based test instruments to measure critical thinking skills in physics material so that students are accustomed to dealing with contextual problems.
2. This scientific literacy-based test instrument for measuring critical thinking skills has been tested for its feasibility which is compiled with one problem one indicator of critical thinking according to Facione, so that other researchers are expected to be able to make one question consisting of several indicators of critical thinking.
3. Special follow-up is needed to measure students' critical thinking skills that occur and overcome students' critical thinking skills which are still in the low category.

