

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusion

Based on the data obtained from the research that has been carried out, the conclusions of this study are as follows.

1. The percentage results for book 1 (Erlangga, Indonesia) in the aspect of scientific knowledge are 67.80% (good), book 2 (Sdn. Bhd, Malaysia) is 68.06% (good), and book 3 (Cambridge, UK) is 56.91% (average).
2. The percentage results for book 1 (Erlangga, Indonesia) in the aspect of Investigating the Nature of Science are 13.86% (poor), Book 2 (Sdn. Bhd, Malaysia) is 15.12% (poor), and book 3 (Cambridge, UK) is 21.31% (deficient).
3. The percentage results for book 1 (Erlangga, Indonesia) on the aspect of Science as a way of thinking are 11.67% (poor), Book 2 (Sdn. Bhd, Malaysia) is 16.80% (poor), and book 3 (Cambridge, UK) is 21.31% (deficient).
4. The percentage results for book 1 (Erlangga, Indonesia) in the aspect of Interaction between Science, Technology and Society are 6.56% (poor), Book 2 (Sdn. Bhd, Malaysia) is 0.00% (poor), and book 3 (Cambridge, UK) namely 0.81% (poor).

5.2 Suggestion

Several suggestions need to be presented from the results obtained from this research, namely:

1. Further research needs to be carried out, such as development research, especially textbooks that fulfill all aspects of scientific literacy in balanced proportions.
2. Book publishers who will publish a book can consider the context and content in the book being developed, not just focusing on the concepts being reproduced but can also increase the number of activities to investigate the nature of science or ways of thinking or other things.

3. Teachers do not need to focus on textbooks published by publishers to develop scientific literacy in students. Teachers can also develop their own versions of teaching materials. Apart from that, teachers can also find out what their students need.



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