

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The results of analysis misconception and the role of concept map in human digestive system topic research as follows:

1. The percentage of students' misconception overall is that students undergo misconception is 54% and students do not undergo misconception is 46%.
2. The misconception of students at each indicators namely indicator A is various nutrients that contained in the food and also the test for detect the nutrients in the food (52%), indicator B is the process of food digestive in human body (63%), indicator C is the structure and function of organ, gland, and duct in human digestive system (56%), and the disorder or disease that occur in human digestive system (54%).
3. The misconception of students at cognitive level are cognitive level 1 (54%), cognitive level 2 (63%), cognitive level 3 (52%), cognitive level 4 (59%), cognitive level 5 (62%), and cognitive level 6 (46%).
4. The percentage of students' misconception after given concept map, which collected from the post test data was compared with the diagnostic test data is the misconception of students decrease from 54% to 33% and the percentage of students do not undergo misconception increase from 46% to 67%.

5.2. Suggestion

Based on the research results there are several suggestions as follows:

1. Students are expected to be more active in learning and must be comprehend the contents of each concept of study material.
2. Teacher try to find another learning media to solve misconceptions in students especially in topic of Biology such as process and mechanism.
3. The school develop the quality of learning process especially in Biology subject.