CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

1. Analysis of students misconceptions on salt hydrolysis using Salt Hydrolysis Chemistry Misconception Test showed that there were some issues from five main concepts of salt hydrolysis chemistry, the name of the concepts is salt hydrolysis definition, formation of salt hydrolysis, determining the pH of salt solution, the relation between K_h with K_w, K_a, and K_b, and the application of salt hydrolysis in daily life. The percentage of students misconceptions for five main concept is 26.06%; 27.07%; 23,54%; 29.78%; and 25.76%.
2. Analysis of students' responses showed that there were three areas as the main problems in fomation of students misconceptions namely, fragmentation of students' understanding, problems with symbols and mathematical formula, and problems in generalizations.
3. From analysis of data the students have more difficulties in the determining the pH salt of solution, the relation between K_h with K_w, K_a, and K_b, and the application of salt hydrolysis in daily life concept.
4. From analysis of students' misconceptions on salt hydrolysis chemistry topic using Salt Hydrolysis Chemistry Misconception Test showed the different understanding from each school. Beside that, from students response in Salt Hydrolysis Chemistry Misconception Test, also can see that the different in answering question from foreign school and private school. Actually, the school in High Group also can had been around misconceptions.

5.2. Suggestions

From the data of students' misconceptions on salt hydrolysis chemistry identified in this study, it is suggested for senior high school teachers to do the diagnostic misconceptions into students' after the each of subject material done learning. So that, can detect the students' misconceptions early. Beside that, teachers advasible observe the prior knowledge of the students before teaching and learning process do. Teachers also must give a variation in their teaching methods to make the concepts that learn better. And for more, teachers hope give more example of application concept that learnen. For better learning, advisable the teacher must called up again about the relation between molarity and the pH, also about the symbols which use in the subject matter that will learn.

Further investigations about students' misconceptions on salt hydrolysis chemistry topic are suggested using various methods to get better data analysis. Considering the importance in collecting the data of students' misconceptions, it is also suggested for other reasearchers to investigate students' misconceptions for other topics in chemistry subject.