

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1. Conclusion

Research finding can be summarized as follows:

1. There was no significant relationship between student's visual literacy skills in cellular biology topic with student's learning styles in Al-Azhar Medan Highschool
2. There was significant relationship between student's visual literacy skills in cellular biology topic with student's study skills in Al-Azhar Medan Highschool
3. Learning styles variable gave 2% contribution to student's visual literacy skills in learning cellular biology topic in Al-Azhar Medan Highschool
4. Study skills variable gave 39.4% contribution to student's visual literacy skills in learning cellular biology topic in Al-Azhar Medan Highschool
5. Learning styles and Study skills variables gave 39.4% contribution to student's visual literacy skills in learning cellular biology topic in Al-Azhar Medan Highschool
6. There was significant difference between male and female students in visual literacy skills
7. There was no significant difference between male and female students in learning styles
8. There was no significant difference between male and female students in study skills

5.2. Implication

The findings showed that learning styles and study skills only gave small contribution to visual literacy skills. There were bigger factors that influence student's visual literacy. Further research regarding this matter is necessary in order to improve student's visual literacy.

5.3. Suggestion

As feedback for this research, here some suggestion are given to other researcher whom taking interest in studying visual literacy skills, learning styles, and study skills

1. Student's visual literacy skills observed was only cover cell biology topic, observing student's visual literacy skills in other biology topics are essential to know how far students able to master Biology course.
2. There seem to be relation between the qualities of student's biology handbook to student's visual literacy skills in biology, further research regarding this matter are necessary to do.
3. Teacher visual literacy skills might need to observed whether it has correlation with student's visual literacy skills
4. Student's visual literacy skill was observed after 3 months students learning the topic, some factors, such as memory retention might affect visual literacy. It is recommended to observe it after just the topic end and compare the result with visual literacy score after 6 months or one year period. This method is necessary to gain the exact score for student's visual literacy skill and whether it change over time.